

**STUDENTS' DIFFICULTIES IN READING COMPREHENSION ON  
NARRATIVE TEXT AT THE TENTH GRADE OF SMK  
MUHAMMADIYAH 2 SRAGEN IN THE ACADEMIC YEAR 2022/2023**

**THESIS**

Submitted as a Partial Requirements  
for the Degree of Undergraduate in English Education



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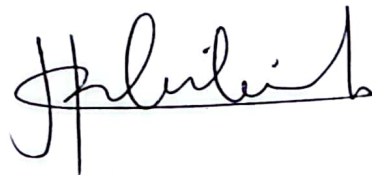
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Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

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## RATIFICATION

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## **DEDICATION**

This thesis is dedicated to:

1. My first love and role model, my Father Mulyono. He did not have time to finish his college due to some obstacles, but he was able to educate the writer, provide endless encouragement and motivation so that the writer can finish her studies up to bachelor's degree.
2. My mother, Sri Wahyuni, thank you as much as possible the writer gives to her for all forms of help, encouragement, and prayers that have given so far. Thank you for the advice that is always given even though sometimes our thoughts do not in a line. Thank you for your patience and generosity in dealing with my stubbornness. Mother is the greatest reinforcer and reminder. Thank you, for being my home, Mom.
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## **MOTTO**

“For indeed, with hardship [will be] ease, indeed with hardship [will be] ease”

**(QS. Al – Inshirah:94 5-6 )**

“Allah does not charge a soul except [with that within] its capacity”

**(QS. Al – Baqarah:2 286)**

“Just because you took longer than others, doesn’t mean you failed. You are on your right path, keep going.”

**(Anonymous)**

“In the end, God’s destiny is always good, even though sometimes it takes tears to accept it.”

**(Umar bin Khattab)**

“When things get tough, stop for a moment and look back and see how far you’ve come. Don’t forget how valuable it is. You are the most beautiful flower, more than anyone in this world.”

**(Kim Taehyung / V from BTS )**



## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled

“Students’ Difficulties in Reading Comprehension on Narrative Text at The Tenth Grade of SMK Muhammadiyah 2 Sragen in The Academic Year 2022/2023” is my own original work. 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, 11 September 2023

Stated by,



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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, 2023

The researcher

Amelia



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## ABSTRACT

Amelia. 2023. Students' Difficulties in Reading Comprehension on Narrative Text at The Tenth Grade of SMK Muhammadiyah 2 Sragen in The Academic Year 2022/2023. Thesis, English Language Education, Cultures and Languages Faculty.

Advisor : Habibi Nur Hidayanto, M.Pd.

Keywords : Students Difficulties, Reading Comprehension, Narrative Text

There are two objectives of this research: (1) to know the difficulties faced by the tenth grade students of SMK Muhammadiyah 2 Sragen in comprehending English reading narrative text, and (2) to know the strategies used by the tenth grade students of SMK Muhammadiyah 2 Sragen solve their problem in comprehending English reading narrative text.

The researcher used the theory King and Stanley (2004) about components of reading comprehension, then the theory Westwood (2001) about factors can cause difficulties in reading comprehension, and also used the theory Mokhtari & Sheorey (2002) about reading strategies. The researcher used descriptive qualitative research. The data was collected from questionnaire and interview. The trustworthiness of the data that used by the researcher was methodological triangulation. The researcher used the technique of analyzing the data from Miles, Huberman and Saldana (2014).

Based on the result, it shows that there are 20,870% of students who have difficulty finding factual information. Next, 20,490% of students have difficulty finding the main idea. Then, 20,786% of students who have difficulty finding the meaning of vocabulary. Moreover, 19,476% of students have difficulty identifying references. Last, there are 18,378% of students who have difficulty making inferences. Then the students almost have all the difficulties. There are seven students who could not investigate the specifics of the factual material in the text. There are seven students who could not relate the close meaning of unfamiliar words to the text or the topic of the text that is read. There are seven students who cannot comprehend what the author wants the reader to know about the topic. The most common difficulties in reading comprehension encountered by students are a lack of interest in English reading text, a lack of motivation in English reading text, a lack of prior knowledge in narrative text, and a lack in their home situation. Due to these factors, the students will have low achievement in reading text and will face many difficulties in understanding English text. For the strategies used by the students, 42,51% use the GLOB strategy. Next, 28,91% of students use the PROB strategy. Then, 28,58% of students use the SUP strategy. The result is that the students mostly use the GLOB strategy, with fourteen students using this strategy. So, the students of X TKJ use the GLOB strategy, focusing heavily on their reading preparation.

# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

Reading is one of the four language skills taught in English language learning process. However, one of the most crucial skills that students must mastered for success in all education environments is reading. According to Snow (2016) in our society, reading is crucial for success. The ability to read is highly regarded and essential for advancing in both social and school. Furthermore, for EFL senior high school students, compared to other skills, reading is the one that receives much more attention. When students study English, reading involves comprehend its content rather than just read something. They are not only need to understand each paragraph or each sentence, but they have to comprehend the message the writer is trying to convey.

In addition, for EFL reading comprehension must be mastered. Reading comprehension means the interaction between the readers and the text in order to form a meaning from the text which is involved a complex process, word knowledge, and world knowledge (Ayu, Diem & Vianty, 2017). In other word reading comprehension is the ability to understand a text and make a conclusion based on it. In Indonesian schools reading comprehension incorporated into the curriculum. Successful reading comprehension needs the synchronization of skills at many different levels to extract and construct meaning from a text. The complexity of the language use determines the level of difficulty of reading comprehension.

Furthermore, when Indonesian students learning reading comprehension, they must pay close attention in the language use in everyday conversation and the language use in school. There are significant differences between the language that use in everyday life and the language use in school (Westby, 2012). Whereas everyday conversations are originally used to complete daily tasks and share personal information. But academic language uses a different set of words, more complex grammatical structures, and different text organization to express content that describes complex relationships. Therefore, it is crucial that students learn reading comprehension in school as an academic language. Reading comprehension also assists students in developing their knowledge, skills, and memory in order to prepare them for real-life challenges in society such as decision making and cooperating with others.

Since English is a foreign language in Indonesia, most of students still face difficulties in reading comprehension. In addition, English language achievement in Indonesian school is still low. In fact, according to Education First (EF) 2022 English Proficiency Index, Indonesia ranks poorly among 24 other nations also placing them 81st out of 111 nations. Many of students commonly feel the difficulties in understanding the text and they cannot comprehend well. Furthermore, vocabulary must be the other source of the difficulty in comprehending a text, it is difficult for students to find specific word meanings in the text. As a result, they may be unable to extract detailed information from the text.

In Indonesia there are various genres of text that must be studied especially for high school student, Indonesian high school students must master a variety of texts, including descriptive, recount, report, procedure, and narrative texts. A narrative text tells about past events with a meaningful story. Based on Rohmana, Syahri, and Sulaiman (2019) a narrative text is a story written in a creative format that describes a series of fictional or non-fictional events. Furthermore, narrative text can be a made-up story or based on a true event. It is called imaginary because the story does not have to be true; it could simply be an imagination, or a fictional story created by someone or a group of people who have not proven the truth.

However, there are some issues with reading narrative text. According to Lisandi and Adijaya (2019) reading narrative text is regarded a monotonous activity for them since they encountered numerous issues when reading, such as the requirement to absorb a full reading text, locate the key concept, finish the substance of the text, and at the conclusion, correctly answer the question linked to the tale. Another issues from narrative is they must be able to identify each textual component, including orientation, complication, resolution, and reorientation. Moreover, the language differences also make it difficult for students to comprehend narrative texts, especially if they have low English skills, low interest in reading, and low motivation to learn English. This will make it more difficult for students to comprehend narrative text. In other words, it is not easy for the students to comprehend a narrative text.



Based on researcher's interview with English teacher at SMK Muhammadiyah 2 Sragen, the 2013 curriculum was utilized as a guidance in the process of learning and teaching at this school. Under the Ministry of Education and Culture's 2013 curriculum (K13), students can employ social functions, text structure, and linguistic aspects of oral or written transactional interaction text. The narrative text involves the act of giving and asking for specific information. Students should comprehend the purpose, generic structure, language feature, finding main idea, and determine moral value of narrative text. According to the English teacher she says the reading skill of tenth grade students of SMK Muhammadiyah 2 Sragen is still low. Furthermore, she says the reason is the characteristic of vocational students which is low motivation in reading, students have no interest in English reading text, and lazy for read. Narrative text was chosen by researcher because in a narrative text, one or more story or experiences are described. Also, this kind of text has a moral value that can be more exciting to be read by students.

According to previous research by Galiska (2019) in her research she uses descriptive quantitative method to conduct her research. The purpose of her research is to find out students' reading comprehension of narrative text at the eleventh grade of senior high school Muhammadiyah 1 Pekanbaru. Furthermore, the subject of her research is the eleventh grade of senior high school Muhammadiyah 1 Pekanbaru with simple random sampling she took 122 students as the population and she took 25% of the population as the sample. So, the total sample that she took is 31 students.

Moreover, Galiska analyzes the data by using the scale by Arikunto to calculate percentage of students' ability in comprehending the narrative text then she classified students' reading comprehension level in identifying features of narrative texts using scale from Arikunto. The result of her research is found that the mean score of the students was 69,09. It can be concluded that the students' reading comprehension of narrative text at the eleventh grade of senior high school Muhammadiyah 1 Pekanbaru is categorized into enough level.

Based on the previous research above, the differences between the two researches is this research defined that previous study used descriptive quantitative and this research is descriptive qualitative design. Furthermore, the novelty of this research, the main purposes of the previous research is to know the students' difficulties in reading narrative text. Moreover, the purpose of this research is not only to know the students' difficulties in reading narrative text but also to find out how the strategies use by the students to solve their difficulties in comprehending narrative text.

From all the reasons above and comprehension of narrative text is an essential skill and an accomplishment indicator in reading that must be mastered, students and teachers should be aware of and deal with the issues in comprehending narrative text. If students struggle to understand the material, it has an impact on their studies. As a result, the researcher feels that it is necessary to conduct a research on this issue with the assumption that each student have varies difficulty interpreting narrative text. So, the researcher is interest to conduct a research entitled "**Students' Difficulties**

**in Reading Comprehension on Narrative Text at The Tenth Grade of SMK Muhammadiyah 2 Sragen in The Academic Year 2022/2023.”**

**B. Identification of The Problem**

Based on the background above, the problems can be mention as follows:

1. The students reading skill in the tenth grade is still low
2. The students does not understand the text
3. The students often faces difficulties understanding narrative text.

**C. Limitations of The Problems**

From the identification and the problems in this research, the researcher imitates the problem of the analysis difficulties in understanding the narrative text of the tenth grade students at SMK Muhammadiyah 2 Sragen in The Academic Year 2022/2023. Then the subject of this research is the tenth grade students at SMK Muhammadiyah 2 Sragen in The Academic Year 2022/2023.

#### **D. Formulation of The Problems**

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

1. What are the difficulties of the Tenth Grade students of SMK Muhammadiyah 2 Sragen in comprehending English reading narrative text in The Academic Year 2022/2023?
2. What the strategies are used by the Tenth Grade student of SMK Muhammadiyah 2 Sragen solve the difficulties in comprehending English reading narrative text in The Academic Year 2022/2023?

#### **E. Objectives of The Study**

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

1. To know the difficulties faced by the Tenth Grade students of SMK Muhammadiyah 2 Sragen in comprehending English reading narrative text
2. To know the strategies used by the Tenth Grade students of SMK Muhammadiyah 2 Sragen solve their problem in comprehending English reading narrative text.

## **F. Benefits of the study**

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

### 1. Theoritically

Hopefully, the result of this research can be able to improve students' comprehension on narrative text and be more active in learning English. Besides, this research finding is also expected to be positive and valuable information, especially for those who are into in the teaching and learning English as a foreign or second language.

### 2. Practically

a. Teacher: the research findings can be reference to improve English learning activity and the English teacher can choose the best method for the students' problem in reading English text especially narrative text, and also give the information to the English teacher about how the strategies use by the students' solve their problems in comprehending English reading narrative text.

b. Researcher: Hopefully, this research is able to benefit the researcher as a novice researcher, especially in learning how to conduct a research. Also, can add more information and knowledge about teaching reading English experience for prospective English teacher.

## **G. Definition of Key Terms**

The terms used in this research are so many. To avoid misunderstanding, there are the definitions of each terms as follows:

### **a. Reading comprehension**

According to Woolley (2011) the process of extracting meaning from text is known as reading comprehension.

### **b. Difficulties**

A condition known as difficulty occurs when the student is unable to learn naturally as a result of risks, obstacles or study-related distractions (Djamarah 2011).

### **c. Narrative text**

Based on Reinfandt (2012) narrative is the recounting of one or more real or fictitious events communicated by one, two, or several narrators to one, two, several narrates.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Understanding of Reading**

###### **a. Definition of Reading**

One of the most necessary factors in appraising students' linguistic competence for English Foreign Language (EFL) is reading. The activity in which the writer and the reader exchange ideas in order for the reader to comprehend what they read is reading. However, it is necessary for the reader to be proficient in great reading skill in order to obtain information or ideas from the act of communication. Based on Grabe and Stoller (2011) Reading is the process of obtaining information from a text. This includes not just being able to pronounce words or phrases from the text, but also understanding what information the author wishes to express through the text.

Reading is not only just read a text but also involving an interaction with the reader and the writer. The text contains information that the author intends the reader to comprehend in certain ways. The reader also brings a wide variety of background knowledge to reading, and she or he actively develops the meaning of the text by grasping what the writer means and interpreting it in terms of the reader's activated background knowledge (Grabe, 2011).

Reading is a dynamic process in which readers combine information from a written topic with their personal previous knowledge to build meaning. The readers derive meaning from the text by integrating information contained within the text and their professional expertise. There is a relationship between the text and the readers' prior knowledge for understanding the meaning of the material read (Septia et al, 2022). It can be says that reading is therefore an active or receptive skill as opposed to a passive one since the reader naturally absorbs the knowledge or concepts by applying them to the text in his or her mind.

From all the explanation from the expert above, there are many definitions about reading. The researcher can conclude that reading is a process that enables the reader to comprehend the author's thoughts in order to get information from the text and make inferences about it.

## **b. Types of reading**

There are four basic types of reading According to Brown (2004) they are:

### **a. Perceptive reading**

Perceptive reading tasks implicate attending to the components of larger stretches of discourse which are letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied. The teacher

can assess perceptive reading with reading aloud, written response, multiple-choice, and picture-Cued items.

b. Selective reading

This category is largely an artifact of assessment formats. For the purposes to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, a certain typical tasks used: picture-cued task, matching, true/false, multiple-choice, etc. bottom-up and top-down processing combination both might be used to assess lexical and grammatical aspects of reading ability.

c. Interactive reading

Texts such as anecdote, short narrative and descriptive excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like are included in interactive reading. The spotlight of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse). In this reading type top-down processing is typical of such tasks; although some instances of bottom-up performance may be important. The teacher can assess students interactive reading with a cloze task, impromptu reading plus comprehension questions, short-answer tasks, editing, scanning, ordering tasks, and information transfer.

d. Extensive reading

Extensive task employ to the texts of more than a page, up to and including professional texts, essays, technical reports, short stories, and books. This task need Top-down processing. The teacher can make assessment such as skimming tasks, summarizing and responding, and also note-taking and outlining.

From the four basic types of reading based on the expert above, the researcher can conclude that the students can comprehend the written passage, including narrative text, if they have and understand all these types of reading. But each of the students may have and understand all the types of reading, or they may only have and understand one of these types of reading. So, the teacher should be aware of this issue, and she or he can assess their students types of reading based on the statement above.

**c. Purpose of reading**

The purpose of a person read is to get information or verify existing knowledge. Also, a person might read for enjoyment, or to increase knowledge of the language being read. Based on Grabe and Stoller (2011), the category of purpose for reading are follows:

a. Reading to search for simple information

Reading to search for simple information is a simple reading ability, despite this, other researchers believe it

is a somewhat autonomous cognitive function. It is utilized so frequently in reading assignments that it is most likely best seen as a form of reading ability.

b. Reading to skim quickly

Reading to skim quickly is a regular reading task and a beneficial skill in and of itself. It is essentially a collection of strategies for predicting where key information could be in the text and then using basic reading comprehension abilities to specific portions of the text until a basic idea is formed.

c. Reading to learn from text

Reading to learn is most common in academic and professional circumstances when a person has to learn a significant quantity of knowledge from a book; it necessitates the ability to recall main ideas, detect and develop rhetorical frameworks, and relate the text to the reader base.

d. Reading to integrate information

Reading to integrate information necessitates further consideration of the relative value of complementary, mutually supportive, or contradictory information, as well as the potential rearrangement of a rhetorical frame to accommodate information from numerous sources.

e. Reading to write and reading to critique texts

Reading to write and reading to analyze texts are two task variations of reading to assimilate knowledge. Both need abilities to compose, select, and critique information from a text.

f. Reading for general comprehension

Reading for general comprehension requires highly quick and automated word processing, significant abilities in constructing a general meaning representation of the core concept, and efficient coordination of multiple processes under time constraints.

Based on statements above, it can be concluded there are six purposes someone's when reading. The students also have difference purpose when reading text, it depends on what they read. When the students read narrative text, they must have all these purposes in order to comprehend the text.

## **2. The Nature of Reading Comprehension**

### **a. Definition of Reading Comprehension**

According to Woolley (2011) the process of extracting meaning from text is known as reading comprehension. The goal is to develop a general comprehension of what is described in the text rather than to derive meaning from individual words or sentences.



Reading comprehension is the ability that have to be owned by a person or students, in order to get information from a written passage. This ability is not hard to get if we read the passage in Bahasa, and a little bit difficult if the text using another Bahasa. For example English language, definitely a person and students should have English language skills if they want understand the reading passage in English.

Reading is also an interactive process in at least two ways. First, while we are recognising words very quickly and keeping them active in our working memories, we are also analyzing the structure of sentences to assemble the most logical clause-level meanings, building a main-idea model of text comprehension in our heads, monitoring comprehension, and so on (Grabe, 2011). Reading comprehension is a process that needs many interactions between the readers and their background knowledge and their strategy use, as well as variables related to the text itself (interest in text, understanding of text types). It can be said that reading comprehension largely involvement with not only just read a text but also if readers can understand and comprehend the text, they will automatically responses to text. The reader will get information, get pleasure, get knowledge, etc.

In conclusion based on the explanation above, reading comprehension is an active cognitive process to hook up meaning or

understanding the text or the authors' intention by coordinating the readers' background knowledge, words and fluency.

#### **b. Levels of Reading Comprehension**

Based on purpose reading comprehension can be differ into four category According to Richard (2010) :

- 1) Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage. It refers to reading for general information. It signifies that the pupils may extract basic information from the text. Students can also recollect facts from the texts that they learn from start to finish.
- 2) Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring. It suggests that the pupils are looking for specific information in the texts. Inferential comprehension assists pupils in extracting information from long texts.
- 3) Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values. It implies that the students compare and evaluate their own understanding and values of the readings. Students must be more critical in interpreting a text in this level.
- 4) Appreciate comprehension: reading in order to gain an emotional or other kind of valued response from a passage. It implies that it

motivates the pupils to have an emotional reaction to the content. Compared to the three prior comprehensions, this one addresses how to understand the text. Appreciate comprehension more emotional readers.

Based on the statement above, the researcher concluded there are four levels of reading comprehension, which are: literal comprehension, inferential comprehension, critical or evaluate comprehension, and appreciate comprehension. To get information from the text, one students to another may have different level of reading comprehension. When reading narrative text the students' must have all the levels of reading comprehension. Students should know to understand, to find specific information, and use emotional in reading the text.

### **c. Component of reading comprehension**

King and Stanley (2004) stated that there are five components in reading comprehension are follows:

#### 1) Finding factual information

Students must investigate the specifics of factual material. It is necessary for the reader to read precise facts such as a person, location, time, and events, which are frequently accompanied with the WH question (where, why, what, when, and how).

#### 2) Finding the main idea

Main idea of paragraph explains the reader what the author wants the reader to know about the topic. Identifying the topic can

usually assist the reader in comprehending the main ideas, making specific statements, or emphasizing a certain element of the topic.

### 3) Finding the meaning of vocabulary

When finding the meaning of vocabulary, students may develop word guessing ability where is not familiar with them by relating the close meaning unfamiliar words to the text and the topic of the text that is read. The word has been nearly equivalent meaning when it has or nearly the same meaning as another word.

### 4) Identifying reference

Reference is the correlation between word and things: words refer to things. Students can be more understanding the reading with the help of this reference. References found in the text, especially in narrative text.

### 5) Making inference

Inference in reading refers to a student's capacity to understand the meaning of a text without having all of the information explicitly stated. Hence, based on the context clues inside a sentence, the writer provides information about plot, characters, setting, time period, and other story components by what he, she, it, they, our, and so on infers from the text.

From all the statement above, the five components of reading comprehension must be mastered by all of the students in order to comprehend the reading text. Especially in narrative text.

### **3. Understanding Narrative Text**

#### **a. Definition of Narrative Text**

Narrative text is one of English text types. Based on Reinfandt (2012) narrative is the recounting of one or more real or fictitious events communicated by one, two, or several narrators to one, two, several narrates. Narrative text have many types. It can be imaginary, factual or a combination of both. It can be include fairy stories, horror stories, fable, legend, folktale, short story etc.

Pertaining to Pasaribu (2020) the purpose of narrative text is to amuse or entertain the readers in various ways with real or imagined experiences. Moreover, when students are learning about narrative they are expected to comprehend the context and the moral story in the text. This text can be found in short story books, magazine, novels, movies etc. Since narrative text has a plot which consists of complication and resolutions. Because of that it will makes people feel curious and anxious with the ends of the stories. Furthermore, ased on Grace (2007) the purpose of narrative text is to entertain the reader with a story that deals with complication or problematic events which lead to a crisis and in turn finds a resolution.

From all the explanation above, it can be concluded that narrative text is a story which is a real or unreal and has the purpose more than entertain the readers also convey the messages by using past event.

## **b. Generic Structure of Narrative Text**

Narrative text has a structural organization that includes beginning, a middle, and an end of the story. According to Ningsih (2019) the narrative text has the generic structure that can be explained storyline of narrative text. With this organizational structure it can be include several story episodes comprising characters, setting, problem, goal, actions, and resolution/solution. The generic structure of narrative text are as follows Mislaini (2015):

- a) The orientation which is giving information about the setting of the scan that shows the place and the time of the story just happened, introduce the people in the story and what is involved in it.
- b) Complication which telling the beginning of the complication or problematic which leads to the climax or crisis of the main participant.
- c) Resolution, resolving the crisis or the problem either in a happy or in a sad ending.
- d) Re-orientation is closing remark to the story which consist a moral lesson and advice or the readers.

In orientation, students should know the scene and the characters. Next, in complication students must find the problems happen in the story. Then, in the resolution students will find and know how the problems are solved. Last, for reorientation contain

the conclusion of the story. So, the students must comprehend the generic structure of narrative text in order to comprehend the narrative text.

**c. Language Feature of Narrative Text**

The language feature in narrative based on Grace (2007) as follows:

- a) Nouns: traveler, bundles, tree, road, etc.
- b) Pronouns: they, their, its, it, etc.
- c) Noun Phrase: The dusty and rough road, a big old tree, etc.
- d) Simple past tense : He walked away from the village
- e) Time connectives and conjunction: one day, a week, later, then, a long, long time ago, when, etc.
- f) Adverb and Adverbial Phrases: angrily, in horror, etc.
- g) Material Processes (action verbs): arrived, ate, went, etc.
- h) Verbal processes (saying verbs): asked

From the statements above, the researcher can conclude the students must be able to comprehend all the language feature of narrative text. If they are unable to comprehend it, surely it would be the problem for them to comprehend narrative text.

#### **4. Understanding the factors of Difficulties in Reading Comprehension**

Low comprehension can make the difficulties for the students to fill a reading texts exercise in examination. Based on Westwood (2001) that are three factors can cause difficulties in reading comprehension which are learners background, the teaching approach, and the learning environment.

##### **1. Learners' Background**

Everything that comes from the learners' itself are called learners background. It was include attitude toward reading from the learners', which are motivation and interest and the prior knowledge which the learners have and known before.

##### **a) Interest and Motivation**

Motivation is an important aspect in making teaching and learning process much more effective and efficient. If the students have low motivation in learning it surely makes their achievement also low. When students are motivated, learning will be easy (Atma et al, 2021).

One aspect to increase students' achievement in reading is interest. Interest is a concern which is relatively permanent, in contrast to attention which is only temporary, the learning interest of a student has a very big influence on the success of students in learning, in this case students can



be able to achieve high achievement (Firman 2020). Furthermore, when students have high interest to read, it will be much easier to understand the written text. In contrast when students have low or no interest to read, it will be difficult to understand the written text.

b) Learners prior knowledge

Based on Carnegie (2013) “students usually come into the class with the prior knowledge gained from the class or outside the class. It influences how they filter and interpret what they are learning”. Moreover, ability in learning a foreign language for students can be influenced by their prior knowledge. If the students have a lot of prior knowledge in reading they will be much easier to understand the written text. On the other hand, students who have little knowledge (grammar or vocabulary) may face some difficulties in understanding the written text. The example students who never hear or know what the meaning of the word *charming*, in some occasions they will be difficult to understand and follow the story, so they should have prior knowledge that facilitates them to bring personal meaning to the events and feelings in the story.

## 2. Teaching Technique

A teacher is an essential person in teaching learning process, specially for teaching reading. Because the students are good readers or not determined by the teacher. Also one of the school environmental factors of increasing students learning achievement is one of duty a teacher. If the teacher unable to choose appropriate teaching technique to teach the material it will become the source of learning difficulties for the students. Wang (2013) stated that although teachers are very knowledgeable about the subject they are teaching, they often rely on one teaching technique to transfer information. They sometimes do not realize that the techniques they use are not appropriate with the subject matter they convey. Furthermore, the teacher should be careful in choosing the technique to teach because it is related to the students understanding of the material.

## 3. Learners' Environment

One factors that will make students easier in learning process are school achievement, which is complete equipment, facilities and added by good way in learning. the environment in where take place surely affects language learning. A supportive environment straightly affects the competency language of the learners. For instance, school

environment is important to learners when they are supported from their parents with careful attention.

The two kinds of learners environment that could affect their learning reading achievement are home and school.

a) Home Condition

It is not surprising the parents are play necessary role in the home. To reach a satisfy achievement each students needs attention from their parents. Because learning English is not the same as studying Indonesian, students require parental direction when learning English, particularly when reading English texts, because they will read something with different sounds, vocabulary, and structure than in Indonesia. Without parents guidance will make students feels difficult when learning reading. They will have difficulty understanding what they read or will misunderstand the things they read. The success of children in the family is influenced by their family circumstances. Mcneal (2014) state that The engagement of parents has an influence on the student's academic progress. It is possible to conclude that there is a positive relationship between parental income level and student academic achievement.

## b) School condition

One more aspect that can be the cause of students learning difficulties is the school condition. If the school has lack of learning media, such as English books it will be affect the students ability in learning reading and makes the learning reading process become ineffective and will be hamper students understanding about the material.

From the explanation above, if the students have one or more lack in those factor, it surely makes students more feel difficult when read a text. So, in order to comprehend a reading text students need the balances of those factor. To know those, the researcher will be discovered through deep interview with the students.

## **5. Understanding strategies to solve the problem of student's difficulty in reading comprehension**

Brown (2007) defines strategies as distinct approaches to a problem or activity, modes of operation for accomplishing a certain goal, and deliberate designs for controlling and manipulating specific information. Implementing strategies can assist students in reading, particularly those who struggle with reading comprehension, in becoming more engaged readers and thinkers. There are three categories of reading strategies, according to Mokhtari & Sheorey (2002) those are global reading strategies, problem-solving strategies, and support strategies. The first,

Global reading strategies are the deliberate and well-planned techniques used by readers to monitor and manage their reading. Setting a goal before reading, previewing, and organizing the text are some examples of global reading strategies. The second, problem-solving strategies are tools, techniques, and procedures that readers use while working directly on the text. For example, if the material is too difficult to understand, change the reading speed, guess the meaning, and re-read the text for better comprehension. The last one, Support strategies involve the use of tools to assist the reader in easily comprehending the text, such as dictionaries, taking notes, summarizing, underlining, and or highlighting the keywords.

a) Global Reading Strategies (GLOB)

Global reading strategies are characterized as generalized and deliberate techniques for determining the objective of a reading content (Mokhtari & Reichard 2002). Students utilize global reading strategies to work directly with material or to control and carefully oversee their reading. On the other hand, global reading strategies focus heavily on reading preparation. Preparation is vital since it allows students to better absorb the text and obtain information more easily.

b) Problem Solving Strategies (PROB)

One category of reading strategies is problem-solving strategies. This strategy is used to solve problems when the reader is having

difficulty reading. According to Mokhtari and Reichard (2002), problem-solving strategies are defined as an action plan that students employ to navigate in order to overcome the problem in skillfully reading through texts. Furthermore, problem-solving strategies focused on the specific problem that the student encountered, such as losing concentration, having a problem with reading speed, and pausing while reading. Moreover, the goal of problem-solving strategy is to fix reading problems such as re-reading texts to improve comprehension, guessing the meaning of words based on hints, slowing down reading, and reviewing what has been read.

c) Support Strategies (SUP)

One of the categories of reading strategies is support strategies. This strategy serves a purpose for the reader. According to Mokhtari and Reichard (2002), this strategy provides mechanism assistance aimed at protecting the reaction to reading, such as the use of dictionaries. Moreover, support reading strategies include taking notes while reading, paraphrasing text information, revisiting previous information, asking self-questions, using reference materials as tools, underlining, discussing, and writing summaries. Similarly, Miller (2017) provides support strategies such as translating the

text from L2 to L1, paraphrasing, emphasizing essential information, and asking questions of others.

According statements above, it can be concluded that there are three kinds of reading strategies which are GLOB, PROB, and SUP. Each the strategies have a unique characteristic. So that with the researcher assumption, that each student has a different strategy in comprehending narrative text.

## **B. Previous Study**

Research that discusses about students' reading comprehension and narrative text are so many. Researcher will take the various aspect to be investigated. To find out gaps between this research and the previous study the researcher took four previous study that had been done by previous researchers.

The first, research conducted by Rika Susanti from IAIN Ponorogo 2018. The title of her research is "*Case Study on Students' Difficulties in Comprehending Narrative Text at SMPN 1 Siman Ponorogo*". She uses qualitative approach. The objective of this research are to describe the difficulties faced by eighth grade students in reading comprehending narrative text, to find out the factor that causes the students' difficulties in comprehending narrative text for eighth grade students, and to know teachers' method of solving students' problem to comprehend the English narrative text. Based on the data description, found that students have the difficulties in narrative text which are lack of familiarity with the subject

matter which consist of four interviews from students, also students have to open a dictionary for learning English reading text. Next, students also face grammatical problem such they can not to distinguish between the verbs I and another verb when they were making narrative text which have three students interviewed. Moreover, students also have difficulties with generic structure of narrative text, low interest in learning English subject, and do not understand as the teacher give a description of the narrative text with each of answer have one students interviewed and students also have vocabulary limited with two students interviewed.

Furthermore, also found that the factor causes the students' difficulties in comprehending narrative text for eighth grade students are did not learn at home with two students interviewed. Next, students have few knowledge of vocabulary with two students interviewed, another factor that cause students' difficulties in comprehending narrative text that is lack of students interest with four students interviewed. Moreover the teacher has three method of solving students problem which are the teacher use whiteboard media and internet to learning process and explanation of the narrative text, next the teacher use a game in applying the lessons in the text, and the teacher use small group discussion.

The second research entitled "*An Analysis of Students' Difficulties in Comprehending Reading Text at SMA Negeri 6 Palopo*" by Nur Safitri 2020. She uses descriptive quantitative design. The purpose of this research is to know the difficulties of students in comprehending English reading text. The researcher took a recount text to be research also she took the



sample from random sampling technique with 27 students in twelfth grade. Furthermore, for the instrument she only use 20 multiple choice test. From the data findings it can be identified that the difficulty answering the main idea has 65%. Along with the students difficulty in answering specific information questions has 69%. Moreover, the students difficulty in answering making inference questions has 68%. Lastly, the students' difficulty in answering understanding the meaning of word questions has 72%, and each questions has 5 number of question.

The third research is journal made by Sulih Okta Prihatini from Universitas Islam Lamongan 2020 entitled "An Analysis of Students' Difficulties in Reading Comprehension at SMA Negeri 1 Sukodadi Lamongan". She choose descriptive qualitative design to conduct the study. The purpose of her research was to know the students' difficulties in reading comprehension at SMA Negeri 1 Sukodadi and to know the factors of students' difficulties in reading comprehension at SMA Negeri 1 Sukodadi. Were the subject of this research was tenth-grade MIPA 5 of SMA Negeri 1 Sukodadi. For collecting the data she uses interviews and documents which in the form of worksheet and for the text she choose narrative text to be researched.

The result of this research were some students had difficulties in reading comprehension and they had difficulty in different levels, namely literal comprehension such as students can't identify the characters, students have difficulties to identity of animal, and students have difficulties in occurrence of disaster. Next, for inferential comprehension the students

have three difficulties which were students can't identify problems happened, can't identify meanings word, and can't identify the main idea. Moreover, for the critical comprehension students can't answer the correct sentence, students have difficulties in incorrect sentence and students have difficulties in difference word. For the creative comprehension students have difficulties in complete overlapping words, complete overlapping sentence, and determining the title. The most difficulties experienced by students were at the level of creative comprehension. The factor of the students' difficulties in comprehension at tenth grade, there was an inadequate instruction presented by the teacher, lack of pupils' interest, and the vocabulary difficulties.

The last research entitled "The Relationship between Cognitive Skills and Reading Comprehension of Narrative and Expository Texts: A Longitudinal Study from Grade 1 to Grade 4" the aim of this research is to explain potential differences in children overall performance and growth of narrative and expository text comprehension and identifying the cognitive factor that distinctly contribute to comprehension for each text type. The researchers took sample of 140 children (75 females) selected from public schools in one urban school district, one urban/rural school district, and several private/catholic school within and near a large metropolitan city in the Southern United States. The result of this study is children got scored better on reading comprehension of narrative text than expository text.

From the previous research above, this research will be different because in this research the researcher will analyze the difficulties in

understanding narrative text faced by eleventh grade vocational high school students and also how strategies they use to solve their difficulties. Also, The object of this research is eleventh grade at SMK Muhammadiyah 2 Sragen. Moreover, this research use qualitative research.

**Table 2.1 Previous Studies**

No	Writer, Title, Year	Similarity	Different
1.	Rika Susanti, Case Study on Students' Difficulties in Comprehending Narrative Text at SMPN 1 Siman Ponorogo, 2018.	The objective of both researches is want to know the difficulties faced students in reading comprehending narrative text.	The subject of these research is different. In this research the researcher take eleventh grade of vocational high school. Also the previous research use case study to conduct her research, while this research use descriptive qualitative.
2.	Nur Safitri, An Analysis of Students' Difficulties in Comprehending Reading Text at SMA Negeri 6 Palopo, 2020	The two researches focused on the difficulties faced by students in reading comprehension	The differences between the second previous research and this research are that research use descriptive quantitative, the object also different this research use eleventh grade of vocational high school. Meanwhile the previous research took recount text to be analyze and this research use narrative text.
3.	Sulih Okta Prihatini, An Analysis of Students' Difficulties in Reading Comprehension at SMA Negeri 1 Sukodadi Lamongan, 2020	Both of the two researchers use descriptive qualitative, to know the students' difficulties in reading comprehension on narrative text	The previous research use tenth grade of high school students at Sukodadi Lamongan east Java. While this research use eleventh grade of vocational high school at Sragen central Java
4.	Yan Wu et al, The Relationship between Cognitive Skills and Reading	Both research focuses on students comprehending narrative text	The subject of previous research is grade 1 and grade 4 of public, rural or private school in Southern United

	Comprehension of Narrative and Expository Texts: A Longitudinal Study from Grade 1 to Grade 4, 2020		States. This research use eleventh grade of vocational high school at Sragen central Java. Also the previous research comparing narrative and expository texts, while research do not compared with other text.
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There is one major difference with all the previous research above, one of the objectives of this research contains how the strategies used by the students solve their difficulties in comprehending narrative text. Where the previous researches above do not have it.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

According to Creswell (2012), qualitative research was a method of investigating and comprehending the significance that individuals or groups attach to a social human situation. The research process entails developing questions and procedures, obtaining data from participants, analyzing the data inductively, building from particulars to general themes, and creating interpretations of data significance. The writing structure of the final written report was adaptable. Pertaining to Nassaji (2015), Qualitative and descriptive research methods had long been used in numerous fields, including education, psychology, and social sciences. The researcher chosen descriptive qualitative design because this research focused on the facts and characteristics of the subject tenth grade students from SMK Muhammadiyah 2 Sragen. Moreover, this research also focused on certain phenomena in the school environment about the difficulties of students in reading comprehension on narrative text and the strategies used by students solve their difficulties in comprehending English reading narrative text.

#### **B. Research Setting**

##### **1. Place**

This research was conducted at SMK Muhammadiyah 2 Sragen which located in Jl. Raya Timur KM.3 Sragen, Nglorog, kab. Sragen. The researcher chosen the first grade of SMK Muhammadiyah 2 Sragen

in the academic year 2022/2023. While, the facilities and infrastructure at the school they had ten laboratories which were a language laboratory, a CNC (Computer Numerical Control) laboratory, a machine laboratory, an automotive laboratory, a body repair laboratory, three computer laboratories, a table and chair laboratory, and a music laboratory. Besides the laboratories this school had thirteen buildings which were 10<sup>th</sup> – 12<sup>th</sup> classroom, principal room, teachers’ room, extracurricular room, and so on. This school had 54 teachers and 12 employees. Also, the school got an “A” accreditation.

## 2. Time

From the title submission until report the research, researcher needed approximately seven to eight months finished this research. With the timeline presented on the table below.

**Table 3.1 Time of The Research**

Year of 2022 – 2023

Activities	Months									
	Nov	Dec	Jan	Feb	Mar	May	June	July	Aug	Sept
Title submission and pre research										
Writing proposal										

Writing proposal and proposal seminar									
Conduct the research on the field, collecting and analyzing the data									
Finishing chapter IV – V									
Report the research									

### C. Research Subject

The subject of this research was the first or the tenth grade students of SMK Muhammadiyah 2 Sragen with 243 students. In this research the researcher chosen students majoring in *TKJ (Teknik Komputer dan Jaringan) (Computer and Network Engineering)* consisted of 33 students. The researcher considered the subject because in the English syllabus of the tenth grade students at vocational high school there was a material about narrative text. Also based on the interview with the tenth grade English teacher at that school this class was the most communicative one to be done a research.

### D. Data and Source of The Data

#### 1. Data

Data was a collection of facts, statistics, graphs, tables, pictures, symbols, phrases, and characters that express thoughts,

objects, conditions, and situations. Thus, data were all known or perceived facts and numbers about a specific location and time. Based on Creswell (2012), the data taken of this research involves observation report, interview transcripts, and documents. The researcher used questionnaire and interview to collect the data. So, the data in this research was the answers of the questionnaire form and the interview with the information about the students reading comprehension difficulties on narrative text and the information about the strategies used by students solve their difficulties in comprehending English reading narrative text from the tenth grade students of SMK Muhammadiyah 2 Sragen majoring in TKJ (*Teknik Komputer dan Jaringan*) (*Computer and Network Engineering*).

## **2. Source of data**

Data for qualitative research can be obtained from a variety of sources, including documentation, interviews, observation, video records, and physical artifacts (Creswell, 2012). Data of this research was gathered from the informant (the person responding or answer questions from the researcher). So, the source of data in this research is the tenth grade students of SMK Muhammadiyah 2 Sragen majoring in TKJ (*Teknik Komputer dan Jaringan*) (*Computer and Network Engineering*) about what the difficulties faced by them in comprehending English reading narrative text and



also the strategy they use to solve difficulties in comprehending English reading narrative text.

### E. Research Instrument

Because the researchers used descriptive qualitative data, the researcher herself is the instrument of this study. According to Moleong (2017) the research instrument, is the most significant tool in qualitative research. Because the researcher is the major source of data, a non-test instrument will be used to collected information. Questionnaires and interviews are examples of non-testing instruments.

**Table 3.2 Question of Students' Difficulties in Reading Comprehension on narrative text**

Theory	Indicators	Description	Number of items	Number of questions
According to King and Stanley (2004) stated that there are five components in reading comprehension are follows: Finding factual information, Finding the main idea, Finding the meaning of vocabulary, Identifying reference, Making inference.	Finding factual information	Students with low learning motivation tend to have difficulties in finding factual information	1, 2, 3, 4, 5	5
	Finding the main idea	Students with poor reading habits tend to have difficulties determining the main idea.	6, 7, 8, 9, 10	5
	Finding the meaning of vocabulary	Students with weak reading strategies will have difficulty understanding the vocabulary used in the text.	11, 12, 13, 14, 15	5

	Identifying reference	Students with weak language knowledge are more likely to struggle with the information addressed in the text	16, 17, 18, 19, 20	5
	Making inference	Students with limited background knowledge generally struggle in making inference	21, 22, 23, 24, 25	5

**Table 3. 3 Question of Students' Strategies to Solve The Problem in Reading Comprehension**

Theory	Aspect	Number of items	Number of questions
There are three categories of reading strategies, according to Mokhtari & Sheorey (2002) those are global reading strategies, problem-solving strategies, and support strategies.	GLOB	26, 28, 29, 31, 33, 37, 40, 42, 45, 46, 48, 49, 52	13
	PROB	32, 34, 36, 39, 41, 44, 50, 53	8
	SUP	27, 30, 35, 38, 43, 47, 51, 54, 55	9

**Table 3. 4 Interview Guide about Factors that Cause Students' Difficulty in Reading Comprehension**

Theory	No	Aspect	Indicators
According to Westwood (2001), the several factors that cause students' difficulty in reading	1.	Interest and motivation	To know the students Interest and motivation
	2.	learners prior knowledge	To know the students prior knowledge
	3.	Teaching technique	To know the teacher's teaching technique and to describe effective

comprehension, namely interest and motivation, learners prior knowledge, teaching technique, and learners environment			or not their teacher's teaching technique
	4.	Learners environment	To know the students environments

## F. Techniques of Collecting the Data

The researcher will employ the following data collection techniques:

### 1. Questionnaire

Questionnaires are used to identify students who have difficulty with reading comprehension. A questionnaire is a data collection instrument that consists of a series of questions. Therefore, a questionnaire is a data collection tool in which a researcher asks students to evaluate themselves and react to a series of items about their attitudes, feelings, and opinions. Furthermore, to identify the students reading comprehension difficulty and their strategies to solve their reading comprehension difficulty, the researcher uses two kind of questionnaires which the students are ask to responding the likert scale which includes “Strongly Agree”, “Agree”, “Neutral”, “Disagree”, and “Strongly Disagree”.

Also, the researcher use questionnaire from Mokhtari & Sheorey (2002) with the scale “Always or Almost Always.”, “Usually”, “Sometimes”, “Only Occasionally”, and “Never or Almost Never”. According to Sugiyono (2018) The Likert scale is used to assess a people or group's attitudes, opinions, and perceptions of a social

problem being studied. The measured variables are converted into indicator variables using a Likert scale. These indicators are then utilized as a starting point for creating instrument items in the form of statements or questions. The researcher used a set of sheet questionnaire with close ended questionnaire.

## 2. Interview

One of the most crucial sources in qualitative research to gain in-depth understanding of how individuals experience, feel, and interpret the social world was the interview (Creswell, 2012). For this research, structured was used. The structured interview technique was used in order to get detailed information about the factors of difficulties in reading comprehension face by the students based on the theory from Westwood (2001). The researcher will be interviewing fourteen students of the tenth grade students of SMK Muhammadiyah 2 Sragen majoring *TKJ (Teknik Komputer dan Jaringan) (Computer and Network Engineering)*. The students here are the respondent who has difficulties in comprehending the narrative text. The function of this interviews is to know in depth about what the difficulties and what was the factors of their difficulties faced by tenth grade students in comprehending narrative text. Also the researcher interviewed the students about how the strategies use by the students solve their problem in comprehending English reading narrative text in order to get the credible data to answer the second formulation of the problems.

Furthermore, the researcher conducted offline interview with the students.

### **G. Trustworthiness of The Data**

To check the validity of the data the triangulation technique was used. According to Cohen., et al (2007), triangulation is the employment of two or more methods of data collecting in the study of some element of human behavior. Denzin (2006) distinguished four types of triangulation: (1) data triangulation, which involves time, space, and people. (2) Investigator triangulation; several researchers are involved in an investigation. (3) Theory triangulation refers to the use of more than one theoretical scheme in the understanding of a reality. (4) Methodological triangulation entails using more than one data collection method, such as interviews, observations, questionnaires, and documents.

In this study, the researcher checked the credibility of the data used a methodological triangulation. It's comparing and checking the validity of the data collected at different times and data collection techniques. The researcher evaluated the data collected through the questionnaire from the theory of King and Stanley (2004) about the component of reading comprehension and the interview about factors that cause students' difficulty in reading comprehension from the theory Westwood (2001) to answer the first formulation of the problems. The researcher used data from questionnaires and interview taken from students as the implementation of the triangulation method.

Also, the researcher evaluated the data collected through the questionnaire from the theory of Mokhtari & Sheorey (2002) about categories of reading strategies and use structured interview with the students about what strategies the students use to solve their problem in comprehending English reading narrative text to answer the second formulation of the problems. As the implementation of methodological triangulation.

## **H. Techniques of Analyzing The Data**

This study employed descriptive qualitative analysis based on (Miles, Huberman, & Saldana, 2014) through data condensation, data display, drawing and verifying conclusions.

### **1. Data condensation**

The process of selecting, focusing, simplifying, abstracting, and or transforming data that appeared in the whole corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials referred to as data condensation. We strengthened data by condensing it. (Miles, Huberman, & Saldana, 2014)

In data condensation, the researcher reduced information during the research activities if data was unimportant or did not support what the difficulties face by tenth grade students of SMK Muhammadiyah 2 Sragen in comprehending narrative text and strategy they used to solve their problems of difficulties in

reading comprehension. The data of questionnaires was counted by using the pattern and arranged to make easy the data display. Furthermore, the results of interview were transcribed in written form and summarized by separating main things relating to research problems. The data that did not support the students difficulties and strategy they use in reading comprehension were reduced.

## 2. Data display

Miles, Huberman, and Saldana (2014) define a display as an orderly, compacted assemblage of information that enables for conclusion drawing and action. A display was an organized, compressed assembly of information that allows conclusion drawing and action (Miles, Huberman, & Saldana, 2014). In this step, the researcher organized and displayed the data of students' difficulties in comprehending narrative text and also strategy they use in reading comprehension gathered using questionnaires and in-depth interview. The data from questionnaire was presented in table forms and graphics then explained in descriptive text. Moreover, the results of interview were explained systematically according to the research questions. The results of questionnaires and interview were linked and connected each other. As the second component in

analyzing data, this technique was used arranging the information, description, or narration to draw conclusion.

### 3. Conclusion and verification

This is the third component of qualitative analysis. Conclusion drawing entails taking a step back to understand what the studied data imply and how they relate to the topics at hand (Miles, Huberman, & Saldana, 2014). Verification, which is fundamentally connected to conclusion drawing, includes returning to the data as many times as necessary to cross-check or verify the emergent conclusions. After attempting data condensation and data display, the researcher arrived at a conclusion and verified it. It began with data collecting and progressed to data analysis by focusing on the aspects that pertain to the formulation of the research problem. Following the conclusion, go back to the field notes for verification, argumentation, and review.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter discusses the researcher's findings and discussion from the research that was conducted at SMK Muhammadiyah 2 Sragen. The following conclusion could be reached from the research findings and discussion, the previous chapter and by making reference to the problem statements:

#### **A. Research findings**

In this research, the researcher conducted the research at X TKJ. There are 33 students at this class. Then 25 students were male, and 8 students were female. The researcher collected the data used questionnaire and interview. The used of questionnaire in this research is to get the data about the difficulties faced by students and the strategies used by the students to solve problem or difficulties in reading comprehension at the tenth grade of SMK Muhammadiyah 2 Sragen. While, for the interview is to get the data about the factors can cause difficulties in reading comprehension faced by the students and also the strategies used by the students to solve problem or difficulties in reading comprehension. Researcher adopted the questionnaire from Hanifah 2022 and Mokhtari & Sheorey 2002.

#### **1. The Difficulties Faced By Students at the Tenth Grade of SMK Muhammadiyah 2 Sragen in The Academic Year 2022/2023 in Reading Comprehension on Narrative Text**

The data were taken from 33 students from X TKJ at SMK Muhammadiyah 2 Sragen. The data contain 55 items of questionnaire with the 25 statements favorable or positive and unfavorable or negative about the difficulties faced by students in comprehending narrative text.

The researcher has determined the number of each difficulty and has recognized the students' difficulties. The researcher creates a table with the calculation's results and converts them into percentages. Below is table of students difficulties in reading comprehension on narrative text made by each students of class X TKJ at SMK Muhammadiyah 2 Sragen in the academic year 2022/2023.

**Table 4.1 the classification of students' difficulties in reading comprehension on narrative text at class X TKJ**

No	name	Finding factual information	Finding the main idea	Finding the meaning of vocab	Identifying reference	Making inference
1	AQZ	16	15	15	15	12
2	ADW	17	9	13	17	14
3	AYM	14	15	17	15	12
4	ADWU	14	16	14	15	15
5	BHD	20	21	15	16	20
6	BR	18	12	17	14	11
7	CA	10	9	14	7	10
8	DAP	19	22	21	18	20
9	DS	18	19	15	13	12
10	DAU	12	18	15	20	11
11	DA	13	10	16	12	9
12	FJAA	16	18	17	9	11
13	FH	11	11	11	18	10
14	FAT	11	8	13	6	8
15	FAP	15	17	15	10	15
16	HNW	16	15	16	11	12
17	IJBD	13	13	10	12	13
18	IA	18	15	13	13	14
19	JAI	11	12	14	12	17
20	KSP	11	17	13	19	18

21	LAF	18	14	18	12	13
22	MZA	17	17	15	17	16
23	MNAS	17	16	16	15	11
24	NKM	16	16	14	16	14
25	NDK	14	11	12	13	10
26	NDS	16	16	16	18	21
27	PDCP	19	14	17	14	15
28	PDA	14	15	12	14	13
29	RHAB	15	15	15	14	11
30	RPA	17	16	14	13	11
31	SAR	12	14	16	14	11
32	SJI	12	14	18	14	10
33	ZF	14	15	15	15	15
<b>Total of each difficulties</b>		494	485	492	461	435
<b>Total of all difficulties</b>		2367				
<b>Percentage of each difficulties</b>		20,870%	20,490%	20,786%	19,476%	18,378%

From table IV.1 the researcher used percentage from Microsoft Office Excel to calculate the data from the questionnaire. The findings from the difficulties faced by X TKJ students based on the table above are presented below:

**a) Finding factual information**

The first component difficulties in reading comprehension is finding factual information. This component of difficulty, the students must investigate the specifics of factual material in which form in WH question (where, why, what, when, and how). Therefore, the frequency of the difficulty finding factual information based on the table above that 20,870% , the students of X TKJ have difficulties in finding factual information. The

researcher dispensed the questionnaire to the students through distributed printed questionnaire in the classroom. For this difficulty, the items in questionnaire are presented into number 1 until 5. For the statement number 1 (*motivasi saya rendah untuk belajar Bahasa Inggris*) this statement in the form of unfavorable or negative with the mean score of 2,85 and has 19,0% frequency among the 5 statements in this category of the difficulty. Next, for the statement number 2 (*Lingkungan sekitar saya seperti teman dan keluarga mendukung saya untuk lebih giat dan termotivasi untuk belajar Bahasa Inggris*) this statement in the form of favorable or positive with the mean score of 3,24 and has 21,7% frequency.

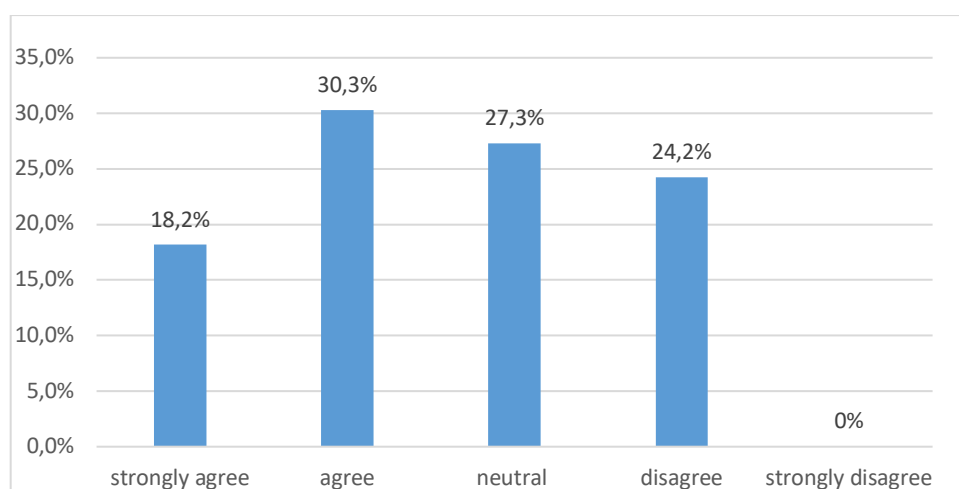
Then, for the statement number 3 (*Saya selalu mencoba meningkatkan motivasi saya saat belajar Bahasa Inggris seperti teks naratif*) this statement also in the form of favorable or positive with the mean score of 3,36 with 22,5% frequency. For the statement number 4 (*Menurut saya teks naratif merupakan pelajaran yang susah, sehingga saya tidak termotivasi untuk mempelajarinya*) this statement in the form of unfavorable or negative with the mean score of 2,94 with 19,6% frequency.

The last statement number 5 (*Menurut saya Bahasa Inggris merupakan bahasa yang sulit untuk dipelajari*) this statement in the form of unfavorable or negative with the mean score of 2,58 and has 17,2% frequency. Because the last statement has the lowest mean score and lowest frequency among the other statements in this type of difficulty, the researcher tabulated this statement to know in depth about the difficulty in finding factual information with this statement.

**Table 4.2 the result of difficulty in finding factual information in the questionnaire statement number 5**

No item	Total respondent	Category				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	33	6	10	9	8	0

**Graphic 4.1 the result of item number 5 of the questionnaire difficulty in finding factual information**



From the graphic above, the highest score is the “agree” item with 10 students or 30,3%. Along with 9 or 27,3% students choose “neutral”. Also 8 students or 24,2% choose “disagree”. Then, 6 students or 18,2% choose “strongly agree” . it can be said that, some students or 16 students agree with this statements and strongly agree that English language is hard to be studied.

#### **b) Finding the main idea**

The second component difficulties in reading comprehension is finding the main idea. Main idea of paragraph explains the reader what the author wants the reader to know about the topic. The main idea usually

located at the beginning or end of the paragraph but can be in the middle of paragraph. Furthermore, the frequency of the difficulty finding the main idea based on the table IV.1 above, it can be saw that 20,490% students faced this difficulty among the other difficulties.

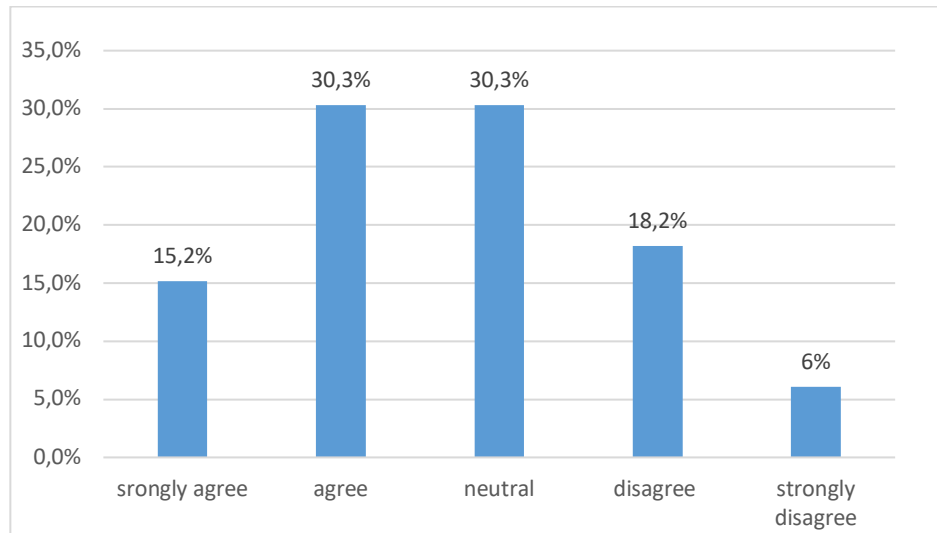
For this difficulty, the items in questionnaire are presented into number 6 until 10. With the statement number 6 (*Saya tidak suka membaca buku maupun teks*) this statement in the form of unfavorable or negative with the mean score of 3,42 with 23,30% frequency. Next, for the statement number 7 (*Saya malas membaca saat teks yang saya baca membosankan, terlalu sulit, dan tidak menarik*) this statement in the form of unfavorable or negative with the mean score of 2,70 with 18,35% frequency. Then, for the statement number 8 (*Saya memahami materi teks naratif dengan baik*) this statement in the form of favorable or positive with the mean score of 2,85 with 19,38% frequency.

Furthermore, for the statement number 9 (*Saya suka membaca buku mengenai Bahasa Inggris di rumah maupun di sekolah*) also this statement in the form of favorable or positive with the mean score of 2,94 and has 20,00% frequency. The last statement is number 10 (*Kadang saya mengetahui sebagian makna kata yang terdapat dalam teks naratif, tetapi saya masih kesulitan dalam memahami ide pokok teks karena saya malas membaca*) for this statement is in the form of unfavorable or negative with the mean score of 2,79 with 18,97% frequency. Since the statement number 7 has the lowest mean score and frequency. So, the researcher analyzes indicator of difficulty in finding the main idea with this statement.

**Table 4.3 the result of difficulty in finding the main idea in the questionnaire statement number 7**

No item	Total respondent	Category				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7	33	5	10	10	6	2

**Graphic 4.2 the result of item number 7 of the questionnaire difficulty in finding the main idea**



From graphic above, the highest score is in the “agree” and “neutral” scale. Both of the scale has 10 students and 30,3% frequency. Then, 6 students or 18,2% choose “disagree”. Furthermore, for the scale “strongly agree” there are 5 or 15,2% students choose this scale. And the rest 2 students or 6% choose “strongly disagree”. So, the researcher can conclude that many students are agree with the statement number 7 that they are lazy to read English text, if the text is boring, too hard, and uninteresting.

**c) Finding the meaning of vocabulary**

The third component difficulties in reading comprehension is finding the meaning of vocabulary. When finding the meaning of vocabulary, students may develop word guessing ability where is not familiar with them by relating the close meaning unfamiliar words to the text and the topic of the text that is read. From the table IV.1 above, it can be seen that 20,786% students has difficulty in finding the meaning of vocabulary among the others components of difficulty. Furthermore, in the questionnaire this difficulty presented into statements number 11 until 15.

The statement number 11 (*Saya selalu mencari arti kosakata baru yang sulit dan tidak saya ketahui dalam Bahasa Inggris menggunakan kamus*) this statement in the form of favorable or positive with the mean score of 3,30 and has 22,154% frequency. Next, for the statement number 12 (*Saya kesulitan memahami makna kosakata Bahasa Inggris yang terdapat pada teks naratif, sehingga saya tidak memahami apa yang saya baca*) this statement is in the form unfavorable or negative with the mean score of 2,73 and has 18,293% frequency.

Then, for the statement number 13 (*Saya kesulitan menghafal kosakata baru dalam Bahasa Inggris*) also, this statement is in the form unfavorable or negative with the mean score of 2,55 and has 17,073% frequency. Moreover, the statement number 14 (*Saya selalu menulis kosakata yang baru saya ketahui*) this statement is in the form favorable or positive with the mean score of 3,45 and has 23,171% frequency. For the last statement in this component of difficulty which is the statement number

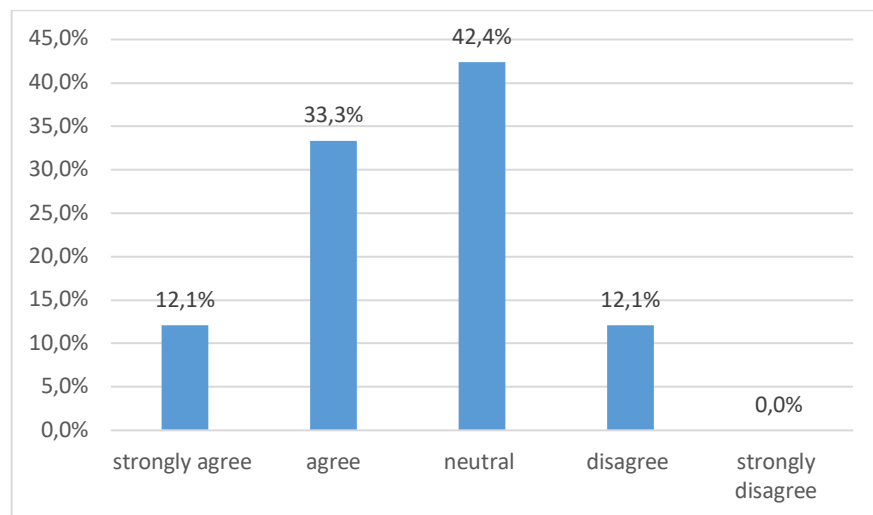


15 (*Saya membaca kosakata baru beserta artinya dengan suara keras untuk membantu saya mengingat kosakata tersebut*) this statement in the form of favorable or positive with the mean score of 2,88 with 19,309% frequency. Since, the statement number 13 has the lowest mean score and frequency. So, the researcher analyzes indicator of difficulty in finding the meaning of vocabulary with this statement.

**Table 4.4 the result of difficulty in finding the meaning of vocabulary in the questionnaire statement number 13**

No item	Total respondent	Category				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
13	33	4	11	14	4	0

**Graphic 4.3 the result of item number 13 of the questionnaire difficulty in finding the meaning of vocabulary**



From graphic above, the highest score is in the “neutral” scale with 14 students or 42,4% frequency choose it. Then 11 students or 33,3% frequency choose the “agree” scale. Moreover, for the “strongly agree” and “disagree”

scale has the same frequency that is 12,1% with 4 students choose these scales. But no one student choose the “strongly disagree” scale. So, it can be said that many students are agree with the statement that they are feel difficult memorize new vocabulary in English.

#### **d) Identifying reference**

Reference is the correlation between word and things: words refer to things. It can be found in the text, especially in narrative text. From the table IV.1 above, it can be saw that 19,476% students have difficulty in identifying reference among the other components of difficulty. Moreover, for this component of difficulty are presented in the statement of questionnaire number 16 until 20. For the statement number 16 (*Saya kesulitan dalam menguasai tata bahasa di dalam teks yang saya pelajari*) this statement is in the form unfavorable or negative with the mean score of 2,67 with 19% frequency.

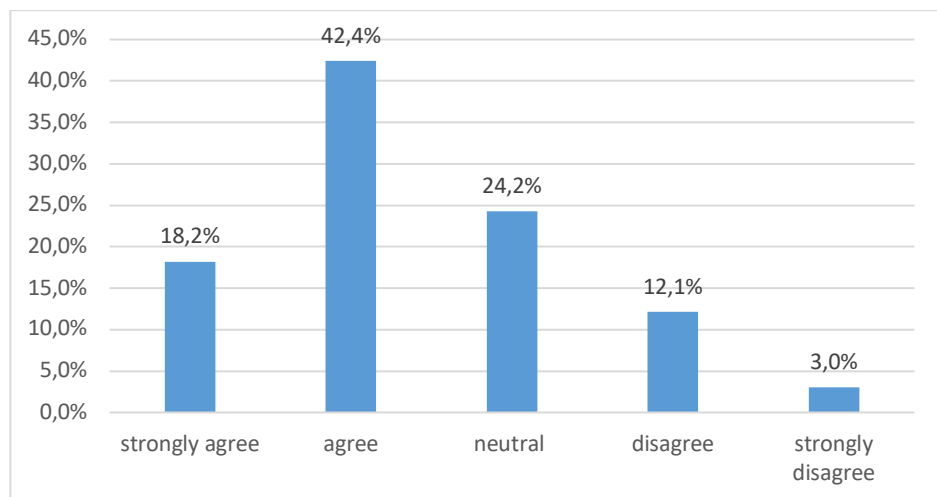
Next, for the statement number 17 (*Saya membaca setiap kata perkata pada teks naratif untuk memahami isi teks tersebut*) this statement is in the form favorable or positive with the mean score of 3,27 with 23% frequency. For the statement number 18 (*Saya tidak suka belajar teks reading Bahasa Inggris seperti teks naratif*) this statement is in the form unfavorable or negative with the mean score of 2,91 with 21% frequency. Furthermore, for the statement number 19 (*Saya mengetahui tentang language feature dari teks naratif yang saya baca*) this statement is in the form favorable or positive with the mean score of 2,73 with 20% frequency.

Then, for the statement number 20 (*Saya kesulitan berkonsentrasi dalam membaca suatu teks yang panjang dan membosankan*) this statement is in the form unfavorable or negative with the mean score of 2,39 with 17% frequency. Because, the statement number 20 have the lowest mean score and lowest frequency, researcher decided that analyzes indicator of difficulty in identifying reference using this statement.

**Table 4.5 the result of difficulty in identifying reference in the questionnaire statement number 20**

No item	Total respondent	Category				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
20	33	6	14	8	4	1

**Graphic 4.4 the result of item number 20 of the questionnaire difficulty in identifying reference**



From graphic above, the highest score is in the “agree” scale, with 14 students or 42,4% frequency choose this scale. Next, 8 students or 24,2% frequency choose “neutral” scale. Furthermore, 6 students or 18,2% frequency

choose the “strongly agree” scale. Then for “disagree” scale there are 4 students or 12,1% frequency. Lastly, for the scale “disagree” there is 1 student or 3,0% choose this scale. So, it can be concluded that many students are agree with this statement that students feel difficult to concentrate in reading long and boring text.

#### e) Making inference

The last component of difficulty in reading comprehension is making inference. Inference in reading refers to a student's capacity to understand the meaning of a text without having all of the information explicitly stated. Furthermore, the frequency of the difficulty making inference based on the table IV.1 above, it can be saw that 18,378% students faced this difficulty among the other difficulties. For this component of difficulty are presented in the statement of questionnaire number 21 until 25.

For the statement number 21 (*Saya tidak mengetahui generic structure di teks naratif yang saya baca, jadi saya tidak dapat memahami teks yang saya baca*). This statement is in the form unfavorable or negative with the mean score of 2,58 with 19,54% frequency. Next, for the statement number 22 (*Saya tidak memahami informasi setiap bagian dari teks naratif, sehingga saya tidak memahami pesan yang disampaikan penulis dalam teks*). This statement is in the form unfavorable or negative with the mean score of 2,67 with 20,23% frequency. Then, for the statement number 23 (*Saya belum terlalu paham dengan jenis – jenis teks yang saya baca, karena*

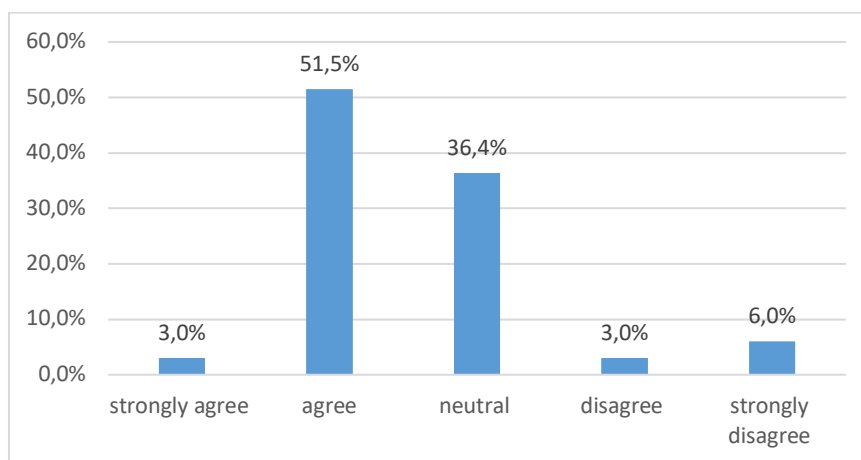
*latar belakang pengetahuan saya yang terbatas*). This statement is in the form unfavorable or negative with the mean score of 2,61 with 19,77% frequency.

Therefore, for the statement number 24 (*Saya tidak familiar mengenai teks naratif seperti legenda dan fabel*). This statement is in the form unfavorable or negative with the mean score of 2,58 with 19,54% frequency. The last statement number 25 (*Saat membaca, saya tidak dapat memprediksi kalimat selanjutnya*). This statement is in the form unfavorable or negative with the mean score of 2,76 with 20,92% frequency. Since the statements number 21 and 24 has the same lowest mean score and frequency. So, the researcher analyzes indicator of difficulty in making inference.

**Table 4.6 the result of difficulty in making inference in the questionnaire statement number 21**

No item	Total respondent	Category				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21	33	1	17	12	1	2

**Graphic 4.5 the result of item number 21 of the questionnaire difficulty in making inference**

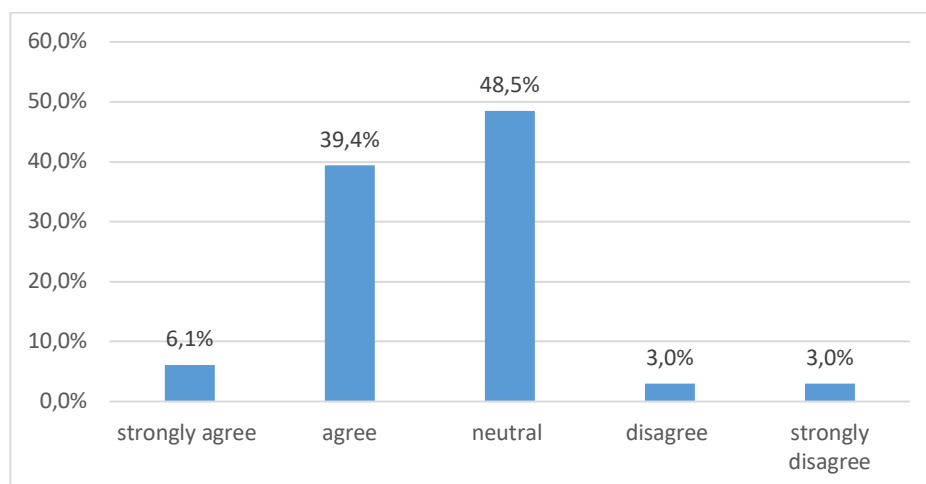


From graphic above, the highest score is in the “agree” scale, with 17 students or 51,5% frequency choose this scale. Next, for the scale “neutral” there are 12 students with 36,4% frequency choose this scale. Therefore, for the scale “strongly agree” and “disagree” both has the same amount students who choose this scale which is 1 student and also has 3,0% frequency. Then, for “strongly disagree” scale there are 2 students or 6,0% frequency choose this scale. So, from the graphic above it can be concluded that many students are agree with this statement that students do not know the generic structure of narrative text, so they are not understand the text they read.

**Table 4.7 the result of difficulty in making inference in the questionnaire statement number 24**

No item	Total respondent	Category				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
24	33	2	13	16	1	1

**Graphic 4.6 the result of item number 24 of the questionnaire difficulty in making inference**



From graphic above, the highest score is in the “neutral” scale, with 16 students or 48,5% frequency choose this scale. Next, for the “agree” scale there are 13 students or 39,4% frequency choose this scale. Furthermore, for the “strongly agree” scale there are 2 students or 6,0% choose this scale. The last, for the scale “disagree” and “strongly disagree” has the same number of students choose this scale which is 1 student with 3,0% frequency. So, it can be concluded that 2 students are disagree with the statement and 15 students are agree with the statement which is the students not familiar with narrative text including legend and fable.

Furthermore, based on the interview with students from X TKJ done in the field on 6<sup>th</sup> until 7<sup>th</sup> June 2023 in the form of offline interview, the researcher found some factors that caused students difficulties in understanding English reading text, as follows:

**a) Learners background (interest)**

The first, factor that can causes students difficulties in reading comprehension called learner's background which is interest. The researcher asks two questions related to this factor which is "*apakah kamu pernah membaca teks Bahasa Inggris?*" and "*apakah kamu tertarik membaca teks Bahasa Inggris? Mengapa?*". Based on the interview with student of X TKJ the result is presented below.

*"pernah, tertarik, karena di jurusan TKJ itu penting buat bisa Bahasa Inggris. (AYM X TKJ interview on Tuesday 6<sup>th</sup> June 2023)"*

*"pernah, tertarik, emang dari dulu suka Bahasa Inggris kak. (BR X TKJ interview on Tuesday 6<sup>th</sup> June 2023)"*

From the interview above, the factors caused students' difficulties were related to their background knowledge which is interest. The researcher found that all fourteen students have already read English text, with the students answer "*ya, pernah membaca teks Bahasa Inggris mbak*" it shows that all students have background knowledge about English text (see appendix).

Furthermore, for the second researcher's question. It shows that, four students stated that they are interested reading English text (see appendix). For the reasons it is important to master English language for TKJ (Teknik Komputer Jaringan) student and one student admitted that she likes English language also one student interested reading English text because of game.

*"tidak tertarik mbak, karena gak ada niatan membaca teks Bahasa Inggris mbak. (BHD X TKJ interview on Tuesday 6<sup>th</sup> June 2023)"*



*“pernah, tidak, gak suka teks Bahasa Inggris mbak jadi gak tertarik. (DAP X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“pernah, tidak tertarik mbak, karna saya tidak paham dan tidak mengerti teks Bahasa Inggris. (ADWU X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

From the above statement, there are seven students not interested reading English text (see appendix). For the reasons they are not have intention to read English text, not interested in English text, not understanding the English language, and they believe English is a difficult language.

*“pernah, tertarik tidak tertarik sih mbak, kalau Bahasa Inggrisnya mudah dipahami saya tertarik mbak, kalau susah dipahami saya tidak tertarik. (ADW X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“pernah, ya, lumayan agak tertarik mbak kalau mudah dipahami (DS X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

Then from the statements above, the rest three students answer that they are less interested of reading English text (see appendix). For the reasons they are interested if the text use simple vocabulary.

## **b) Learner’s background (motivation)**

The second, factor that can causes students difficulties in reading comprehension called learner’s background which is motivation. The researcher asks three questions related to this factor which is *“Apakah teman sekelasmu mempengaruhi motivasimu untuk belajar Bahasa Inggris?”* and *“Bagaimana sikap teman sekelasmu ketika pelajaran Bahasa Inggris dilaksanakan?”* Then *“akankah teman sekelasmu akan*

*aktif di kelas, memotivasi semangatmu untuk belajar di kelas? ”. Based on the interview with student of X TKJ the result is presented below.*

*“Tidak temen saya sama sekali gak mempengaruhi motivasi buat belajar Bahasa Inggris (AQZ X TKJ interview on Tuesday 6<sup>th</sup> June 2023) ”*

*“Nggak mbak mereka gak mempengaruhi buat belajar Bahasa Inggris (ADW X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“mempengaruhi mbak, kalo ada yang rajin ya saya coba ngikutin(DAP X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

From the statements above, the researcher found that majority of the students said that classmates do not affect the motivation to learn English. Only one student admitted that their classmates affect his motivation to learn English (see appendix).

*“Ada yang main sendiri, ada yang ramai, ada yang mendengarkan (AYM X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“mereka malas – malasan saat pelajaran Bahasa Inggris (CA X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Ada yang memperhatikan ada yang ramai sendiri dan ada yang main hp mbak saat pelajaran Bahasa Inggris mbak (FAT X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

Besides, the researcher also ask the students regarded the attitude of classmates when English lessons are implemented. Then majority of the students or eleven students said that their classmate sometimes pay attention to English lesson sometimes they do not. But the rest of three students admit that their classmates was calm and follow the teacher’s directions during english lesson (see appendix).

*“tidak mbak, soalnya temen – temen jarang aktif di kelas. (ADW X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Ya mbak, walau jarang ada yang aktif di kelas tapi kalo ada yang aktif di kelas saya jadi agak semangat biar gak ketinggalan pelajaran. (AYM X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Nggak mbak ya karena urakan itu jadi tidak memotivasi buat aktif di kelas. (BHD X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

Furthermore, eight students admit that if classmates are active in class it will not affect their activeness in class. For six students believe that if classmates are active in class it will affect their activeness in class with the reason their classmates rarely active in class (see appendix).

### **c) Learners background (prior knowledge)**

The third, factor that can causes students difficulties in reading comprehension called learner’s background which is learner’s prior knowledge. The researcher asks three questions related to this factor which is *“Apa yang kamu ketahui tentang teks naratif?”* and *“apakah kamu tertarik membaca teks naratif? Mengapa?”* also *“Apakah kamu mengetahui struktur teks naratif?”*. Based on the interview with student of X TKJ the result is presented below.

*“saya tidak tahu apa itu teks naratif mbak (ADW X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“tidak tahu (AYM X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“teks peristiwa yang saling berhubungan antara satu peristiwa dengan peristiwa lain contohnya cerita legenda dan fabel mbak (FAT X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

From the interview above, the researcher found that eleven students or majority of the students still does not understand about narrative text. For three students they are know about narrative text (see appendix).

*“Saya tidak tertarik mba, karena tidak tahu teks naratif dan saya rasa teks naratif itu susah mbak (ADW X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Tidak tertarik, karena ya saya gak ada niatan buat belajar atau membaca teks Bahasa inggris mbak (BHD X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“agak tertarik mbak karena cerita fiksi asik dibaca (DS X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

Furthermore, based on the statements above twelve students or majority of the students admit they are not interested of narrative text just because they are not know about narrative text. Only two students said they are interested read narrative text such as legend and fable (see appendix).

*“Tidak saya gak tau juga strukturnya (AQZ X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Saya tidak tahu struktur teks naratif mbak (ADW X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“saya lupa mbak mengenai struktur teksnya (DS X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

Based on the statements above, all the fourteen students of X TKJ (Teknik Komputer dan Jaringan) does not know at all about the structure of narrative text (see appendix). So, researcher can say that the students of X TKJ (Teknik Komputer dan Jaringan) less have prior knowledge related to narrative text.

#### **d) Teaching technique**

The fourth, factor that can causes students difficulties in reading comprehension is teaching technique. Teaching technique here is the students' response to their teachers' teaching technique when teach in class. The researcher asks two questions related to this factor which is *“Saat pembelajaran Bahasa Inggris apakah guru menjelaskan dengan jelas?”* and *“Bagaimana pengalaman kamu Ketika belajar reading di kelas?”*. Based on the interview with student of X TKJ the result is presented below.

*“ya mbak, guru menjelaskan dengan jelas (ADW X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“belum terlalu jelas mbak (ADWU X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

*“menjelaskan dengan jelas mbak (FAT X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

Based on the statement above, majority or thirteen of the students said that their teacher taught the lesson clearly, whereas one student said it is not clear enough (see appendix). So it can be said that the teacher teach English lesson enough well.

*“kadang saya paham namun saat pulang sekolah saya lupa apa yang dipelajari di sekolah tadi (AYM X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Pengalamannya saya kurang memahami teks reading (BHD X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“ya kaya yaudah biasa aja kak, kebanyakan paham sama teks reading walau suka lupa – lupa ingat (BR X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“baik mbak saya agak paham materi reading (DS X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

Based on the interview above, there is various answer from the students which is four students said that they are sometimes understand about the reading text but sometimes they do not understand. Next, six students answer they are enjoying taking an English reading text lesson in the class. Then two students admit they do not understand about English reading text lesson in the class, also two students said they are understood about English reading text lesson in the class (see appendix).

#### **e) Learners environment (home condition)**

The fifth, factor that can causes students difficulties in reading comprehension is home condition. The researcher asks three questions related to this factor which is *“Ketika di rumah, apakah ada waktu khusus untuk belajar bersama orang tua?”* and *“Apakah saat belajar di rumah, orang tuamu selalu menemani?”* also *“Apakah orang tuamu selalu memotivasimu untuk belajar?”*. Based on the interview with student of X TKJ the result is presented below.

*“sekarang saya nggak pernah belajar bersama orang tua (ADW X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“tidak ada, repot terus mbak orang tua saya (BHD X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“iya, ada mbak biasanya sehabis maghrib mbak (DS X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

From the interview above, thirteen students said that they do not have a certain time to study with their parents. Then one student admitted that he has a certain time study with his parents with the time is after maghrib prayer (see appendix).

*“dulu menemani, sekarang tidak (ADW X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“mboten mbak, orang tua saya ke luar kota terus (BHD X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Gak selalu sih kak, kan orang tua ku bapak udah gak ada jadi ibuk kerja di luar negri jadi aku sama bude di rumah. Paling bude tu nyuruh bintang ayo belajar gitu. (BR X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Tidak mbak, kadang – kadang aja nemeninnya (DS X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

Based on the statements above, there are eleven students admitted that their parents never accompanied them while studying at home. While three students said that their parents rarely accompanied them while studying at home. But no one student who answered that their parents always accompanied them while studying at home (see appendix).

*“nggih mbak, mereka selalu memotivasi untuk belajar (BHD X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Memotivasi sih Alhamdulillah (BR X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“kadang – kadang memotivasi sih mbak (DA X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

*“Biasanya cuma dibilangin buat sering belajar itu aja sih mbak (FAT X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

Based on the interview above, the majority of the students or eleven students said that their parents always motivate them to study hard. Then two students admitted their parents do not always motivate them to study hard. Also, one student said that their parents rarely motivate them to study hard (see appendix).

**f) Learners environment school condition**

The sixth, factor that can causes students difficulties in reading comprehension is school condition. The researcher asks three questions related to this factor which is *“Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan”* and *“Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?”* also *“Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?”*. Based on the interview with student of X TKJ the result is presented below.

*“ada sih kayak misal handphone, lcd kaya gitu (BR X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“iya, menggunakan media pembelajaran seperti buku, handphone, lcd (DS X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“ya mbak, memakai buku, handphone, lcd gitu aja sih mbak (FH X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*



From the interview above, it can be said that all of the students admitted that their teacher use handphone, English books, English text, and LCD as a teaching media (see appendix).

*“Ya mbak dalam kondisi baik, dan ya menunjang dalam belajar (ADW X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Kadang tersedia kadang tidak kadang hilang – hilangan jadi ya agak tidak menunjang belajar di kelas (AYM X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Ya dalam kondisi baik. Dan menunjang saya belajar di kelas (DS X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Baik kak, dan menunjangku buat belajar di kelas (ADWU X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

From the statements above, many students or eight students answer that the condition of learning media in the classroom were good enough and support them to learning in the class. While six students admitted that the condition of learning media in the classroom were not good enough so, it does not support them to learning in the class (see appendix).

*“Ada mbak, saat jam peajaran Bahasa inggris biasanya di perpustakaan (BHD X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Ada kak, waktu peajaran Bahasa inggris dan Bahasa Indonesia (CA X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Ada sih kak, seringnya waktu pelajaran Bahasa inggris dan Bahasa Indonesia (DAU X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

*“ada sih mbak, seperti hari rabu (FAT X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

From the interview above, it can be seen that ten students admitted that when English and Indonesian lessons they are often go to library. Then, two students said they are often go to library when class break. One student admits that there is no certain time for read in the library. Then, one student also said that Wednesday is the certain time to read in the library (see appendix).

**2. The strategies used by the Tenth Grade students of SMK Muhammadiyah 2 Sragen solve their problem in comprehending English reading narrative text.**

Besides the difficulties and the factors difficulties, researcher also investigated about the strategies used by the students to comprehend English reading narrative text. Researcher also used questionnaires from Mokhtari & Sheorey (2002) to find out the strategy used by the students. The number of questionnaires is thirty and all of the students of X TKJ or thirty three students had been done fill the questionnaires. Below is the result of the questionnaires.

**Table 4.8 the classification of strategies used by students to solve the problem or difficulties in reading comprehension**

No	Name	GLOB	PROB	SUP
1	AQZ	32	18	22
2	ADW	43	30	30
3	AYM	48	33	31
4	ADWU	42	23	26
5	BHD	45	33	28
6	BR	42	23	25
7	CA	33	31	27
8	DAP	48	34	31
9	DS	41	23	32
10	DAU	33	31	28

11	DA	31	29	23
12	FJAA	47	27	27
13	FH	37	28	28
14	FAT	36	32	28
15	FAP	27	14	18
16	HNW	29	16	18
17	IJBD	43	31	31
18	IA	39	21	23
19	JAI	30	18	18
20	KSP	35	29	30
21	LAF	34	21	27
22	MZA	35	21	25
23	MNAS	44	28	26
24	NKM	43	30	21
25	NDK	36	25	26
26	NDS	36	26	26
27	PDCP	50	29	29
28	PDA	32	26	21
29	RHAB	44	32	28
30	RPA	44	28	26
31	SAR	39	24	27
32	SJI	42	32	27
33	ZF	39	24	27
<b>Total each strategy</b>		1279	870	860
<b>Total all strategies</b>		3009		
<b>Percentage each strategy</b>		42,51%	28,91%	28,58%

From table 4.14 the researcher used percentage from Microsoft Office Excel to calculate the data from the questionnaire. The findings from the strategy used by X TKJ students in comprehending English reading narrative text based on the table above are presented below:

**a) GLOB (Global Reading Strategy)**

Global reading strategies are characterized as generalized and deliberate techniques for determining the objective of a reading content (Mokhtari & Reichard 2002). Students utilize global reading strategies to work directly with material or to control and carefully oversee their reading. From the table IV.8 above, there are 42,51% students choose GLOB.

Furthermore, the GLOB strategy is presented in the questionnaire number of items 26, 28, 29, 31, 33, 37, 40, 42, 45, 46, 48, 49, 52.

For the statement number 26 (*Saya memiliki tujuan ketika membaca*) this statement has the mean score of 3,45 with 9% frequency. Next, for the statement number 28 (*Saya memikirkan apa yang saya tahu untuk membantu saya memahami apa yang saya baca*) this statement has the mean score of 3,42 with 9% frequency. For the statement number 29 (*Saya membaca keseluruhan tampilan teks untuk melihat isinya sebelum membacanya*) this statement has the mean score of 2,73 with 7% frequency. Then, for the statement number 31 (*Saya memikirkan apakah isi teks sesuai dengan tujuan membaca saya*) this statement has the mean score of 3,27 with 8% frequency.

Furthermore, for the statement number 33 (*Saya meninjau teks terlebih dahulu dengan mencatat karakteristiknya seperti panjang teks dan organisasi teks*) this statement has the mean score of 2,76 with 7% frequency. For the statement number 37 (*Saat membaca, saya memutuskan untuk membaca dengan cermat dan apa yang harus saya abaikan*) this statement has the mean score of 3,27 with 8% frequency. Moreover, for the statement number 40 (*Saya menggunakan tabel, gambar, dan gambar dalam teks untuk meningkatkan pemahaman saya*) this statement has the mean score of 2,58 with 7% frequency.

Next, for the statement number 42 (*Saya menggunakan petunjuk secara kontekstual untuk membantu saya lebih memahami apa yang sedang saya baca (contohnya mengartikan kata berdasarkan keseluruhan kalimat)*)

this statement has the mean score of 2,61 with 7% frequency. For the statement number 45 (*Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi penting*) this statement has the mean score of 2,88 with 7% frequency. Furthermore, for the statement number 46 (*Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks*) this statement has the mean score of 2,64 with 7% frequency.

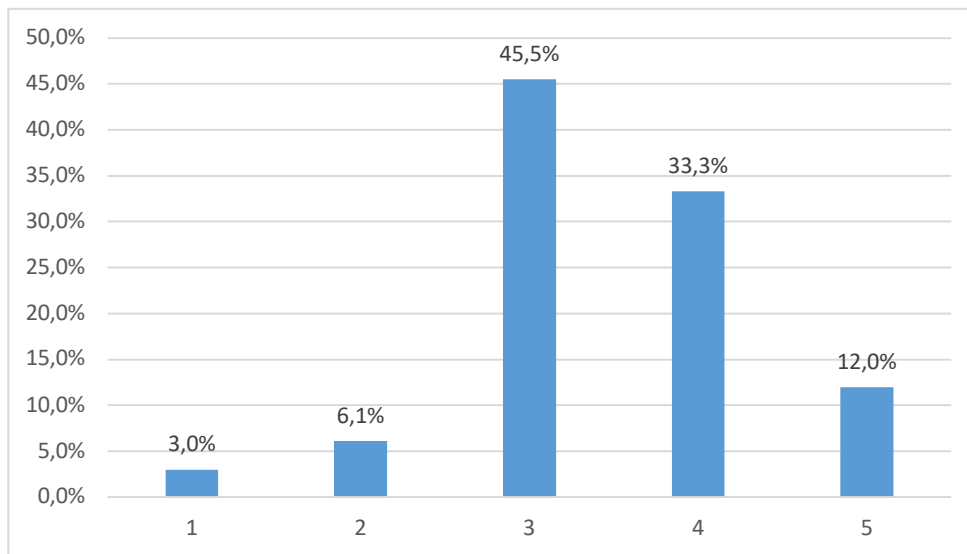
Next, for the statement number 48 (*Saya memeriksa pemahaman saya saat menemukan informasi baru*) this statement has the mean score of 3,15 with 8% frequency. For the statement number 49 (*Saya mencoba menebak isi teks yang saya baca saat membaca*) this statement has the mean score of 3 with 8% frequency. The last statement number 52 (*Saya memeriksa apakah tebakan saya tentang teks itu benar atau salah*) this statement has the mean score of 3 with 8% frequency. Because this strategy has two 9% frequencies with the statements number 26 and 28. Also this strategy has five 8% frequencies with the statements number 31, 37, 48, 49, and 52. Then for 7% frequency this strategy has six with the statements number 29, 33, 40, 42, 45, 46.

Since, each of the statements has same frequencies, the researcher took statement number 26 with the mean score of 3,45 and 9% frequency, next is the statements number 31 and 37 with the same mean score and frequency which is 3,27 and 8%. Last the researcher took statement number 45 with the mean score of 2,88 and 7% frequency. Here, are the table and the diagram of each statements that researcher took.

**Table 4.9 the result of GLOB in the questionnaire statement number 26**

No item	Total respondent	Category 1 – 5 (Never – always)				
		1	2	3	4	5
26	33	1	2	15	11	4

**Graphic 4.7 the result of item number 26 of the questionnaire GLOB**



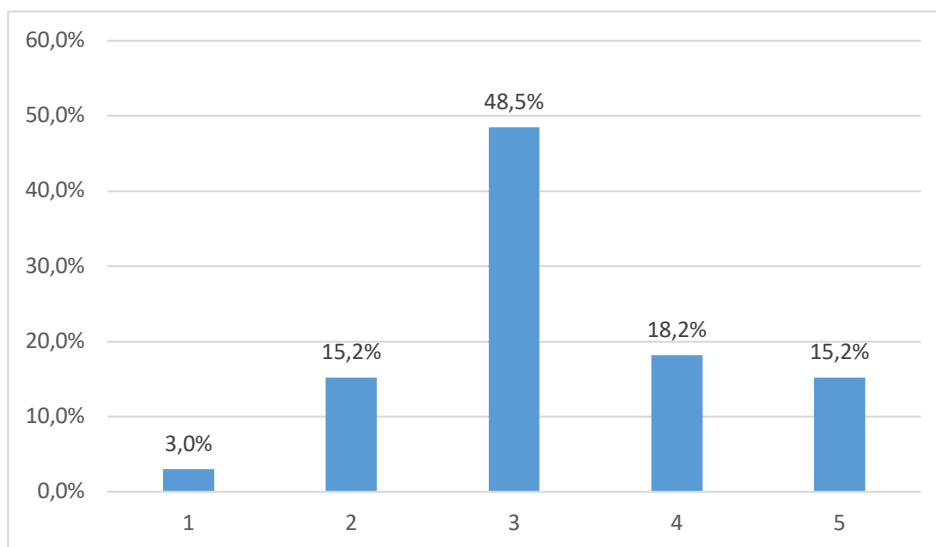
From graphic above, the highest score is in the “3” scale or “*I sometimes do this (about 50% of the time)*”, with 15 students or 45,5% frequency choose this scale. Next, for the “4” scale or “*I usually do this*” there are 11 students or 33,3% frequency choose this scale. Furthermore, for the “5” or “*I always or almost always do this*” scale there are 4 students or 12,0% choose this scale. Then, for the “2” or “*I do this only occasionally*” there are 2 students choose this scale with 6,1% frequency. Last for the scale “1” “*I never or almost never do this*” has 1 student choose this scale with 3% frequency. Based on this description and the diagram above, it can be said that many students admitted

they use GLOB strategy with the statement “I have purpose in mind when I read”.

**Table 4.10 the result of GLOB in the questionnaire statement number 31**

No item	Total respondent	Category 1 – 5 (Never – always)				
		1	2	3	4	5
31	33	1	5	16	6	5

**Graphic 4.8 the result of item number 31 of the questionnaire GLOB**



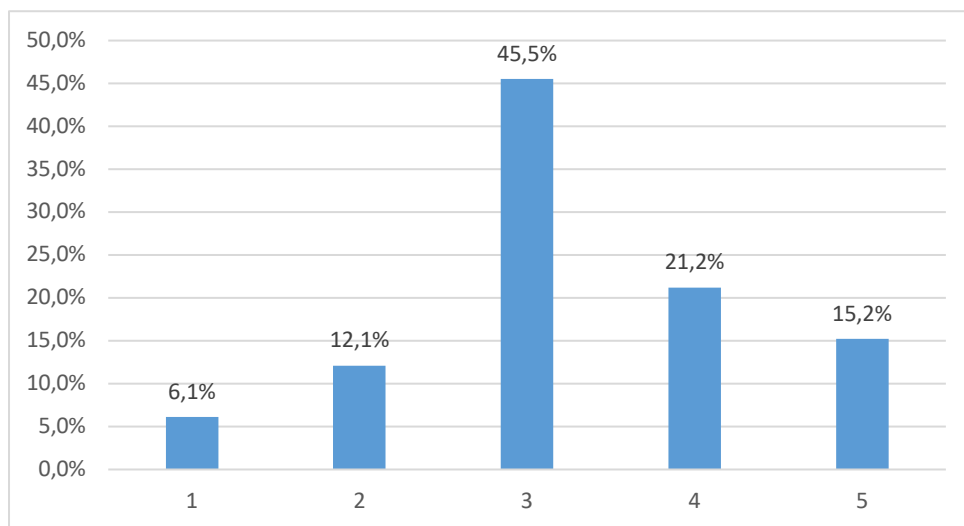
From graphic above, the highest score is in the “3” scale or “*I sometimes do this (about 50% of the time)*”, with 16 students or 48,5% frequency choose this scale. Next, for the “4” scale or “*I usually do this*” there are 6 students or 18,2% frequency choose this scale. Furthermore, for the “5” or “*I always or almost always do this*” and “2” or “*I do this only occasionally*” scale have same amount of students choose it which is 5 students or 15,2% choose these scales. Then, for “1” “*I never or almost never do this*” has 1 student choose this scale with 3,0% frequency. Based on this description and the diagram above it can be

said that many students admitted they use GLOB strategy with the statement “I think about whether the content of the text fits my reading purpose”.

**Table 4.11 the result of GLOB in the questionnaire statement number 37**

No item	Total respondent	Category 1 – 5 (Never – always)				
		1	2	3	4	5
37	33	2	4	15	7	5

**Graphic 4.9 the result of item number 37 of the questionnaire GLOB**



From graphic above, the highest score is in the “3” scale or “*I sometimes do this (about 50% of the time)*”, with 15 students or 45,5% frequency choose this scale. Next, for the “4” scale or “*I usually do this*” there are 7 students or 21,2% frequency choose this scale. Furthermore, for the “5” or “*I always or almost always do this*” scale there are 5 students or 15,2% choose this scale. Then, for the “2” or “*I do this only occasionally*” there are 4 students choose this scale with 12,1% frequency. Last for the scale “1” “*I never or almost never do this*” have 2 student choose this scale with 6,1% frequency. Based on this description and the diagram above it can be said that many students admitted

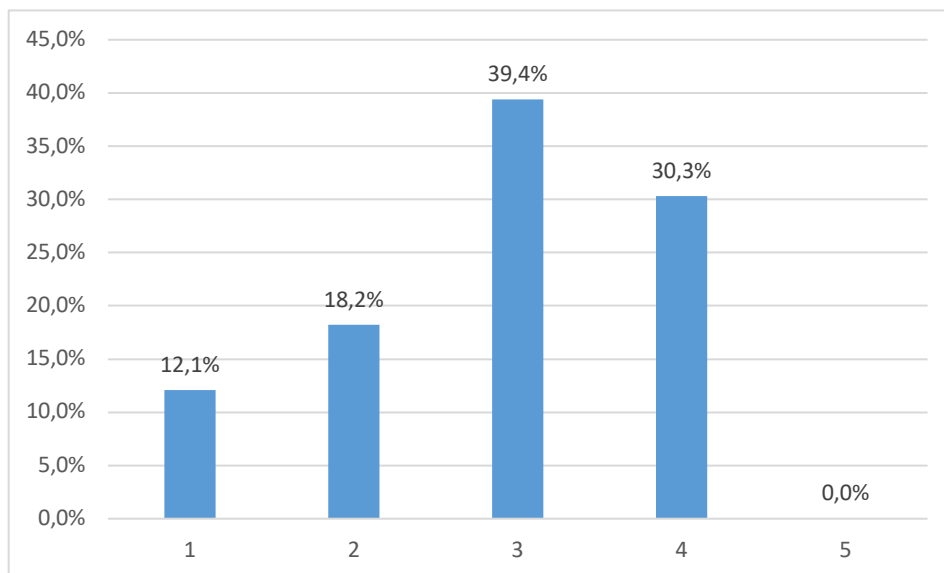


they use GLOB strategy with the statement “I decide what to read closely and what to ignore”.

**Table 4.12** the result of GLOB in the questionnaire statement number 45

No item	Total respondent	Category 1 – 5 (Never – always)				
		1	2	3	4	5
45	33	4	6	13	10	0

**Graphic 4.10** the result of item number 45 of the questionnaire GLOB



From graphic above, the highest score is in the “3” scale or “*I sometimes do this (about 50% of the time)*”, with 13 students or 39,4% frequency choose this scale. Next, for the “4” scale or “*I usually do this*” there are 10 students or 30,3% frequency choose this scale. Furthermore, for the “5” or “*I always or almost always do this*” scale there there is no students choose this scale. Then, for the “2” or “*I do this only occasionally*” there are 6 students choose this scale with 18,2% frequency. Last for the scale “1” “*I never or almost never do this*” have 4 student choose this scale with 12,1% frequency. Based on this description

and the diagram above it can be said that many students admitted they use GLOB strategy with the statement “I use typographical features like bold face and italics to identify key information”.

**b) PROB (Problem Solving Strategy)**

Problem-solving strategies focused on the specific problem that the student encountered, such as losing concentration, having a problem with reading speed, and pausing while reading. Moreover, the goal of problem-solving strategy is to fix reading problems such as re-reading texts to improve comprehension, guessing the meaning of words based on hints, slowing down reading, and reviewing what has been read. From the table IV.8 above, there are 28,91% students choose PROB strategy. Moreover, this strategy is presented in the items of questionnaire number 32, 34, 36, 39, 41, 44, 50, 53.

The statement number 32 (*Saya membaca dengan perlahan dan hati-hati untuk memastikan bahwa saya mengerti apa yang saya baca*) this statement has the mean score of 3,48 with 13% frequency. For the statement 34 (*Saya mencoba kembali fokus saat kehilangan konsentrasi*) this statement has the mean score of 3,67 with 14% frequency. The statement number 36 (*Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca*) this statement has the mean score of 3,21 with 12% frequency. For the statement number 39 (*Bila teks menjadi sulit, saya lebih dalam memperhatikan apa yang sedang saya baca*) this statement has the mean score of 3,30 with 12% frequency.

Next, the statement number 41 (*Saya sesekali berhenti dan memikirkan kembali tentang isi bacaan sebelumnya*) this statement has the mean score of 3,45 with 13% frequency. For the statement number 44 (*Saya mencoba membayangkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca*) this statement has the mean score of 2,73 with 10% frequency. Next, for the statement number 50 (*Bila teks menjadi sulit, saya membacanya kembali untuk meningkatkan pemahaman saya*) this statement has the mean score of 3,39 with 13% frequency. T

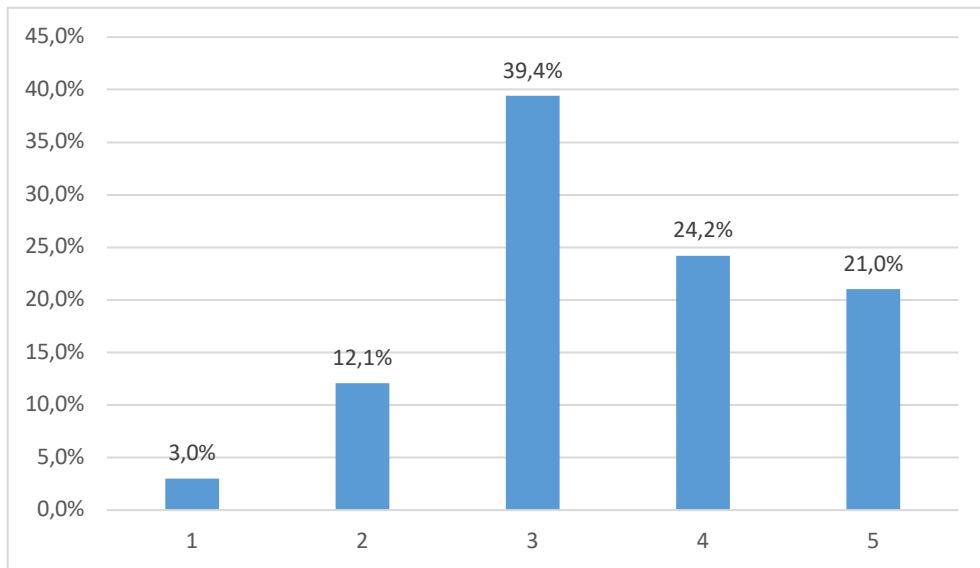
Then, the last statement in this category which is statement number 53 (*Ketika saya membaca, saya menebak arti kata-kata atau kelompok kata yang tidak diketahui*) this statement has the mean score of 3,12 with 12% frequency. The researcher took the statements number 32, 34, 36, and 44. The researcher took statement number 32, because among the others statement that as 13% frequency, this statement as the highest mean score. Below, are the table and the diagram of each statements that researcher took.

**Table 4.13 the result of PROB in the questionnaire statement number 32**

No item	Total respondent	Category 1 – 5 (Never – always)				
		1	2	3	4	5
32	33	1	4	13	8	7

**Graphic 4.11 the result of item number 32 of the questionnaire**

**PROB**

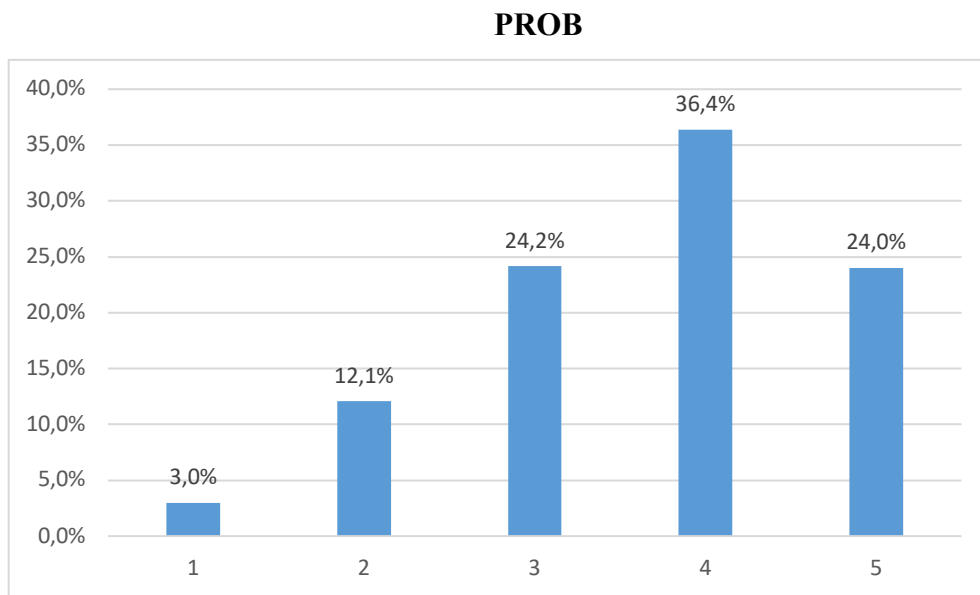


From graphic above, the highest score is in the “3” scale or “*I sometimes do this (about 50% of the time)*”, with 13 students or 39,4% frequency choose this scale. Next, for the “4” scale or “*I usually do this*” there are 8 students or 24,2% frequency choose this scale. Furthermore, for the “5” or “*I always or almost always do this*” scale there are 7 students or 21% choose this scale. Then, for the “2” or “*I do this only occasionally*” there are 4 students choose this scale with 12,1% frequency. Last for the scale “1” “*I never or almost never do this*” has 1 student choose this scale with 3,0% frequency. Based on this description and the diagram above it can be said that many students admitted they use PROB strategy with the statement “I read slowly and carefully to make sure I understand what I am reading”.

**Table 4.14 the result of PROB in the questionnaire statement number 34**

No item	Total respondent	Category 1 – 5 (Never – always)				
		1	2	3	4	5
32	33	1	4	8	12	8

**Graphic 4.12 the result of item number 34 of the questionnaire**



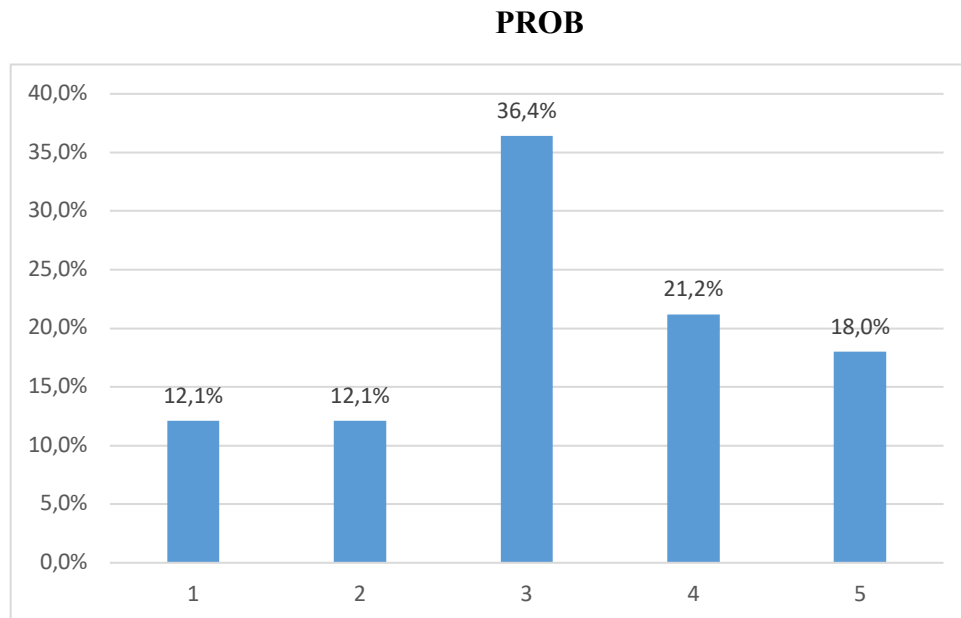
From graphic above, the highest score is in the “4” scale or “*I usually do this*” there are 12 students or 36,4% frequency choose this scale. Next, for “3” scale or “*I sometimes do this (about 50% of the time)*”, with 8 students or 24,2% frequency choose this scale. Furthermore, for the “5” or “*I always or almost always do this*” scale there are 8 students or 24% choose this scale. Then, for the “2” or “*I do this only occasionally*” there are 4 students choose this scale with 12,1% frequency. Last for the scale “1” “*I never or almost never do this*” has 1 student choose this scale with 3,0% frequency. Based on this description and the diagram above it can be said that many students admitted they use PROB

strategy with the statement “I try to get back on track when I lose concentration”.

**Table 4.15 the result of PROB in the questionnaire statement number 36**

No item	Total respondent	Category 1 – 5 (Never – always)				
		1	2	3	4	5
36	33	4	4	12	7	6

**Graphic 4.13 the result of item number 36 of the questionnaire**



From graphic above, the highest score is in the “3” scale or “*I sometimes do this (about 50% of the time)*”, with 12 students or 36,4% frequency choose this scale. Next, for the “4” scale or “*I usually do this*” there are 7 students or 21,2% frequency choose this scale. Furthermore, for the “5” or “*I always or almost always do this*” scale there are 6 students choose this scale with 18,0% frequency. Then, for the “2” or “*I do this only occasionally*” and scale “1” “*I*

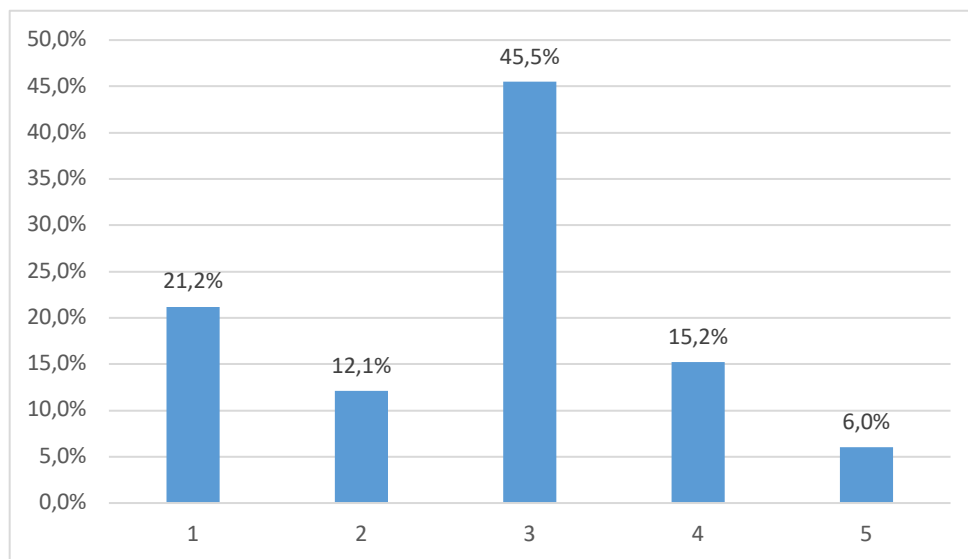
*never or almost never do this*” have 4 student choose this scale with 12,1% frequency Based on this description and the diagram above it can be said that many students admitted they use PROB strategy with the statement “I adjust my reading speed according what I am reading”.

**Table 4.16 the result of PROB in the questionnaire statement number 44**

No item	Total respondent	Category 1 – 5 (Never – always)				
		1	2	3	4	5
44	33	7	4	15	5	2

**Graphic 4.14 the result of item number 44 of the questionnaire**

**PROB**



From graphic above, the highest score is in the “3” scale or “*I sometimes do this (about 50% of the time)*” , with 15 students or 45,5% frequency choose this scale. Next, scale “1” “*I never or almost never do this*” have 7 student choose this scale with 21,2% frequency. For the “4” scale or “*I usually do this*”

there are 5 students or 15,2% frequency choose this scale. Furthermore, the “2” or “*I do this only occasionally*” have 4 students or 12,1% frequency choose this scale. Then, for the “5” or “*I always or almost always do this*” scale there are 2 students choose this scale with 6,0% frequency. Based on this description and the diagram above it can be said that many students admitted they use PROB strategy with the statement “I try to picture or visualize information to help remember what I read”.

### c) SUP (Support Strategy)

This strategy provides mechanism assistance aimed at protecting the reaction to reading, such as the use of dictionaries. Moreover, support reading strategies include taking notes while reading, paraphrasing text information, revisiting previous information, asking self-questions, using reference materials as tools, underlining, discussing, and writing summaries. From the table IV.8 above, there are 28,58% students choose this strategy. Moreover, for this strategy are presented in the item’s questionnaire numbers 27, 30, 35, 38, 43, 47, 51, 54, 55.

For the statement number 27 (*Saya mencatat saat membaca untuk membantu saya memahami apa yang saya baca*) this statement has the mean score of 3,00 with 12% frequency. Next, for the statement number 30 (*Saat teks menjadi sulit, saya membacakan dengan keras untuk membantu saya memahami apa yang saya baca*) this statement has the mean score of 2,67 with 10% frequency. For the statement number 35 (*Saya menggaris bawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya*)



this statement has the mean score of 2,88 with 11% frequency. Then, for the statement number 38 (*Saya menggunakan bahan referensi (Kamus) untuk membantu saya memahami apa yang saya baca*) this statement has the mean score of 2,67 with 10% frequency.

Furthermore, for the statement number 43 (*Saya parafrase (mengemukakan kembali gagasan dengan kata-kata saya sendiri) untuk lebih memahami apa yang saya baca*) this statement has the mean score of 2,67 with 10% frequency. Next, for the statement number 47 (*Saya bolak-balik dalam teks untuk menemukan hubungan antar ide di dalamnya*) this statement has the mean score of 2,85 with 11% frequency. For the statement number 51 (*Saya bertanya kepada saya sendiri mengenai hal tertentu yang jawabannya terdapat di teks*) this statement has the mean score of 3,06 with 12% frequency.

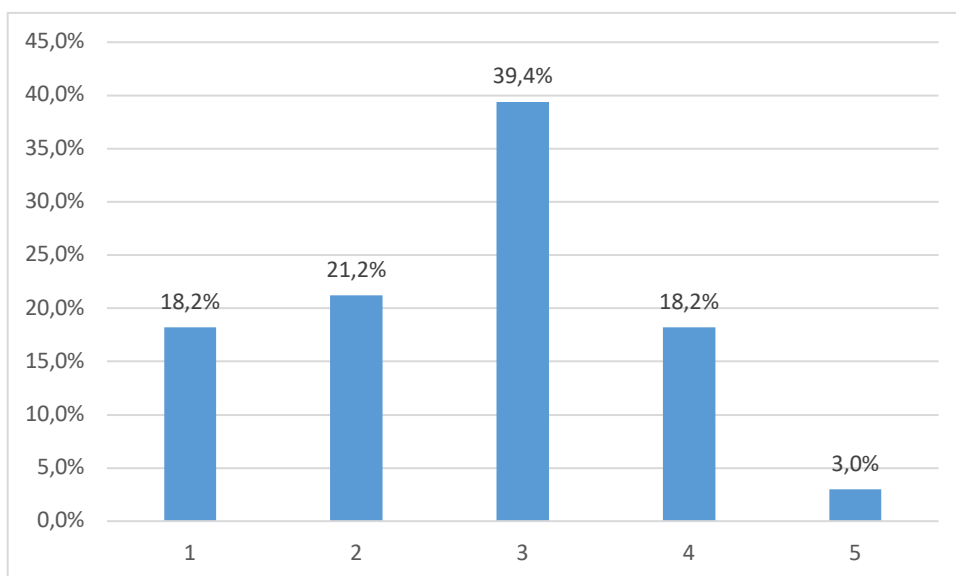
Then, for the statement number 54 (*Saat membaca, saya menterjemahkan dari bahasa Inggris ke bahasa asli*) this statement has the mean score of 3,15 with 12% frequency. Then, for the last statement in this strategy is the statement number 55 (*Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa ibu saya*) this statement has the mean score of 3,12 with 12% frequency. The researcher took the statements number 30, 35, 38, 43, and 54.

**Table 4.17 the result of SUP in the questionnaire statement number 30**

No item	Total respondent	Category 1 – 5 (Never – always)				
		1	2	3	4	5
30	33	6	7	13	6	1

**Graphic 4.15 the result of item number 30 of the questionnaire**

**SUP**



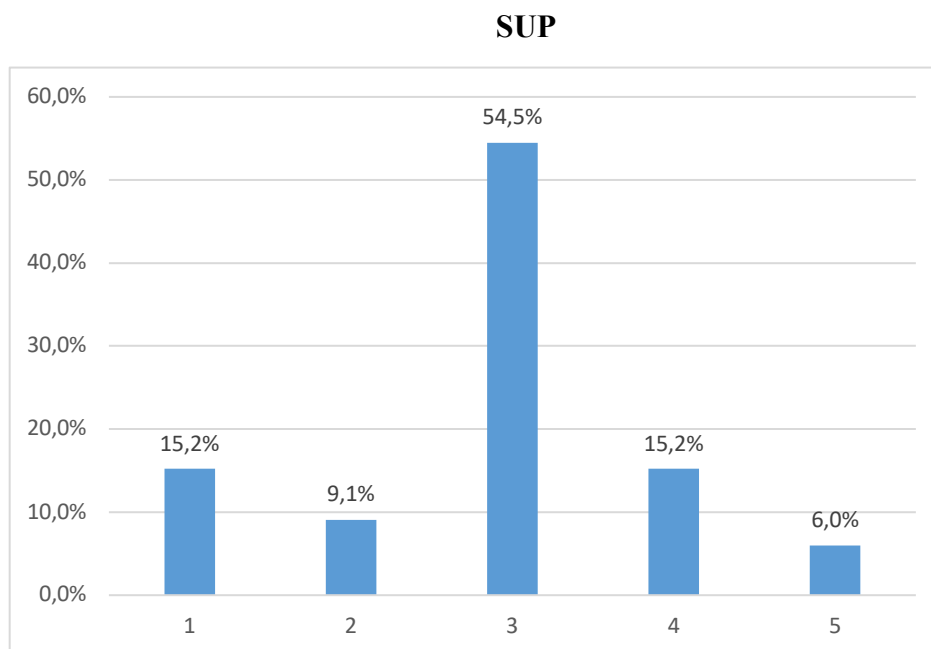
From graphic above, the highest score is in the “3” scale or “*I sometimes do this (about 50% of the time)*”, with 13 students or 39,4% frequency choose this scale. Next, scale “2” or “*I do this only occasionally*” have 7 students or 21,2% frequency choose this scale. Furthermore, for scale “1” “*I never or almost never do this*” and scale “4” or “*I usually do this*” have the same amount of students choose this scale there are 6 students with 18,2% frequency. Then, for the “5” or “*I always or almost always do this*” scale there is 1 student choose this scale with 3,0% frequency. Based on this description and the diagram above it can be said that many students admitted they use SUP strategy with the

statement “when text becomes difficult, I read aloud to help me understand what I read”.

**Table 4.18 the result of SUP in the questionnaire statement number 35**

No item	Total respondent	Category 1 – 5 (Never – always)				
		1	2	3	4	5
35	33	5	3	18	5	2

**Graphic 4.16 the result of item number 35 of the questionnaire**



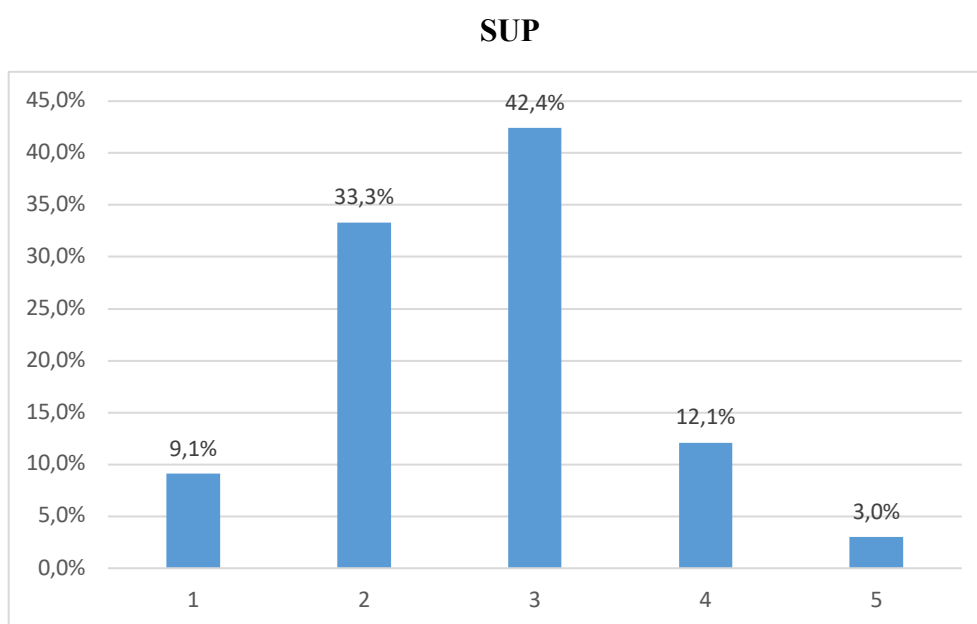
From graphic above, the highest score is in the “3” scale or “*I sometimes do this (about 50% of the time)*”, with 18 students or 54,5% frequency choose this scale. Furthermore, for scale “1” “*I never or almost never do this*” and scale “4” or “*I usually do this*” have the same amount of students choose this scale there are 5 students with 15,2% frequency. Next, scale “2” or “*I do this only occasionally*” have 3 students or 9,1% frequency choose this scale. Then, for the “5” or “*I always or almost always do this*” scale there are 2 students choose

this scale with 6,0% frequency. Based on this description and the diagram above it can be said that many students admitted they use SUP strategy with the statement “I underline or circle information in the text to help me understand it”.

**Table 4.19 the result of SUP in the questionnaire statement number 38**

No item	Total respondent	Category 1 – 5 (Never – always)				
		1	2	3	4	5
38	33	3	11	14	4	1

**Graphic 4.17 the result of item number 38 of the questionnaire**



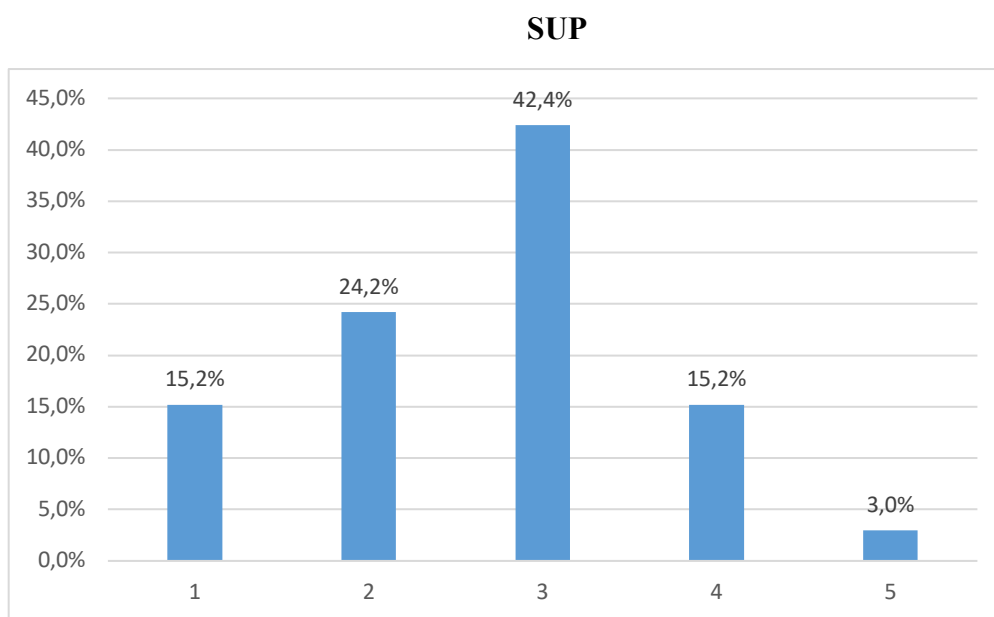
From graphic above, the highest score is in the “3” scale or “*I sometimes do this (about 50% of the time)*”, with 14 students or 42,4% frequency choose this scale. Next, scale “2” or “*I do this only occasionally*” have 11 students or 33,3% frequency choose this scale. For the “4” scale or “*I usually do this*” there are 4 students or 12,1% frequency choose this scale. Then, for “1” “*I never or*

*almost never do this*” have 3 student choose this scale with 9,1% frequency. Furthermore, for the “5” or “*I always or almost always do this*” scale there is 1 students choose this scale with 3,0% frequency. Based on this description and the diagram above it can be said that many students admitted they use SUP strategy with the statement “I use reference material (e.g., a dictionary) to help me understand what I read”.

**Table 4.20 the result of SUP in the questionnaire statement number 43**

No item	Total respondent	Category 1 – 5 (Never – always)				
		1	2	3	4	5
43	33	5	8	14	5	1

**Graphic 4.18 the result of item number 43 of the questionnaire**



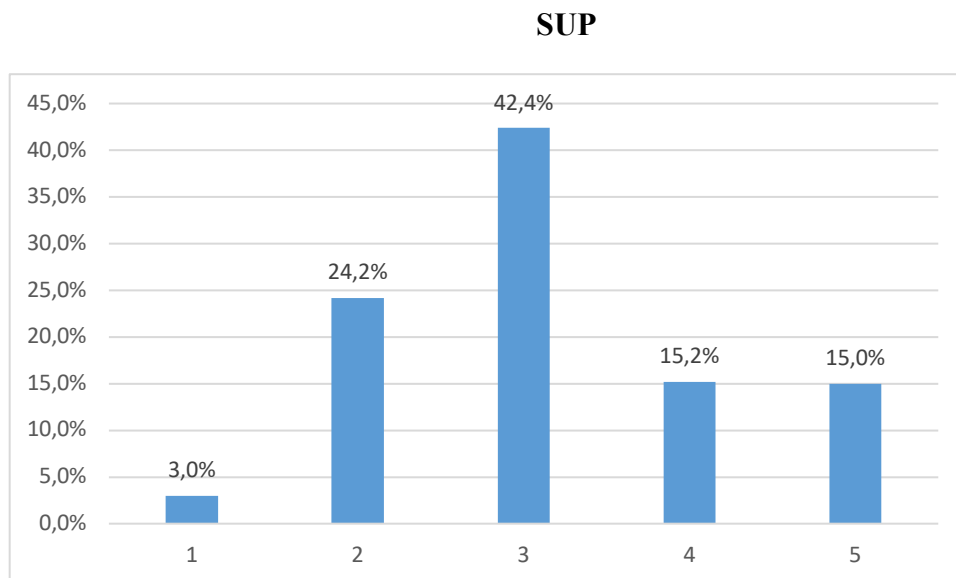
From graphic above, the highest score is in the “3” scale or “*I sometimes do this (about 50% of the time)*” , with 14 students or 42,4% frequency choose this scale. Furthermore, “2” or “*I do this only occasionally*” have 3 students or

9,1% frequency choose this scale. Next, for scale “1” “*I never or almost never do this*” and scale “4” or “*I usually do this*” have the same amount of students choose this scale there are 5 students with 15,2% frequency Then, for the “5” or “*I always or almost always do this*” scale there is 1 student choose this scale with 3,0% frequency. Based on this description and the diagram above it can be said that many students admitted they use SUP strategy with the statement “I paraphrase (restate ideas in my own words) to better understand what I read”.

**Table 4.21 the result of SUP in the questionnaire statement number 54**

No item	Total respondent	Category 1 – 5 (Never – always)				
		1	2	3	4	5
54	33	1	8	14	5	5

**Graphic 4.19 the result of item number 54 of the questionnaire**



From graphic above, the highest score is in the “3” scale or “*I sometimes do this (about 50% of the time)*”, with 14 students or 42,4% frequency choose

this scale. Next, scale “2” or “*I do this only occasionally*” have 8 students or 24,2% frequency choose this scale. For the “4” scale or “*I usually do this*” there are 5 students or 15,2% frequency choose this scale. Furthermore, for the “5” or “*I always or almost always do this*” scale there are 5 students choose this scale with 15,0% frequency. Then, for “1” “*I never or almost never do this*” has 1 student choose this scale with 3,0% frequency. Based on this description and the diagram above it can be said that many students admitted they use SUP strategy with the statement “when reading, I translate from English into my native language”.

Moreover, the researcher also interviewed the students about the strategy they use to solve the problem in comprehending English reading narrative text. The interview was done on 6<sup>th</sup> until 7<sup>th</sup> June 2023 in the form of offline interview. The result based on the interview with students from X TKJ done in the field, as follows:

**a) GLOB (Global Reading Strategy)**

The first strategy that can be used by the students to overcome problems or difficulties in reading comprehension called GLOB (Global Reading Strategy). The researcher asks two questions related to this strategy which is “*Apakah ketika kamu membaca teks bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?*” and “*Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa*

*yang kamu baca?*”. Based on the interview with student of X TKJ the result is presented below.

*“ya mbak saya akan mencermati bagian yang saya anggap sulit (AQZ X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“tidak mbak, ya saya baca biasa aja mbak (CA X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“tidak mbak saya malas membaca dengan cermat (ADWU X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

*“ya mbak kalau saya bingung sama kalimatnya saya membaca dengan cermat (DA X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

*“ya mbak kalau kalimatnya penting saya bacanya dengan cermat (FH X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

From the interview above, it shows that majority or ten students said there are use this strategy while four students admitted do not use this strategy which is the students decided what to read closely and what to ignore (see appendix).

*“Tidak mbak saya tidak menggunakan petunjuk konteks saat membaca (AQZ X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Ya mbak, saya menggunakan petunjuk konteks agar lebih paham apa yang saya baca (BHD X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Ya menggunakan petunjuk konteks (DAP X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Ya mbak pake petunjuk konteks biar lebih paham (FH X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*



Based , ten students or majority admitted they also use this strategy then four students said that they are not use this strategy which is the students use context clue to help better understanding.

**b) PROB (Problem – Solving Strategy)**

The second strategy that can be used by the students to overcome problems or difficulties in reading comprehension called PROB (Problem – Solving Strategy). The researcher asks four questions related to this strategy which is “*Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?*” and “*Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?*”

Next is “*Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?*” the last is “*Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?*”. The result of interview with some students at X TKJ are presented below.

*“ya mbak saya membaca pelan – pelan supaya paham apa yang saya baca (AQZ X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“ya saya teliti dan perlahan saat membaca biar paham apa yang saya baca (AYM X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“agak gak terlalu sih kak, kecepatan saya membaca biasa aja atau normal (BR X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

From the interview above, it can be said that nine students said that they are use this strategy while five students said they are not use this strategy which is the students read slowly to ensure they are understand what they read (see appendix).

*“Tidak, saya nggak mengurangi atau mempercepat dalam membaca mbak (BHD X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“ya, saya mengurangi kecepatan saat teks yang saya baca sulit mbak (DAP X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Saya mempercepat membaca mbak kalo nemu kesulitan saat membaca teks (ADWU X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

From the statements above, it can be said that eight students said they are using this strategy which is if the students encounter difficulties when read text, do they increasing or decreasing their reading speed. Then six students admitted that they are not use this strategy (see appendix).

*“Ya mbak saya akan mengulangi bagian yang saya anggap sulit (AQZ X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Ya, mbak saya mengulangi kalimat atau paragraph yang sulit agar saya paham apa yang saya baca (BHD X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Ya mbak kalau nemu kalimat sulit saya mengulangi membaca kalimat itu (CA X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

From the interview above, it can be said that all the students or fourteen students admitted that they are use this strategy which is the students will repeat reading phrases or sentences that they find difficult to get better understanding (see appendix).

*“Ya mbak saya mencoba menebak kata yang tidak saya ketahui (AQZ X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“ya saya mencoba menebak kata yang tidak saya ketahui (ADW X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Ya mbak saya selalu mencoba menebak makna kata yang tidak saya ketahui (DS X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

From the statements above, it can be said that eight students said that they are use this strategy. While six students are not use this strategy which the strategy is when students read do, they guess the meaning of word or phrases they do not know (see appendix).

### **c) SUP (Support Strategy)**

The third strategy that can be used by the students to overcome problems or difficulties in reading comprehension called SUP (Support Strategy). The researcher asks three questions related to this strategy which is *“Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?”* and *“Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?”* also *“Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?”* The result of interview with some students at X TKJ are presented below.

*“tidak mbak, saya tidak menggarisbawahi kalimat yang saya anggap penting (AQZ X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“ya mbak biar bisa lebih memperhatikan kalimat itu mbak (DAU X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

*“ya mbak saya menggarisbawahi kata atau kalimat yang aku anggap penting (FJAA X TKJ interview on Wednesday 7<sup>th</sup> June 2023) ”*

*“ya mbak saya sering menggarisbawahi kalimat yang saya anggap penting (FH X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

From the interview above, it can be said that nine students said that they are use this strategy while five students are not use this strategy with the strategy is when students read do they underline sentences that they consider important (see appendix).

*“ya saya mengemukakan atau memparafrase bagian yang sulit memakai Bahasa saya sendiri (ADW X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Ya mbak saya mengartikan kalimat dengan Bahasa saya sendiri biar saya paham apa yang saya baca (BHD X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Tidak mbak saya malah bingung kalo memparafrase (ADWU X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

*“Ya mbak kalau kalimatnya agak susah saya biasanya memparafrase (DAU X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

From the statements above, it can be said that nine students said they are use this strategy while five students said that they are not use this strategy, with the strategy is when students read do they paraphrase to get better understanding (see appendix).

*“Ya mbak saya selalu mentransate dari Bahasa Inggris ke Bahasa Indonesia (AQZ X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Ya, mbak kalo gak mentransate saya gak tau (BHD X TKJ interview on Tuesday 6<sup>th</sup> June 2023)”*

*“Ya, jelas sudah pasti saya mentranslatenya mbak (DAU X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

*“Ya, kadang -kadang sih mbak (DA X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

*“Tidak mbak kelamaan kalau mentranslate (FJAA X TKJ interview on Wednesday 7<sup>th</sup> June 2023)”*

From the statement above, it can be said that there are twelve students admitted that they use this strategy and two students do not use this strategy, with the strategy when the students read do they translate English to Indonesia (see appendix).

## **B. Discussion**

For this research, the research finding will be discussed by researcher in this section. The researcher discussed the difficulties faced by students and the strategy used by the students solve their problem in comprehending English reading narrative text. According to King and Stanley (2004), there are five components of reading comprehension that must be comprehend and mastered by the students, such as finding factual information, finding the main idea, finding the meaning of vocabulary, identifying reference, and making inference. When students read text they frequently encounter these five components as difficulties. Also based on Mokhtari & Sheorey (2002) there are three strategy of reading strategies,

such as GLOB, PROB, and SUP. In this section, the researcher displayed the discussion based on the research findings of the study. The researcher tries to discuss the research finding on the following explanation:

### **1. The Difficulties Faced By Students at the Tenth Grade of SMK Muhammadiyah 2 Sragen in The Academic Year 2022/2023 in Reading Comprehension on Narrative Text**

Based on the research findings above, the researcher discussed the students' difficulties in reading comprehension in narrative text at the tenth grade of SMK Muhammadiyah 2 Sragen in the academic year 2022/2023. Based on King and Stanley (2004), there are five components of reading comprehension that must be comprehend and mastered by the students, such as finding factual information, finding the main idea, finding the meaning of vocabulary, identifying reference, and making inference.

The first, the student's difficulties in reading comprehension is finding factual information. Based on the data above, the researcher explained that that most students had difficulties in finding factual information. Based on the theory from King and Stanley (2004) finding factual information is one of the components of reading comprehension should be mastered by the student. Apparently based on the theory students with low learning motivation tend to have difficulties in finding factual information.

Moreover, the researcher analyses this student's difficulty in depth with the questionnaire statement number 5 because this statement has the lowest mean score among the other statements. It shows that

many students are agree with this statement which is English language is hard to be studied. From the questionnaire that have been analyzed, many of the students have difficulties in finding factual information, with the percentage of 20,870%. So, most of the students of X TKJ at SMK Muhammadiyah 2 Sragen could not comprehend correct facts such as people, locations, times, and events, which are often accompanied by WH questions (where, why, what, when, and how).

The second, the student's difficulties in reading comprehension is finding the meaning of vocabulary. Based on the data above, the researcher explained that that most students had difficulties in finding the meaning of vocabulary. Based on the theory from King and Stanley (2004) finding the meaning of vocabulary is one of the components of reading comprehension should be mastered by the student. Apparently based on the theory students with weak reading strategies will have difficulty understanding the vocabulary used in the text.

Moreover, researcher analyses this student's difficulty in depth with the questionnaire statement number 13 because this statement has the lowest mean score among the other statements. It shows that some students are agree with this statement which is they are feel difficult memorize new vocabulary in English. From the questionnaire that have been analyzed, some the of students have difficulties in finding the meaning of vocabulary with the percentage of 20,786%. So, many students of X TKJ SMK Muhammadiyah 2 Sragen could not develop word guessing abilities where they are not familiar with them by relating

the close meaning of unfamiliar words to the text and the topic of the text that is read.

The third, the student's difficulties in reading comprehension is finding the main idea. Based on the data above, the researcher explained that that most students had difficulties in finding the main idea. Based on the theory from King and Stanley (2004) finding the main idea is one of the components of reading comprehension should be mastered by the student. Apparently based on the theory students with poor reading habits tend to have difficulties determining the main idea.

Moreover, researcher analyses this student's difficulty in depth with the questionnaire statement number 7 because this statement has the lowest mean score among the other statements. It shows that many students are agree with this statement, which is they are lazy to read English text, if the text is boring, too hard, and uninteresting. From the questionnaire that have been analyzed, many students have difficulties in finding the main idea with the percentage of 20,490%. So, many students of X TKJ SMK Muhammadiyah 2 Sragen could not comprehend the main idea of the paragraph which explains to the reader what the author wants the reader to know about the topic, also those students could not make specific statements or emphasize certain elements of the topic.

The fourth, the student's difficulties in reading comprehension is identifying reference. Based on the theory from King and Stanley (2004) identifying reference is one of the components of reading comprehension should be mastered by the student. Apparently based on the theory



students with weak language knowledge are more likely to struggle with the information addressed in the text.

Moreover, researcher analyses this student's difficulty in depth with the questionnaire statement number 20 because this statement has the lowest mean score among the other statements. It shows that several students are agree with this statement which is they are feel difficult to concentrate in reading long and boring text. From the questionnaire that have been analyzed, several students have difficulties in identifying reference with the percentage of 19,476%. So, several students of X TKJ SMK Muhammadiyah 2 Sragen could not comprehend the reference written in text and those students could not correlate word and things written in text, also those students can not be more understanding the reading because they can not comprehend the reference written in text.

The fifth, the student's difficulties in reading comprehension is making inference. Based on the theory from King and Stanley (2004) making inference is one of the components of reading comprehension should be mastered by the student. Apparently based on the theory students with limited background knowledge generally struggle in making inference.

Moreover, researcher analyses this student's difficulty in depth with the questionnaire statement number 21 because this statement has the lowest mean score among the other statements. It shows that several students are agree with this statement which is students do not know the generic structure of narrative text, so they are not understand the text they

read. From the questionnaire that have been analyzed, several students have difficulties in making inference with the percentage of 18,378%. So, several students of X TKJ SMK Muhammadiyah 2 Sragen not have enough capacity to understand the meaning of a text without having all of the information explicitly stated.

Furthermore, the researcher also analyzed the factors of difficulties faced by the students in reading comprehension. According to Westwood (2001) there are three factors first is learners background including interest & motivation and learners prior knowledge, the second is teaching technique, then, the last is learners environment including home condition & school condition. In this research, the researcher took 14 students at the tenth grade X TKJ of SMK Muhammadiyah 2 Sragen to be interviewed about their factor of difficulties in reading comprehension based on the theory above as the subject of the research.

The factor can cause difficulties in reading comprehension faced by the students considered as learners background interest. For this type of factor, the researcher asked two question related to whether the students had ever read English text and also are they interested in reading English text. Then all of the students students answer that they are ever read English text. It shows that all students have background knowledge about English text. Moreover, for the question related to the students interested in English text their answer for this question come in various ways.

There are many students not interested reading English text with the reasons not interested in English lesson, not understanding the English language, and they believe English is a difficult language. Moreover, other students stated that they are interested reading English text. For the reasons are it is important to master English language for TKJ (Teknik Komputer Jaringan) student also interested because of game. Then, the rest of the other students answer that they are less interested of reading English text. For the reasons they are interested if the text use simple vocabulary. From the result of the interview above, the researcher can conclude that the X TKJ (Teknik Komputer dan Jaringan) students of SMK Muhammadiyah 2 Sragen have lack interest of reading English text.

The next factors can cause difficulties in reading comprehension faced by the students considered as learner's background motivation. For this type of factor, the researcher asked three questions related to whether their classmates influence their motivation, how their classmates behave when English lesson be held, and also if their classmates active in class will be motivate their enthusiasm to learn in class. Then most of the students admitted that their classmates do not influence their motivation in learning English. Only few student answer that their classmates can influence motivation in learning English. Next, most of the students admitted that sometimes their classmates pay attention to English lessons sometimes they do not. Also, majority of the students answer that if their classmates active in class, it does not motivating them to enthusiast

learning in class. So, from the result above it can be said that the students are also lack of motivation in learning English.

The other factors can cause difficulties in reading comprehension faced by the students considered as learners' prior knowledge. For this type of factor, the researcher asked three questions related to whether the students know about narrative text, are they interested in narrative text or not, and also whether they know about the structure of narrative text. Then most of the students admitted they do not know about narrative text. Only few students understand about narrative text. Also, most of the students said they are not interested reading narrative text. Because they do not know about narrative text. Furthermore, all of the students answer that they also do not know well about the structure of narrative text. So, from the result above it can be conclude that the students do not have enough prior knowledge about narrative text.

Another factors can cause difficulties in reading comprehension faced by the students considered as teaching technique. Teaching technique here is the students' response about how their teacher teach. For this type of factor the researcher asked two questions related to whether their teacher explain clearly or not, and also how was their experience when learning English in class. Then, most of the students admitted that their teacher explains the material clearly. Moreover, for the question related to their experience in learning English in class the answer of the students is different. Several students said that they are sometimes understand about the reading text but sometimes they do not

understand. Next, many students answer they are enjoying taking an English reading text lesson in the class. Then few of students admit they do not understand about English reading text lesson in the class also few of the students said they are understood about English reading text lesson in the class. So, from the result above it can be said that the teacher taught English reading text enough well.

Furthermore, the factors can cause difficulties in reading comprehension faced by the students considered as learners environment home condition. For this type of factor, the researcher asked three questions related to whether any specific time is there when the students' study at home, then is the student's parents always accompanied them when they are study at home, and also whether their parents always motivate them to study hard or not. Then most of the students admitted they do not have special time to study with their parents. Also, most of the students said their parents do not accompanied them when learning at home. For the last question, the majority of the students answer that their parents always motivate them to study hard. So, from the result above it can be conclude that the student's parents always motivate them to study hard. But the students do not get parents engagement when they are studying at home.

The last, factors can cause difficulties in reading comprehension faced by the students is related to learner's environment school condition. For this type of factor, the researcher asked three questions related to whether their teacher use the learning media, then what the condition of

learning media in class, and also whether the school provide a specific time to read in library. Then most of the students admitted that their teacher use various teaching media. Furthermore, many students' students answer that the condition of learning media in the classroom were good enough and support them to learning in the class. While few of the students admitted that the condition of learning media in the classroom were not good enough so, it does not support them to learning in the class. Also, the majority of the students said that there is a special time for read in library which is when the English lesson and Indonesian lesson they sometimes go to library. So, from the result above it can be conclude that the teaching learning media the teacher used is enough well and also the condition of teaching learning media in class in good condition and there is a special time to read in the library then, the school condition is good.

In addition, from the finding and discussion above the students have internal and external factor that can cause difficulties in reading comprehension. For the internal factors the students are lacking in interest and motivation in reading English text also lack of prior knowledge in narrative text. Then for the external factor the students have lack in home condition, which is the students do not have enough parents engagement while studying at home. From those factors the students will have low achievement in reading text and they will face many difficulties in understanding English text. Especially, the students face difficulties in finding factual information, finding the meaning of vocabulary, and

finding the main idea that had been stated in finding and discussion above.

So, the most dominant students' difficulties in reading comprehension at the tenth grade students majoring in TKJ (*Teknik Komputer dan Jaringan*) of SMK Muhammadiyah 2 Sragen are almost in every difficulties such as finding factual information, finding the meaning of vocabulary and finding the main idea. It is different from the previous studies, the dominant of students' difficulties in reading comprehension is only finding the meaning of vocabulary. Then for the most factors difficulties faced by the students are almost lacking in every factors of difficulty such as student interest, students motivation, students prior knowledge, and students home condition. It is also different from the previous study above, the dominant factors difficulties faced by the students is teachers' teaching technique.

## **2. The strategies used by the Tenth Grade students of SMK Muhammadiyah 2 Sragen solve their problem in comprehending English reading narrative text.**

The first strategy is the GLOB (Global Reading Strategy) Based on the data above, the researcher explained that most students use GLOB strategy. From the questionnaire that have been analyzed, many students use this strategy with the percentage of 42,51%. So, most of the students of X TKJ at SMK Muhammadiyah 2 Sragen use the GLOB strategy with statements the students have purpose in mind when they read something then the students think about the content of the text fits

their reading purpose. Also the students decide what to read closely and what to ignore. The last is the students use typographical features like bold and italics to identify key information.

The second strategy is the PROB (Problem Solving Strategy) Based on the data above, the researcher explained that there are less students use PROB strategy than GLOB strategy. From the questionnaire that have been analyzed, several students use this strategy with the percentage of 28,91%. So, many students of X TKJ at SMK Muhammadiyah 2 Sragen use the PROB strategy with statements the students read slowly and carefully to make sure they understand what they read, the students try to get back on track when they lose concentration and the students adjust their reading speed according what they are read also the students try to picture or visualize information to help remember what they read.

The last strategy is the SUP (Support Strategy) Based on the data above, the researcher explained that there are less students use SUP strategy than GLOB and PROB strategy. From the questionnaire that have been analyzed, few of the students use this strategy with the percentage of 28,58%. So, few students of X TKJ at SMK Muhammadiyah 2 Sragen use the SUP strategy with statements the students read aloud when overcome difficulty to understand what they read, the students underline or circle information to help them to understand what they read, the students use reference material to help them understand what they read, the students paraphrase to get better



understanding what they read, and the last the students translate the text from English into their native language.

Besides the questionnaire, the researcher also conducted the interview about the strategy the students use in comprehending English reading narrative text. The first the researcher asked the students related to GLOB strategy with the result is when the students read the text, they decided what to read closely and what to ignore. Then when the students read English text, they are using context clue. Furthermore, most of the students admitted they used this strategy. So, it can be said majority of the students use this strategy.

The second, the researcher also asked the students related to PROB strategy with the result is when the students read English text they read slowly and carefully to understand the text. Next is when students read English text, they either increase or decrease their reading speed when facing difficulties. Then, when the students facing difficulties in a text, they re-read the text to get better understanding. Furthermore, when the students read English text, they try to guess the meaning of words or phrases. In addition, a few of the students admitted they used this strategy. From the result above, it can be said some students also use PROB strategy but less than the students use GLOB strategy.

The third, the researcher ask the students related SUP strategy with the result is when the students find important information on the text they underline or circle it. Next is, to get better understanding the

students paraphrase the sentences when read English text. Furthermore, when the students read English text, they are translating it from English to Bahasa. In addition, a few of the students admitted they used this strategy. So, it can be said some students also use SUP strategy but less than the students use GLOB and PROB strategy.

From the finding and discussion above, this research has a novelty which is the other previous research only investigate what the difficulties face by the students and what the factors causing difficulties in reading text. Moreover, this research not only investigate the difficulties face by the students but also investigate what strategies are used by the students to comprehend English reading narrative text. Also, the strategies here is in the form of specific statement, furthermore the students could not feel confused about the strategies written in this research. So, this research have more complexity and depth analysis among the others research with the same topic.

## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the result of the students' difficulties and the strategies use by the students in comprehending English reading narrative text at the tenth grade of SMK Muhammadiyah 2 Sragen in the academic year 2022/2023 that had been researcher analyze. The researcher draws the conclusion based on the result of analyzing data. The researcher also proposed some suggestions for teaching and learning process in reading sessions.

#### A. Conclusion

Based on the data analyzed in the tables above, it can be concluded that the researcher found in X TKJ of SMK Muhammadiyah 2 Sragen at the academic year 2022/2023 there are 20,870% students who have difficulty in finding factual information. Next, 20,786% students who have difficulty in finding the meaning of vocabulary. Then, 20,490% students who have difficulty in finding the main idea. Moreover, 19,476% students who have difficulty in identifying reference. Last, there are 18,378% students have difficulty in making inference.

From the statements above, the students of X TKJ in that school almost face all the difficulties in comprehending English reading narrative text with each of these difficulties such as finding factual information, finding the meaning of vocabulary, and finding the main idea have seven students face difficulty in it. So, seven students in that class could not investigate the specifics of factual material in the text. Then seven students in that class could not related the close meaning unfamiliar words to the text

and the topic of the text that is read. Also, seven students in that class could not comprehend what the author wants the reader to know about the topic.

Furthermore, from the result of data, the researcher found three factors of causing students difficulty in reading comprehension. Which is the learners background, which is the students lack interest and motivation in learning English reading narrative text and also lack of prior knowledge of English reading narrative text. Also, from the learners environment it can be conclude that the students lack of parents engagement when they are studying at home. So, the students of X TKJ in that school have low achievement in reading text because they are lacking in interest and motivation in learning English reading narrative text, then the students will face many difficulties in understanding English text because they are lacking in prior knowledge of narrative text and lacking in their parents engagement when studying at home.

Moreover, for the strategies used by the students according to the data above it can be concluded there are 42,51% students use GLOB strategy. Next, 28,91% students use PROB strategy. Then, 28,58% students use SUP strategy. The researcher also interviews the students related to strategy they use in comprehending English reading narrative text. Then, the result is the students mostly use GLOB strategy followed by PROB and SUP strategy with fourteen students use GLOB strategy, ten students use PROB strategy, and nine students use SUP strategy. So, the students of X TKJ at SMK Muhammadiyah 2 Sragen use GLOB strategy with focusing heavily on their reading preparation.

## **B. Suggestion**

After analyzing and making conclusion about the research, the researcher gives some suggestions in order to make a better improvement.

### **1. For the Students**

- a. The students must read more English reading text, so they can increase their knowledge. Also, the students should be able to understand the reading of the narrative text in their English practice.
- b. The researcher suggests students to understand and memorize some vocabulary, so that they can understand the content of the reading texts. Especially in narrative text.

### **2. For the Teacher**

- a. The teacher should observe the difficulties faced by students when reading English texts and also observe the strategy the students use in comprehending English text. It can be help students in the problems. After knowing the various difficulties, their factors, and their strategies they use the teacher can apply learning methods that are appropriate and easy for students to understand.
- b. The teacher should identify vocabulary related the text to be learned before students read the text.

### 3. For the other Researcher

The researcher realizes that this research is far from perfect, so the researcher hopes that readers can give criticism and suggestions. The researcher hopes that this research can be used as a reference for further research, especially regarding the analysis of students' difficulties in reading comprehension.

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## Appendix 1. Questionnaire Section

### Kuesioner Students' Difficulties in Reading Comprehension on narrative text & the strategies use by the student solve the difficulties in comprehending English reading narrative text

Nama lengkap :

Kelas :

No absen :

#### PETUNJUK PENGISIAN

1. Tulislah identitas Anda secara lengkap.
2. Bacalah setiap pernyataan dengan teliti dan seksama sebelum memberi tanda centang (√).
3. Berilah tanda centang (√) pada kolom lima pilihan jawaban yang dianggap paling sesuai dengan keadaan diri sendiri.
4. Isilah seluruh pernyataan dibawah ini dengan jujur.
5. Hasil dari pengisian angket tidak akan berpengaruh pada nilai.
6. Terima kasih atas kesediaan Anda dalam mengisi angket ini.
7. Keterangan:

SS : Sangat Setuju

S : Setuju

N : Netral

TS : Tidak Setuju

STS : Sangat Tidak Setuju

8. Untuk pertanyaan no 26 – 55 keterangan sebagai berikut :

1 : Saya **tidak pernah** atau **hampir tidak pernah** melakukan ini

2 : Saya melakukan ini **hanya sekali**

3 : **Terkadang** saya melakukan ini

4 : Saya **biasanya** melakukan ini

5 : Saya **selalu** atau **hampir selalu** melakukan ini

No	Pertanyaan	Jawaban				
		SS	S	N	TS	STS
1.	Saya selalu mencari arti kosakata baru yang sulit dan tidak saya ketahui dalam Bahasa Inggris menggunakan kamus					
2.	Saya tidak suka membaca buku maupun teks					
3.	Saya kesulitan dalam menguasai tata bahasa di dalam teks yang saya pelajari					
4.	Saya membaca setiap kata perkata pada teks naratif untuk memahami isi teks tersebut					
5.	Saya kesulitan memahami makna kosakata Bahasa Inggris yang terdapat pada teks naratif, sehingga saya tidak memahami apa yang saya baca					
6.	Saya tidak mengetahui generic structure di teks naratif yang saya baca, jadi saya tidak dapat memahami teks yang saya baca					
7.	Saya tidak suka belajar teks reading Bahasa Inggris seperti teks naratif					
8.	Saya tidak memahami informasi setiap bagian dari teks naratif, sehingga saya tidak memahami pesan yang disampaikan penulis dalam teks					
9.	Saya mengetahui tentang language feature dari teks naratif yang saya baca					
10.	Motivasi saya rendah untuk belajar Bahasa Inggris					
11.	Saya malas membaca saat teks yang saya baca membosankan, terlalu sulit, dan tidak menarik					

12.	Saya kesulitan menghafal kosakata baru dalam Bahasa Inggris					
13.	Saya belum terlalu paham dengan jenis – jenis teks yang saya baca, karena latar belakang pengetahuan saya yang terbatas					
14.	Lingkungan sekitar saya seperti teman dan keluarga mendukung saya untuk lebih giat dan termotivasi untuk belajar Bahasa Inggris					
15.	Saya memahami materi teks naratif dengan baik					
16.	Saya tidak familiar mengenai teks naratif seperti legenda dan fabel					
17.	Saya selalu mencoba meningkatkan motivasi saya saat belajar Bahasa Inggris seperti teks naratif					
18.	Saya suka membaca buku mengenai Bahasa Inggris di rumah maupun di sekolah					
19.	Menurut saya teks naratif merupakan pelajaran yang susah, sehingga saya tidak termotivasi untuk mempelajarinya					
20.	Saya selalu menulis kosakata yang baru saya ketahui					
21.	Menurut saya Bahasa Inggris merupakan bahasa yang sulit untuk dipelajari					
22.	Kadang saya mengetahui sebagian makna kata yang terdapat dalam teks naratif, tetapi saya masih kesulitan dalam memahami ide pokok teks karena saya malas membaca					

23.	Saya membaca kosakata baru beserta artinya dengan suara keras untuk membantu saya mengingat kosakata tersebut					
24.	Saya kesulitan berkonsentrasi dalam membaca suatu teks yang panjang dan membosankan					
25.	Saat membaca, saya tidak dapat memprediksi kalimat selanjutnya					
		Jawaban				
		1	2	3	4	5
26.	Saya memiliki tujuan ketika membaca.					
27.	Saya mencatat saat membaca untuk membantu saya memahami apa yang saya baca.					
28.	Saya memikirkan apa yang saya tahu untuk membantu saya memahami apa yang saya baca.					
29.	Saya membaca keseluruhan tampilan teks untuk melihat isinya sebelum membacanya.					
30.	Saat teks menjadi sulit, saya membacakan dengan keras untuk membantu saya memahami apa yang saya baca.					
31.	Saya memikirkan apakah isi teks sesuai dengan tujuan membaca saya.					
32.	Saya membaca dengan perlahan dan hati-hati untuk memastikan bahwa saya mengerti apa yang saya baca.					
33.	Saya meninjau teks terlebih dahulu dengan mencatat karakteristiknya seperti panjang teks dan organisasi teks.					

34.	Saya mencoba kembali fokus saat kehilangan konsentrasi.					
35.	Saya menggaris bawah atau melingkari informasi dalam teks untuk membantu saya mengingatnya.					
36.	Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca.					
37.	Saat membaca, saya memutuskan untuk membaca dengan cermat dan apa yang harus saya abaikan.					
38.	Saya menggunakan bahan referensi (Kamus) untuk membantu saya memahami apa yang saya baca.					
39.	Bila teks menjadi sulit, saya lebih dalam memperhatikan apa yang sedang saya baca.					
40.	Saya menggunakan tabel, gambar, dan gambar dalam teks untuk meningkatkan pemahaman saya.					
41.	Saya sesekali berhenti dan memikirkan kembali tentang isi bacaan sebelumnya.					
42.	Saya menggunakan petunjuk secara kontekstual untuk membantu saya lebih memahami apa yang sedang saya baca (contohnya mengartikan kata berdasarkan keseluruhan kalimat).					
43.	Saya parafrase (mengemukakan kembali gagasan dengan kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.					
44.	Saya mencoba membayangkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.					

45.	Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi penting.					
46.	Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks.					
47.	Saya bolak-balik dalam teks untuk menemukan hubungan antar ide di dalamnya.					
48.	Saya memeriksa pemahaman saya saat menemukan informasi baru.					
49.	Saya mencoba menebak isi teks yang saya baca saat membaca.					
50.	Bila teks menjadi sulit, saya membacanya kembali untuk meningkatkan pemahaman saya.					
51.	Saya bertanya kepada saya sendiri mengenai hal tertentu yang jawabannya terdapat di teks.					
52.	Saya memeriksa apakah tebakan saya tentang teks itu benar atau salah.					
53.	Ketika saya membaca, saya menebak arti kata-kata atau kelompok kata yang tidak diketahui.					
54.	Saat membaca, saya menerjemahkan dari bahasa Inggris ke bahasa asli.					
55.	Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa ibu saya.					

*\*) adopted from thesis by Hanifah Aulia Kusuma, 2022 An Analysis of Students' Difficulties in Reading Comprehension at The Tenth Grade of SMK Al – Islam Surakarta in The Academic Year 2021/2022.*

*\*) adopted from journal by Mokhtari, Kouider., Sheorey, Ravi. (2002). Measuring ESL students' awareness of reading strategies. Journal of Developmental Education, 25(3), 2-10*

**Appendix 2.**  
**Interview transcripts**

**Tuesday, 6<sup>th</sup> June, 2023**

**1. Respondent 1**

Researcher : Apakah kamu pernah membaca teks Bahasa Inggris?

Student : Pernah

Researcher : Apakah kamu tertarik membaca teks Bahasa Inggris?  
Mengapa?

Student : ya, saya tertarik membaca teks Bahasa Inggris karena enak didengar dan gaya Bahasa bicaranya elegan

Researcher : Apakah teman sekelasmu mempengaruhi motivasimu untuk belajar Bahasa Inggris?

Student : tidak tidak temen saya sama sekali gak mempengaruhi motivasi buat belajar Bahasa Inggris.

Researcher : Bagaimana sikap teman sekelasmu Ketika pelajaran Bahasa Inggris dilaksanakan?

Student : sikapnya kadang ramai, kadang tenang mbak

Researcher : Akankah teman sekelasmu akan aktif di kelas, memotivasi semangatmu untuk belajar di kelas?

Student : temen – temen gak memotivasi saya semangat belajar di kelas tidak, lebih tepatnya mereka mengajak bercanda mbak

Researcher : Apa yang kamu ketahui tentang teks narrative?

Student : tidak tau mbak

Researcher : Apakah kamu tertarik membaca teks naratif? Mengapa?

Student : tidak mbak, karena gak tau ya jadinya gak tertarik aja sih mbak

Researcher : Apakah kamu mengetahui struktur teks naratif?

Student : tidak

Researcher : Saat pembelajaran Bahasa Inggris apakah guru menjelaskan dengan jelas?



Student : jelas

Researcher : Bagaimana pengalaman kamu Ketika belajar reading di kelas?

Student : eem pengalamannya biasa biasa aja mbak kadang paham kadang gak

Researcher : Ketika di rumah, apakah ada waktu khusus untuk belajar bersama orang tua?

Student : tidak mbak

Researcher : Apakah saat belajar di rumah, orang tuamu selalu menemani?

Student : tidak mbak

Researcher : Apakah orang tuamu selalu memotivasimu untuk belajar?

Student : ya mbak

Researcher : Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan

Student : ada mbak, paling cuma buku handpone begitu aja mbak

Researcher : Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?

Student : kalau kondisi kapur, spidol kadang suka hilang jadi ya kondisi seperti itu ya kurang menunjang saya dalam belajar di kelas mbak

Researcher : Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?

Student : ya, ada mbak pada waktu istirahat begitu mbak

Researcher : Apakah ketika kamu membaca teks bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?

Student : ya mbak saya akan mencermati bagian yang saya anggap sulit

Researcher : Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa yang kamu baca?

Student : tidak mbak saya tidak menggunakan petunjuk konteks saat membaca

Researcher : Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?

Student : ya mbak saya membaca pelan – pelan supaya paham apa yang saya baca

Researcher : Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?

Student : tidak mbak, saya tidak mengurangi atau mempercepat

Researcher : Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?

Student : ya mbak saya akan mengulangi bagian yang saya anggap sulit

Researcher : Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?

Student : ya mbak saya mencoba menebak kata yang tidak saya ketahui

Researcher : Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?

Student : tidak mbak, saya tidak menggarisbawahi kalimat yang saya anggap penting

Researcher : Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?

Student : tidak mbak

Researcher : Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?

Student : ya mbak saya selalu mentransate dari Bahasa inggris ke Bahasa Indonesia

## 2. Respondent 2

Researcher : Apakah kamu pernah membaca teks Bahasa Inggris?

Student : pernah

Researcher : Apakah kamu tertarik membaca teks Bahasa Inggris? Mengapa?

Student : tertarik tidak tertarik sih mbak, kalau Bahasa inggrisnya mudah dipahami saya tertarik mbak, kalau susah dipahami saya tidak tertarik

Researcher : Apakah teman sekelasmu mempengaruhi motivasimu untuk belajar Bahasa Inggris?

Student : nggak mbak mereka gak mempenarui buat belajar Bahasa Inggris

Researcher : Bagaimana sikap teman sekelasmu Ketika pelajaran Bahasa Inggris dilaksanakan?

Student : sikap temen saya sih biasa saja mbak kadang memperhatikan kadang juga tidak

Researcher : Akankah teman sekelasmu akan aktif di kelas, memotivasi semangatmu untuk belajar di kelas?

Student : tidak mbak, soalnya temen – temen jarang aktif di kelas.

Researcher : Apa yang kamu ketahui tentang teks narrative?

Student : saya tidak tahu apa itu teks naratif mbak

Researcher : Apakah kamu tertarik membaca teks naratif? Mengapa?

Student : saya tidak tertarik mba, karena tidak tahu teks naratif dan saya rasa teks naratif itu susah mbak

Researcher : Apakah kamu mengetahui struktur teks naratif?

Student : saya tidak tahu struktur teks naratif mbak

Researcher : Saat pembelajaran Bahasa Inggris apakah guru menjelaskan dengan jelas?

Student : ya mbak, guru menjelaskan dengan jelas

Researcher : Bagaimana pengalaman kamu Ketika belajar reading di kelas?

Student : biasa – biasa saja mbak, kadang paham kadang tidak

Researcher : Ketika di rumah, apakah ada waktu khusus untuk belajar bersama orang tua?

Student : sekarang saya nggak pernah belajar bersama orang tua

Researcher : Apakah saat belajar di rumah, orang tuamu selalu menemani?

Student : dulu menemani, sekarang tidak

Researcher : Apakah orang tuamu selalu memotivasimu untuk belajar?

Student : iya

Researcher : Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan

Student : ada mbak, biasanya pake buku sama handphone mbak

Researcher : Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?

Student : ya mbak dalam kondisi baik, dan ya menunjang dalam belajar

Researcher : Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?

Student : tidak mbak

Researcher : Apakah ketika kamu membaca teks bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?

Student : ya mbak saya biasanya kalau kalimat – kalimatnya penting akan saya cermati.

Researcher : Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa yang kamu baca?

Student : tidak mbak

Researcher : Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?

Student : ya mbak saya membaca teks perlahan biar paham

Researcher : Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?

Student : tidak mbak

Researcher : Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?

Student : ya saya mengulangi membaca bagian yang sulit

Researcher : Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?

Student : ya saya mencoba menebak kata yang tidak saya ketahui

Researcher : Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?

Student : nggak mbak

Researcher : Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?

Student : ya saya mengemukakan atau memparafrase bagian yang sulit memakai Bahasa saya sendiri

Researcher : Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?

Student : ya mbak selalu

### 3. Respondent 3

Researcher : Apakah kamu pernah membaca teks Bahasa Inggris?

Student : pernah

Researcher : Apakah kamu tertarik membaca teks Bahasa Inggris?  
Mengapa?

Student : tertarik, karena di jurusan TKJ itu penting buat bisa  
Bahasa Inggris

Researcher : Apakah teman sekelasmu mempengaruhi motivasimu  
untuk belajar Bahasa Inggris?

Student : tidak mempengaruhi

Researcher : Bagaimana sikap teman sekelasmu Ketika pelajaran  
Bahasa Inggris dilaksanakan?

Student : ada yang main sendiri, ada yang ramai, ada yang  
mendengarkan

Researcher : Akankah teman sekelasmu akan aktif di kelas,  
memotivasi semangatmu untuk belajar di kelas?

Student : ya mbak, walau jarang ada yang aktif di kelas tapi kalo  
ada yang aktif di kelas saya jadi agak semangat biar gak  
ketinggalan

Researcher : Apa yang kamu ketahui tentang teks narrative?

Student : tidak tahu

Researcher : Apakah kamu tertarik membaca teks naratif? Mengapa?

Student : tidak mbak, gak tertarik aja sih mbak

Researcher : Apakah kamu mengetahui struktur teks naratif?

Student : lupa mbak

Researcher : Saat pembelajaran Bahasa Inggris apakah guru  
menjelaskan dengan jelas?

Student : ya jelas

Researcher : Bagaimana pengalaman kamu Ketika belajar reading di  
kelas?

Student : kadang saya paham namun saat pulang sekoah saya lupa  
apa yang dipelajari di sekolah tadi

Researcher : Ketika di rumah, apakah ada waktu khusus untuk belajar bersama orang tua?

Student : tidak ada

Researcher : Apakah saat belajar di rumah, orang tuamu selalu menemani?

Student : tidak

Researcher : Apakah orang tuamu selalu memotivasimu untuk belajar?

Student : iya

Researcher : Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan

Student : ya, buku teks – teks Bahasa Inggris ya seperti itu

Researcher : Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?

Student : kadang tersedia kadang tidak kadang hilang – hilangnya jadi ya agak tidak menunjang belajar di kelas

Researcher : Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?

Student : ya ada, biasanya saat pelajaran Bahasa Inggris

Researcher : Apakah ketika kamu membaca teks bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?

Student : tidak mbak

Researcher : Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa yang kamu baca?

Student : tidak juga mbak

Researcher : Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?

Student : ya saya teliti dan perlahan saat membaca biar paham apa yang saya baca

Researcher : Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?

Student : ya saya mengurangi kecepatan saat membaca jika menemukan kesulitan

Researcher : Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?

Student : tidak mbak

Researcher : Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?

Student : ya mbak saya menggarisbawahi kalimat yang saya anggap penting

Researcher : Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?

Student : ya mbak saya paraphrase agar lebih paham lagi

Researcher : Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?

Student : iya mbak biar paham maksud kalimatnya apa

#### **4. Respondent 4**

Researcher : Apakah kamu pernah membaca teks Bahasa Inggris?

Student : pernah mbak

Researcher : Apakah kamu tertarik membaca teks Bahasa Inggris? Mengapa?



Student : tidak tertarik mbak, karena gak ada niatan membaca teks Bahasa Inggris mbak

Researcher : Apakah teman sekelasmu mempengaruhi motivasimu untuk belajar Bahasa Inggris?

Student : nggak mbak

Researcher : Bagaimana sikap teman sekelasmu Ketika pelajaran Bahasa Inggris dilaksanakan?

Student : urakan, suka main sendiri mbak sikapnya

Researcher : Akankah teman sekelasmu akan aktif di kelas, memotivasi semangatmu untuk belajar di kelas?

Student : nggak mbak ya karena urakan itu jadi tidak memotivasi buat aktif di kelas

Researcher : Apa yang kamu ketahui tentang teks narrative?

Student : tidak tahu mbak

Researcher : Apakah kamu tertarik membaca teks naratif? Mengapa?

Student : tidak tertarik, karena ya saya gak ada niatan buat belajar atau membaca teks Bahasa Inggris mbak

Researcher : Apakah kamu mengetahui struktur teks naratif?

Student : tidak tau juga mbak

Researcher : Saat pembelajaran Bahasa Inggris apakah guru menjelaskan dengan jelas?

Student : nggih, guru menjelaskan dengan jelas

Researcher : Bagaimana pengalaman kamu Ketika belajar reading di kelas?

Student : pengalamannya saya kurang memahami teks reading

Researcher : Ketika di rumah, apakah ada waktu khusus untuk belajar bersama orang tua?

Student : tidak ada, repot terus mbak orang tua saya

Researcher : Apakah saat belajar di rumah, orang tuamu selalu menemani?

Student : mboten mbak, orang tua saya ke luar kota terus

Researcher : Apakah orang tuamu selalu memotivasimu untuk belajar?

Student : nggih mbak, mereka selalu memotivasi untuk belajar

Researcher : Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan

Student : mbeto mbak, buku handphone teks seperti itu mbak

Researcher : Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?

Student : kurang dalam kondisi baik mbak, seperti bukunya kurang gitu jadi kurang menunjang saya buat belajar

Researcher : Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?

Student : ada mbak, saat jam peajaran Bahasa Inggris biasanya di perpustakaan

Researcher : Apakah ketika kamu membaca teks bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?

Student : ya mbak saya mencermati kalimat yang saya anggap penting

Researcher : Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa yang kamu baca?

Student : ya mbak, saya menggunakan petunjuk konteks agar lebih paham apa yang saya baca

Researcher : Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?

Student : tidak mbak

Researcher : Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?

Student : tidak, saya nggak mengurangi atau mempercepat dalam membaca mbak

Researcher : Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?

Student : ya, mbak saya mengulangi kalimat atau paragraph yang sulit agar saya paham apa yang saya baca

Researcher : Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?

Student : ya kadang menebak kata yang tidak saya ketahui

Researcher : Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?

Student : tidak mbak

Researcher : Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?

Student : ya mbak saya mengartikan kalimat dengan Bahasa saya sendiri biar saya paham apa yang saya baca

Researcher : Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?

Student : ya, mbak kalo gak mentransate saya gak tau

## **5. Respondent 5**

Researcher : Apakah kamu pernah membaca teks Bahasa Inggris?

Student : pernah

Researcher : Apakah kamu tertarik membaca teks Bahasa Inggris? Mengapa?

Student : tertarik, emang dari dulu suka Bahasa Inggris kak

Researcher : Apakah teman sekelasmu mempengaruhi motivasimu untuk belajar Bahasa Inggris?

Student : nggak kak

Researcher : Bagaimana sikap teman sekelasmu Ketika pelajaran Bahasa Inggris dilaksanakan?

Student : biasa aja sih temen – temen saat pelajaran Bahasa Inggris

Researcher : Akankah teman sekelasmu akan aktif di kelas, memotivasi semangatmu untuk belajar di kelas?

Student : memotivasi sih kalau temen – temen aktif

Researcher : Apa yang kamu ketahui tentang teks narrative?

Student : kurang mengerti kak tapi tahu kaya cerita – cerita timun mas, cerita rakyat gitu yang saya tau

Researcher : Apakah kamu tertarik membaca teks naratif? Mengapa?

Student : kurang sih kak, soalnya kan kurang tau

Researcher : Apakah kamu mengetahui struktur teks naratif?

Student : tidak kak

Researcher : Saat pembelajaran Bahasa Inggris apakah guru menjelaskan dengan jelas?

Student : jelas

Researcher : Bagaimana pengalaman kamu Ketika belajar reading di kelas?

Student : ya kaya yaudah biasa aja kak, kebanyakan paham sama teks reading walau suka lupa – lupa ingat

Researcher : Ketika di rumah, apakah ada waktu khusus untuk belajar bersama orang tua?

Student : tidak ada kak

Researcher : Apakah saat belajar di rumah, orang tuamu selalu menemani?

Student : gak selalu sih kak, kan orang tua ku bapak udah gak ada jadi ibuk kerja di luar negri jadi aku sama bude di rumah. Paling bude tu nyuruh bintang ayo belajar gitu.

Researcher : Apakah orang tuamu selalu memotivasimu untuk belajar?

Student : memotivasi sih alhamdulillah

Research : Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan

Student : ada sih kayak misal handphone, lcd kaya gitu

Researcher : Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?

Student : ya sih, dalam kondisi baik. Dan dapat menunjang belajar kak

Researcher : Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?

Student : ada, kak. Kan perpustakaan itu tidak privat jadi bisa ke sana waktu jamkos, istirahat itu kak

Researcher : Apakah ketika kamu membaca teks bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?

Student : ya kak, kalau saya gak paham sama kalimatnya saya baca dengan cermat

Researcher : Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa yang kamu baca?

Student : ya sih kak, saya memakai petunjuk konteks

Researcher : Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?

Student : agak gak terlalu sih kak, kecepatan saya membaca biasa aja atau normal

Researcher : Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?

Student : mengurangi kak

Researcher : Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?

Student : ya kak saya mengulangi kalimat yang saya anggap sulit biar lebih paham

Researcher : Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?

Student : ya kak biar lebih paham juga

Researcher : Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?

Student : ya kak

Researcher : Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?

Student : nggak sih kak

Researcher : Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?

Student : ya kak.

## **6. Respondent 6**

Researcher : Apakah kamu pernah membaca teks Bahasa Inggris?

Student : pernah

Researcher : Apakah kamu tertarik membaca teks Bahasa Inggris? Mengapa?

Student : tidak mbak, karena sulit dipahami

Researcher : Apakah teman sekelasmu mempengaruhi motivasimu untuk belajar Bahasa Inggris?

Student : nggak mbak

Researcher : Bagaimana sikap teman sekelasmu Ketika pelajaran Bahasa Inggris dilaksanakan?

Student : mereka malas – malasan

Researcher : Akankah teman sekelasmu akan aktif di kelas, memotivasi semangatmu untuk belajar di kelas?

Student : nggak mbak

Researcher : Apa yang kamu ketahui tentang teks narrative?

Student : tidak tahu juga mbak

Researcher : Apakah kamu tertarik membaca teks naratif? Mengapa?

Student : tidak tertarik mbak, karena tidak tahu

Researcher : Apakah kamu mengetahui struktur teks naratif?

Student : tidak tahu mbak

Researcher : Saat pembelajaran Bahasa Inggris apakah guru menjelaskan dengan jelas?

Student : jelas

Researcher : Bagaimana pengalaman kamu Ketika belajar reading di kelas?

Student : nyaman – nyaman aja sih mbak

Researcher : Ketika di rumah, apakah ada waktu khusus untuk belajar bersama orang tua?

Student : nggak pernah

Researcher : Apakah saat belajar di rumah, orang tuamu selalu menemani?

Student : ngakk mbak

Researcher : Apakah orang tuamu selalu memotivasimu untuk belajar?

Student : tidak mbak

Researcher : Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan

Student : menggunakan mbak, buku handphone lcd

Researcher : Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?

Student : dalam kondisi baik mbak, dan menunjangku untuk belajar di kelas

Researcher : Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?

Student : ada kak, waktu pelajaran Bahasa Inggris dan Bahasa Indonesia

Researcher : Apakah ketika kamu membaca teks bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?

Student : tidak mbak, ya saya baca biasa aja mbak

Researcher : Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa yang kamu baca?

Student : tidak mbak

Researcher : Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?

Student : ya mbak

Researcher : Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?

Student : tidak mbak, tidak mengurangi atau mempercepat

Researcher : Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?

Student : ya mbak kalau nemu kalimat sulit saya mengulangi membaca kalimat itu

Researcher : Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?

Student : tidak mbak



Researcher : Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?

Student : ya mbak

Researcher : Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?

Student : tidak mbak

Researcher : Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?

Student : ya mbak

## **7. Respondent 7**

Researcher : Apakah kamu pernah membaca teks Bahasa Inggris?

Student : pernah

Researcher : Apakah kamu tertarik membaca teks Bahasa Inggris? Mengapa?

Student : tidak, gak suka teks Bahasa Inggris mbak jadi gak tertarik

Researcher : Apakah teman sekelasmu mempengaruhi motivasimu untuk belajar Bahasa Inggris?

Student : mempengaruhi mbak, kalo ada yang rajin ya saya coba ngikutin

Researcher : Bagaimana sikap teman sekelasmu Ketika pelajaran Bahasa Inggris dilaksanakan?

Student : baik mbak tapi ada juga yang main sendiri dan tidak memperhatikan

Researcher : Akankah teman sekelasmu akan aktif di kelas, memotivasi semangatmu untuk belajar di kelas?

Student : tidak mbak, karna ya jarang yang aktif di kelas mbak

Researcher : Apa yang kamu ketahui tentang teks narrative?

Student : tidak tahu

Researcher : Apakah kamu tertarik membaca teks naratif? Mengapa?

Student : tidak mbak, karena saya tidak tahu teks naratif

Researcher : Apakah kamu mengetahui struktur teks naratif?

Student : tidak tahu juga mbak

Researcher : Saat pembelajaran Bahasa Inggris apakah guru menjelaskan dengan jelas?

Student : jelas

Researcher : Bagaimana pengalaman kamu Ketika belajar reading di kelas?

Student : menyenangkan sekali mbak tapi kalau materi reading kurang paham

Researcher : Ketika di rumah, apakah ada waktu khusus untuk belajar bersama orang tua?

Student : tidak

Researcher : Apakah saat belajar di rumah, orang tuamu selalu menemani?

Student : tidak

Researcher : Apakah orang tuamu selalu memotivasimu untuk belajar?

Student : ya selalu memotivasi

Researcher : Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan

Student : ya menggunakan media pembelajaran seperti buku, handphone begitu mbak

Researcher : Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?

Student : tidak dalam kondisi baik seperti bukunya kurang jadi kurang menunjang saya dalam belajar

Researcher : Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?

Student : ya ada, waktu pelajaran bahasa inggris sering perpustakaan

Researcher : Apakah Bahasa kamu membaca teks Bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?

Student : ya, kalau saya nemu kalimat yang susah saya pahami saya baca dengan cermat

Researcher : Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa yang kamu baca?

Student : ya menggunakan petunjuk konteks

Researcher : Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?

Student : ya mbak saya membaca dengan teliti dan pelan – pelan agar paham apa yang saya baca

Researcher : Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?

Student : ya, saya mengurangi kecepatan saat teks yang saya baca sulit mbak

Researcher : Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?

Student : tidak mbak

Researcher : Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?

Student : ya mbak

Researcher : Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?

Student : tidak mbak

Researcher : Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?

Student : tidak mbak

## 8. Respondent 8

Researcher : Apakah kamu pernah membaca teks Bahasa Inggris?

Student : pernah

Researcher : Apakah kamu tertarik membaca teks Bahasa Inggris? Mengapa?

Student : ya, lumayan agak tertarik mbak kalau mudah dipahami

Researcher : Apakah teman sekelasmu mempengaruhi motivasimu untuk belajar Bahasa Inggris?

Student : tidak mbak

Researcher : Bagaimana sikap teman sekelasmu Ketika pelajaran Bahasa Inggris dilaksanakan?

Student : baik mbak, kadang ada yang memperhatikan ada juga yang tidak

Researcher : Akankah teman sekelasmu akan aktif di kelas, memotivasi semangatmu untuk belajar di kelas?

Student : iya mbak rasanya kalo ada temen yan aktif di kelas, saya juga pengen aktif

Researcher : Apa yang kamu ketahui tentang teks narrative?

Student : lumayan mengerti kaya cerita kancil, cerita fiksi gitu kan ya mbak

Researcher : Apakah kamu tertarik membaca teks naratif? Mengapa?

Student : agak tertarik mbak karena cerita fiksi asik dibaca

Researcher : Apakah kamu mengetahui struktur teks naratif?

Student : saya lupa mbak mengenai struktur teksnya

Researcher : Saat pembelajaran Bahasa Inggris apakah guru menjelaskan dengan jelas?

Student : iya jelas

Researcher : Bagaimana pengalaman kamu Ketika belajar reading di kelas?

Student : baik mbak saya agak paham materi reading

Researcher : Ketika di rumah, apakah ada waktu khusus untuk belajar bersama orang tua?

Student : iya, ada mbak biasanya sehabis maghrib mbak

Researcher : Apakah saat belajar di rumah, orang tuamu selalu menemani?

Student : tidak mbak, kadang – kadang aja nemeninnya

Researcher : Apakah orang tuamu selalu memotivasimu untuk belajar?

Student : iya

Researcher : Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan

Student : iya, menggunakan media pembelajaran seperti buku, handphone, lcd

Researcher : Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?

Student : ya dalam kondisi baik. Dan menunjang saya belajar di kelas

Researcher : Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?

Student : ya, ada mbak setiap pelajaran Bahasa Inggris dan Bahasa Indonesia mbak

Researcher : Apakah ketika kamu membaca teks bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa yang kamu baca?

Student : ya mbak

Researcher : Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?

Student : ya mbak

Researcher : Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?

Student : ya mbak saya mengurangi kecepatan saat membaca

Researcher : Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?

Student : ya mbak saya selalu mencoba menebak makna kata yang tidak saya ketahui

Researcher : Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?

Student : tidak mbak

Researcher : Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?

Student : ya mbak biar lebih paham apa yang saya baca

**Wednesday, 7<sup>th</sup> June 2023**

**9. Respondent 9**

Researcher : Apakah kamu pernah membaca teks Bahasa Inggris?

Student : pernah

Researcher : Apakah kamu tertarik membaca teks Bahasa Inggris?  
Mengapa?

Student : tidak tertarik mbak, karna saya tidak paham dan tidak mengerti teks Bahasa Inggris

Researcher : Apakah teman sekelasmu mempengaruhi motivasimu untuk belajar Bahasa Inggris?

Student : tidak mbak

Researcher : Bagaimana sikap teman sekelasmu Ketika pelajaran Bahasa Inggris dilaksanakan?

Student : mereka senang – senang aja sih mbak

Researcher : Akankah teman sekelasmu akan aktif di kelas, memotivasi semangatmu untuk belajar di kelas?

Student : iya kak memotivasi

Researcher : Apa yang kamu ketahui tentang teks narrative?

Student : gak tau kak

Researcher : Apakah kamu tertarik membaca teks naratif? Mengapa?

Student : karna saya gak tau, jadi saya gak tertarik membacanya mbak

Researcher : Apakah kamu mengetahui struktur teks naratif?

Student : tidak tau juga kak

Researcher : Saat pembelajaran Bahasa Inggris apakah guru menjelaskan dengan jelas?

Student : belum terlalu jelas mbak

Researcher : Bagaimana pengalaman kamu Ketika belajar reading di kelas?

Student : ya senang – senang aja sih mbak soalnya gurunya gak galak mbak

Researcher : Ketika di rumah, apakah ada waktu khusus untuk belajar bersama orang tua?

Student : nggak ada mbak

Researcher : Apakah saat belajar di rumah, orang tuamu selalu menemani?

Student : nggak mbak

Researcher : Apakah orang tuamu selalu memotivasimu untuk belajar?

Student : ya selalu memotivasi

Researcher : Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan

Student : ada mbak, paling juga buku, handphone, lcd

Researcher : Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?

Student : baik kak, dan menunjangku buat belajar di kelas

Researcher : Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?

Student : ya mbak ada, waktu biasanya waktu jam pelajaran Bahasa Inggris atau Bahasa Indonesia sering ke perpustakaan

Researcher : Apakah ketika kamu membaca teks bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?

Student : tidak mbak saya malas membaca dengan cermat

Researcher : Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa yang kamu baca?

Student : ya mbak pake petunjuk konteks

Researcher : Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?



Student : tidak mbak

Researcher : Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?

Student : saya mempercepat membaca mbak kalo nemu kesulitan saat membaca teks

Researcher : Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?

Student : tidak mbak

Researcher : Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?

Student : ya mbak saya akan menggarisbawahi kalimat yang saya anggap penting

Researcher : Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?

Student : tidak mbak saya malah bingung kalo memparafrase

Researcher : Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?

Student : ya mbak biar saya paham

## **10. Respondent 10**

Researcher : Apakah kamu pernah membaca teks Bahasa Inggris?

Student : pernah

Researcher : Apakah kamu tertarik membaca teks Bahasa Inggris? Mengapa?

Student : tertarik, karena ya kadang kalo main game online bareng temen itu harus pake Bahasa Inggris mbak kaya game GTA gitu

Researcher : Apakah teman sekelasmu mempengaruhi motivasimu untuk belajar Bahasa Inggris?

Student : tidak mbak

Researcher : Bagaimana sikap teman sekelasmu Ketika pelajaran Bahasa Inggris dilaksanakan?

Student : ya ada yang memperhatikan ada yang ramai sendiri mbak

Researcher : Akankah teman sekelasmu akan aktif di kelas, memotivasi semangatmu untuk belajar di kelas?

Student : ya mbak agak memotivasi sih

Researcher : Apa yang kamu ketahui tentang teks narrative?

Student : lupa mbak

Researcher : Apakah kamu tertarik membaca teks naratif? Mengapa?

Student : karna saya lupa – lupa ingat soal teks naratif saya kurang suka membaca teks naratif

Researcher : Apakah kamu mengetahui struktur teks naratif?

Student : lupa juga kak

Researcher : Saat pembelajaran Bahasa Inggris apakah guru menjelaskan dengan jelas?

Student : ya, jelas mbak

Researcher : Bagaimana pengalaman kamu Ketika belajar reading di kelas?

Student : menyenangkan aja sih mbak

Researcher : Ketika di rumah, apakah ada waktu khusus untuk belajar bersama orang tua?

Student : tidak ada kak

Researcher : Apakah saat belajar di rumah, orang tuamu selalu menemani?

Student : jarang sih mbak

Researcher : Apakah orang tuamu selalu memotivasimu untuk belajar?

Student : ya, selalu kak

Researcher : Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan

Student : ya ada mbak, buku handphone itu aja sih

Researcher : Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?

Student : dalam kondisi baik sih kak dan itu menunjangku waktu belajar di kelas

Researcher : Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?

Student : ada sih kak, seringnya waktu peajaran Bahasa Inggris dan Bahasa Indonesia

Researcher : Apakah ketika kamu membaca teks bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?

Student : tidak mbak

Researcher : Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa yang kamu baca?

Student : ya mbak memakai petunjuk konteks

Researcher : Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?

Student : ya mbak

Researcher : Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?

Student : saya mengurangi kecepatan saya waktu menemukan kesulitan saat membaca teks mbak

Researcher : Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?

Student : tidak sih mbak

Researcher : Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?

Student : ya mbak biar bisa lebih memperhatikan kalimat itu mbak

Researcher : Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?

Student : ya mbak kalau kalimatnya aak susa saya biasanya memparafrase

Researcher : Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?

Student : ya, jelas sudah pasti saya mentranslatenya mbak

## **11. Respondent 11**

Researcher : Apakah kamu pernah membaca teks Bahasa Inggris?

Student : pernah mbak

Researcher : Apakah kamu tertarik membaca teks Bahasa Inggris? Mengapa?

Student : nggak, bingung sama susah gitu bahasanya mbak

Researcher : Apakah teman sekelasmu mempengaruhi motivasimu untuk belajar Bahasa Inggris?

Student : nggak mbak

Researcher : Bagaimana sikap teman sekelasmu Ketika pelajaran Bahasa Inggris dilaksanakan?

Student : ramai sendiri mbak

Researcher : Akankah teman sekelasmu akan aktif di kelas, memotivasi semangatmu untuk belajar di kelas?

Student : ya mbak kalau ada yang aktif jadi memotivasi sedikit.

Researcher : Apa yang kamu ketahui tentang teks narrative?

Student : nggak tahu mbak

Researcher : Apakah kamu tertarik membaca teks naratif? Mengapa?

Student : nggak tau jadi gak tertarik mbak

Researcher : Apakah kamu mengetahui struktur teks naratif?

Student : tidak tahu mbak

Researcher : Saat pembelajaran Bahasa Inggris apakah guru menjelaskan dengan jelas?

Student : jelas – jelas aja sih mbak

Researcher : Bagaimana pengalaman kamu Ketika belajar reading di kelas?

Student : menyenangkan aja sih mbak

Researcher : Ketika di rumah, apakah ada waktu khusus untuk belajar bersama orang tua?

Student : nggak ada mbak

Researcher : Apakah saat belajar di rumah, orang tuamu selalu menemani?

Student : nggak mbak

Researcher : Apakah orang tuamu selalu memotivasimu untuk belajar?

Student : kadang – kadang memotivasi sih mbak

Researcher : Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan

Student : ada sih mbak, paling ya hp, buku

Researcher : Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?

Student : dalam keadaan tidak baik mbak kadang hilang – hilangan spidolnya, jadi kurang menunjang saya Ketika belajar di kelas mba

Researcher : Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?

Student : kadang – kadang sih mbak kalo di perpustakaan saat peajaran Bahasa Inggris dan Bahasa Indonesia

Researcher : Apakah ketika kamu membaca teks bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?

Student : ya mbak kalau saya bingung sama kalimatnya saya membaca dengan cermat

Researcher : Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa yang kamu baca?

Student : ya mbak

Researcher : Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?

Student : tidak mbak

Researcher : Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?

Student : ya, saya mengurangi kecepatan membaca saat kesulitan membaca teks

Researcher : Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?

Student : tidak mbak

Researcher : Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?

Student : ya mbak

Researcher : Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?

Student : ya, kadang -kadang sih mbak

## 12. Respondent 12

Researcher : Apakah kamu pernah membaca teks Bahasa Inggris?

Student : pernah

Researcher : Apakah kamu tertarik membaca teks Bahasa Inggris? Mengapa?

Student : nggak tertarik mbak karna susah

Researcher : Apakah teman sekelasmu mempengaruhi motivasimu untuk belajar Bahasa Inggris?

Student : tidak mbak, karna mereka juga males – malesan belajar Bahasa Inggris

Researcher : Bagaimana sikap teman sekelasmu Ketika pelajaran Bahasa Inggris dilaksanakan?

Student : ramai sendiri mbak

Researcher : Akankah teman sekelasmu akan aktif di kelas, memotivasi semangatmu untuk belajar di kelas?

Student : tidak mbak

Researcher : Apa yang kamu ketahui tentang teks narrative?

Student : tidak mbak

Researcher : Apakah kamu tertarik membaca teks naratif? Mengapa?

Student : karna saya gak tau saya gak tertarik membacanya mbak

Researcher : Apakah kamu mengetahui struktur teks naratif?

Student : saya juga gak tau mbak

Researcher : Saat pembelajaran Bahasa Inggris apakah guru menjelaskan dengan jelas?

Student : ya, jelas mbak

Researcher : Bagaimana pengalaman kamu Ketika belajar reading di kelas?

Student : menyenangkan sih mbak

Researcher : Ketika di rumah, apakah ada waktu khusus untuk belajar bersama orang tua?

Student : tidak mbak

Researcher : Apakah saat belajar di rumah, orang tuamu selalu menemani?

Student : jarang mbak

Researcher : Apakah orang tuamu selalu memotivasimu untuk belajar?

Student : ya mbak

Researcher : Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan

Student : ada sih mbak, buku, handphone, lcd itu aja sih mbak

Researcher : Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?

Student : dalam kondisi baik sih mbak. Dan ya menunjangku buat belajar di kelas

Researcher : Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?

Student : ada mbak, saat peajaran Bahasa Inggris dan Bahasa Indonesia sering ke perpustakaan sih mbak

Researcher : Apakah ketika kamu membaca teks bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?



Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa yang kamu baca?

Student : ya mbak

Researcher : Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?

Student : ya mbak

Researcher : Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?

Student : tidak mbak

Researcher : Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?

Student : ya mbak saya coba menebak kata yang gak saya tahu

Researcher : Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?

Student : ya mbak saya menggarisbawahi kata atau kalimat yang aku anggap penting

Researcher : Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?

Student : tidak mbak kelamaan kalau mentranslate

### 13. Respondent 13

Researcher : Apakah kamu pernah membaca teks Bahasa Inggris?

Student : pernah

Researcher : Apakah kamu tertarik membaca teks Bahasa Inggris?  
Mengapa?

Student : tidak tertarik mbak, karena sulit

Researcher : Apakah teman sekelasmu mempengaruhi motivasimu  
untuk belajar Bahasa Inggris?

Student : nggak mbak

Researcher : Bagaimana sikap teman sekelasmu Ketika pelajaran  
Bahasa Inggris dilaksanakan?

Student : ya mengikuti arahan guru mbak

Researcher : Akankah teman sekelasmu akan aktif di kelas,  
memotivasi semangatmu untuk belajar di kelas?

Student : tidak mbak

Researcher : Apa yang kamu ketahui tentang teks narrative?

Student : nggak tahu mbak

Researcher : Apakah kamu tertarik membaca teks naratif? Mengapa?

Student : saya tidak tertarik mbak karna ya tidak tahu itu

Researcher : Apakah kamu mengetahui struktur teks naratif?

Student : saya juga tidak tahu struktur teksnya mbak

Researcher : Saat pembelajaran Bahasa Inggris apakah guru  
menjelaskan dengan jelas?

Student : jelas mbak

Researcher : Bagaimana pengalaman kamu Ketika belajar reading di  
kelas?

Student : ya biasa – biasa aja sih mbak saya mengikuti arahan guru  
saja

Researcher : Ketika di rumah, apakah ada waktu khusus untuk belajar  
bersama orang tua?

Student : nggak ada mbak

Researcher : Apakah saat belajar di rumah, orang tuamu selalu menemani?

Student : nggak sih mbak

Researcher : Apakah orang tuamu selalu memotivasimu untuk belajar?

Student : nggak juga mbak, orang tua saya repot terus

Researcher : Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan

Student : ya mbak, memakai buku, handphone, lcd gitu aja sih mbak

Researcher : Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?

Student : dalam keadaan kurang baik sih kak. Kadang spidol hilang – hilangan, papan tulis kadang ada yang pecah jadi kurang menunjang saya dalam belajar

Researcher : Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?

Student : ya ada mbak, biasanya waktu mata pelajaran Bahasa Inggris dan Bahasa Indonesia

Researcher : Apakah ketika kamu membaca teks bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?

Student : ya mbak kalau kalimatnya penting saya bacanya dengan cermat

Researcher : Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa yang kamu baca?

Student : ya mbak pake petunjuk konteks biar lebih paham

Researcher : Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?

Student : tidak mbak

Researcher : Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?

Student : iya mbak, saya mempercepat kecepatan saya membaca jika menemukan kesulitan

Researcher : Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?

Student : ya mbak saya sering menggarisbawahi kalimat yang saya anggap penting

Researcher : Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?

Student : ya mbak saya memparafrase agar saya paham

Researcher : Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?

Student : ya mbak

#### **14. Respondent 14**

Researcher : Apakah kamu pernah membaca teks Bahasa Inggris?

Student : pernah mbak

Researcher : Apakah kamu tertarik membaca teks Bahasa Inggris? Mengapa?

Student : lumayan, tertarik mbak kalau pake vocabulary yang mudah dan saya pahami

Researcher : Apakah teman sekelasmu mempengaruhi motivasimu untuk belajar Bahasa Inggris?

Student : tidak terlalu mempengaruhi

Researcher : Bagaimana sikap teman sekelasmu Ketika pelajaran Bahasa Inggris dilaksanakan?

Student : ada yang memperhatikan ada yang ramai sendiri dan ada yang main hp mbak saat pelajaran Bahasa Inggris mbak

Researcher : Akankah teman sekelasmu akan aktif di kelas, memotivasi semangatmu untuk belajar di kelas?

Student : tidak juga mbak

Researcher : Apa yang kamu ketahui tentang teks narrative?

Student : teks peristiwa yang saling berhubungan antara satu peristiwa dengan peristiwa lain contohnya cerita legenda dan fabel mbak

Researcher : Apakah kamu tertarik membaca teks naratif? Mengapa?

Student : lumayan tertarik mbak

Researcher : Apakah kamu mengetahui struktur teks naratif?

Student : tidak tahu mbak

Researcher : Saat pembelajaran Bahasa Inggris apakah guru menjelaskan dengan jelas?

Student : menjelaskan dengan jelas mbak

Researcher : Bagaimana pengalaman kamu Ketika belajar reading di kelas?

Student : menyenangkan mbak

Researcher : Ketika di rumah, apakah ada waktu khusus untuk belajar bersama orang tua?

Student : gak ada mbak sekarang

Researcher : Apakah saat belajar di rumah, orang tuamu selalu menemani?

Student : tidak selalu menemani, terkadang ditemani kadang tidak

Researcher : Apakah orang tuamu selalu memotivasimu untuk belajar?

Student : biasanya cuma dibilangin buat sering belajar itu aja sih mbak

Research : Ketika pembelajaran Bahasa Inggris di kelas, apakah guru menggunakan media pembelajaran? Jika ada jelaskan

Student : menggunakan, kadang buku dan handphone mbak

Researcher : Bagaimana kondisi media pembelajaran di kelas, seperti papan tulis, spidol, dan buku-buku dalam kondisi baik? Dan apakah media – media tersebut dapat menunjangmu dalam belajar di kelas?

Student : menurut saya dalam keadaan baik dan ya cukup menunjang saya belajar di kelas mbak

Researcher : Apakah sekolah menyediakan waktu khusus untuk membaca di perpustakaan?

Student : ada sih mbak, seperti hari rabu

Researcher : Apakah ketika kamu membaca teks bahasa Inggris, kamu memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu menggunakan petunjuk konteks untuk membantumu memahami apa yang kamu baca?

Student : ya mbak

Researcher : Apakah kamu membaca teks dengan teliti dan perlahan untuk memastikan bahwa kamu memahami apa yang kamu baca?

Student : ya juga mbak

Researcher : Ketika kamu menemukan kesulitan saat membaca teks, apakah kamu akan mengurangi atau mempercepat kecepatanmu dalam membaca?

Student : tidak mbak kecepatan membaca saya normal – normal saja saat menemukan kesulitan dalam teks

Researcher : Apakah kamu akan mengulangi membaca bagian yang kamu anggap sulit untuk meningkatkan pemahamanmu dalam membaca teks?

Student : ya mbak

Researcher : Ketika kamu membaca, apakah kamu menebak makna kata atau makna frasa yang tidak kamu ketahui?

Student : ya juga mbak

Researcher : Ketika kamu membaca, apakah kamu akan menggarisbawahi kata atau kalimat yang kamu anggap penting?

Student : tidak mbak

Researcher : Ketika membaca, apakah kamu akan memparafrase kalimat untuk lebih memahami apa yang kamu baca?

Student : ya juga mbak

Researcher : Ketika kamu membaca, apakah kamu akan mentranslate dari Bahasa Inggris ke Bahasa Indonesia?

Student : ya mbak

### Appendix 3. The Result of The Questionnaires number 1 – 25

no	initial respondents	number of items in questionnaire																									FI	MI	Vocab	Reference	Inference	total score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
1	AQZ	3	3	3	4	3	3	2	3	4	3	3	3	3	3	2	4	3	3	3	3	2	2	3	2	16	15	15	15	12	73	
2	ADW	4	3	3	4	3	2	1	2	2	2	4	2	3	2	2	4	4	3	3	3	2	4	3	2	3	17	9	13	17	14	70
3	AYM	1	4	4	3	2	2	3	4	4	2	4	2	3	4	4	2	4	3	4	2	3	2	2	3	2	14	15	17	15	12	73
4	ADWU	3	2	3	3	3	4	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	14	16	14	15	15	74	
5	BHD	4	4	5	3	4	5	4	4	5	3	5	2	1	5	2	2	4	5	3	2	3	3	4	5	5	20	21	15	16	20	92
6	BR	4	3	4	3	4	2	2	3	3	2	4	3	3	4	3	3	4	3	2	2	2	3	2	2	2	18	12	17	14	11	72
7	CA	2	2	3	2	1	2	1	2	1	3	3	2	2	3	4	1	2	1	1	2	2	1	2	2	3	10	9	14	7	10	50
8	DAP	4	4	4	4	3	5	5	4	4	4	5	5	4	4	3	4	4	3	3	4	4	5	4	2	5	19	22	21	18	20	100
9	DS	4	4	4	4	2	4	4	3	4	4	4	2	2	4	3	2	3	3	3	2	2	3	2	2	3	18	19	15	13	12	77
10	DAU	1	3	4	2	2	5	5	3	2	3	2	1	2	5	5	5	5	3	3	4	2	4	2	2	1	12	18	15	20	11	76
11	DA	2	5	3	2	1	2	2	2	1	3	4	2	1	5	4	2	5	2	1	2	2	2	2	2	1	13	10	16	12	9	60
12	FJAA	4	3	3	4	2	5	4	4	2	3	2	4	4	3	4	1	2	3	2	1	2	2	2	3	16	18	17	9	11	71	
13	FH	2	2	2	2	3	3	2	2	2	2	2	2	2	3	2	2	4	4	4	4	2	2	2	2	11	11	11	18	10	61	
14	FAT	2	4	3	1	1	2	1	1	1	3	3	2	2	3	3	1	1	1	2	1	1	1	2	2	11	8	13	6	8	46	
15	FAP	3	4	3	3	2	3	3	4	4	3	2	3	2	4	3	4	2	2	2	2	5	2	2	3	15	17	15	10	15	72	
16	HNW	1	4	4	3	4	3	2	3	3	4	2	4	3	4	3	3	3	2	2	1	3	2	2	3	16	15	16	11	12	70	
17	IJBD	3	2	3	3	2	3	2	3	3	2	2	2	2	3	1	2	4	2	2	2	2	2	3	3	13	13	10	12	13	61	
18	IA	3	4	4	3	4	3	2	3	4	3	3	2	3	3	2	2	3	4	2	2	2	3	2	4	18	15	13	13	14	73	
19	JAI	3	2	2	2	2	5	1	3	2	1	5	2	2	3	2	2	3	3	3	1	3	3	4	3	11	12	14	12	17	66	
20	KSP	1	3	4	1	2	5	3	1	5	3	5	1	3	3	1	3	3	5	3	5	3	5	5	3	2	11	17	13	19	18	78
21	LAF	4	4	4	3	3	4	1	4	3	2	4	3	4	4	3	3	2	3	2	2	2	3	3	2	3	18	14	18	12	13	75
22	MZA	3	4	4	3	3	4	4	3	3	3	3	4	3	3	2	3	3	4	4	3	3	3	3	4	17	17	15	17	16	82	
23	MNAS	3	3	3	4	4	5	3	3	3	2	3	3	3	3	4	3	3	3	4	2	2	2	3	2	17	16	16	15	11	75	
24	NKM	3	3	4	3	3	4	3	3	3	3	4	3	2	3	2	3	4	3	3	3	2	3	3	3	16	16	14	16	14	76	
25	NDK	3	4	4	2	1	2	2	2	2	3	3	3	3	2	1	2	3	1	3	4	3	2	2	1	14	11	12	13	10	60	
26	NDS	3	2	2	5	4	3	4	1	3	5	2	5	4	3	2	5	3	5	2	3	5	4	5	3	16	16	16	18	21	87	
27	PDCP	3	4	4	4	4	4	2	3	3	2	3	3	3	4	4	3	4	3	3	1	3	3	3	3	19	14	17	14	15	79	
28	PDA	3	3	3	3	2	3	3	3	2	4	3	2	2	2	3	3	3	3	2	3	2	3	2	3	14	15	15	12	14	68	
29	RHAB	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	3	15	15	15	14	11	70	
30	RPA	3	3	3	4	4	5	3	3	3	2	3	3	3	3	2	3	3	3	2	2	2	2	2	3	17	16	14	13	11	71	
31	SAR	3	3	3	2	1	3	2	3	3	3	3	3	1	5	4	3	3	1	5	2	3	2	1	2	12	14	16	14	11	67	
32	SJI	3	3	3	2	1	2	4	3	4	1	5	3	1	5	4	3	4	3	3	1	2	2	3	1	12	14	18	14	10	68	
33	ZF	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	14	15	15	15	15	74	
total of each difficulties																											494	485	492	461	435	2367
percentage of each difficulties																											20.870%	20.490%	20.786%	19.476%	18.378%	
average of difficulties																											14.970	14.697	14.909	13.970	13.182	



#### Appendix 4.

#### The Result of The Questionnaires item difficulties number 1 – 5

no	initial respondents	items of difficulty in finding factual information				
		1	2	3	4	5
1	AQZ	3	3	3	4	3
2	ADW	4	3	3	4	3
3	AYM	1	4	4	3	2
4	ADWU	3	2	3	3	3
5	BHD	4	4	5	3	4
6	BR	4	3	4	3	4
7	CA	2	2	3	2	1
8	DAP	4	4	4	4	3
9	DS	4	4	4	4	2
10	DAU	1	3	4	2	2
11	DA	2	5	3	2	1
12	FJAA	4	3	3	4	2
13	FH	2	2	2	2	3
14	FAT	2	4	3	1	1
15	FAP	3	4	3	3	2
16	HNW	1	4	4	3	4
17	IJBD	3	2	3	3	2
18	IA	3	4	4	3	4
19	JAI	3	2	2	2	2
20	KSP	1	3	4	1	2
21	LAF	4	4	4	3	3
22	MZA	3	4	4	3	3
23	MNAS	3	3	3	4	4
24	NKM	3	3	4	3	3
25	NDK	3	4	4	2	1
26	NDS	3	2	2	5	4
27	PDCP	3	4	4	4	4
28	PDA	3	3	3	3	2
29	RHAB	3	3	3	3	3
30	RPA	3	3	3	4	4
31	SAR	3	3	3	2	1
32	SJI	3	3	3	2	1
33	ZF	3	3	3	3	2
tota each items		94	107	111	97	85
tota all items		494				
mean		2.85	3.24	3.36	2.94	2.58
percentage each items		19.0%	21.7%	22.5%	19.6%	17.2%

## Appendix 5.

### The Result of The Questionnaires item difficulties number 6 – 10

no	initial respondents	items of difficulty in finding main idea				
		6	7	8	9	10
1	AQZ	3	2	3	4	3
2	ADW	2	1	2	2	2
3	AYM	2	3	4	4	2
4	ADWU	4	3	3	3	3
5	BHD	5	4	4	5	3
6	BR	2	2	3	3	2
7	CA	2	1	2	1	3
8	DAP	5	5	4	4	4
9	DS	4	4	3	4	4
10	DAU	5	5	3	2	3
11	DA	2	2	2	1	3
12	FJAA	5	4	4	2	3
13	FH	3	2	2	2	2
14	FAT	2	1	1	1	3
15	FAP	3	3	4	4	3
16	HNW	3	2	3	3	4
17	IJBD	3	2	3	3	2
18	IA	3	2	3	4	3
19	JAI	5	1	3	2	1
20	KSP	5	3	1	5	3
21	LAF	4	1	4	3	2
22	MZA	4	4	3	3	3
23	MNAS	5	3	3	3	2
24	NKM	4	3	3	3	3
25	NDK	2	2	2	2	3
26	NDS	3	4	1	3	5
27	PDCP	4	2	3	3	2
28	PDA	3	3	3	2	4
29	RHAB	3	3	3	3	3
30	RPA	5	3	3	3	2
31	SAR	3	2	3	3	3
32	SJI	2	4	3	4	1
33	ZF	3	3	3	3	3
tota each items		113	89	94	97	92
tota all items		485				
mean		3.42	2.70	2.85	2.94	2.79
percentage each items		23.30%	18.35%	19.38%	20.00%	18.97%

## Appendix 6.

### The Result of The Questionnaires item difficulties number 11 – 15

no	initial respondents	items of difficulty in finding the meaning of vocabulary				
		11	12	13	14	15
1	AQZ	3	3	3	3	3
2	ADW	4	2	3	2	2
3	AYM	4	2	3	4	4
4	ADWU	3	3	2	3	3
5	BHD	5	2	1	5	2
6	BR	4	3	3	4	3
7	CA	3	2	2	3	4
8	DAP	5	5	4	4	3
9	DS	4	2	2	4	3
10	DAU	2	1	2	5	5
11	DA	4	2	1	5	4
12	FJAA	2	4	4	3	4
13	FH	2	2	2	3	2
14	FAT	3	2	2	3	3
15	FAP	2	3	2	4	4
16	HNW	2	4	3	4	3
17	IJBD	2	2	2	3	1
18	IA	3	2	3	3	2
19	JAI	5	2	2	3	2
20	KSP	5	1	3	3	1
21	LAF	4	3	4	4	3
22	MZA	3	4	3	3	2
23	MNAS	3	3	3	3	4
24	NKM	4	3	2	3	2
25	NDK	3	3	3	2	1
26	NDS	2	5	4	3	2
27	PDCP	3	3	3	4	4
28	PDA	3	2	2	2	3
29	RHAB	3	3	3	3	3
30	RPA	3	3	3	3	2
31	SAR	3	3	1	5	4
32	SJI	5	3	1	5	4
33	ZF	3	3	3	3	3
tota each items		109	90	84	114	95
tota all items		492				
mean		3.30	2.73	2.55	3.45	2.88
percentage each items		22.154%	18.293%	17.073%	23.171%	19.309%

## Appendix 7.

### The Result of The Questionnaires item difficulties number 16 – 20

no	initial respondents	items of difficuty in identifying reference				
		16	17	18	19	20
1	AQZ	2	4	3	3	3
2	ADW	4	4	3	3	3
3	AYM	2	4	3	4	2
4	ADWU	3	3	3	3	3
5	BHD	2	4	5	3	2
6	BR	3	4	3	2	2
7	CA	1	2	1	1	2
8	DAP	4	4	3	3	4
9	DS	2	3	3	3	2
10	DAU	5	5	3	3	4
11	DA	2	5	2	1	2
12	FJAA	1	2	3	2	1
13	FH	2	4	4	4	4
14	FAT	1	1	1	2	1
15	FAP	2	2	2	2	2
16	HNW	3	3	2	2	1
17	IJBD	2	4	2	2	2
18	IA	2	3	4	2	2
19	JAI	2	3	3	3	1
20	KSP	3	3	5	3	5
21	LAF	3	2	3	2	2
22	MZA	3	3	4	4	3
23	MNAS	3	3	3	4	2
24	NKM	3	4	3	3	3
25	NDK	2	3	1	3	4
26	NDS	5	3	5	2	3
27	PDCP	3	4	3	3	1
28	PDA	3	3	3	2	3
29	RHAB	3	3	3	3	2
30	RPA	3	3	3	2	2
31	SAR	3	3	1	5	2
32	SJI	3	4	3	3	1
33	ZF	3	3	3	3	3
tota each items		88	108	96	90	79
tota all items		461				
mean		2.67	3.27	2.91	2.73	2.39
percentage each items		19%	23%	21%	20%	17%

## Appendix 8.

### The Result of The Questionnaires item difficulties number 21 – 25

no	initial respondents	items of difficulty in making inference				
		21	22	23	24	25
1	AQZ	3	2	2	3	2
2	ADW	2	4	3	2	3
3	AYM	3	2	2	3	2
4	ADWU	3	3	3	3	3
5	BHD	3	3	4	5	5
6	BR	2	3	2	2	2
7	CA	2	1	2	2	3
8	DAP	4	5	4	2	5
9	DS	2	3	2	2	3
10	DAU	2	4	2	2	1
11	DA	2	2	2	2	1
12	FJAA	2	2	2	2	3
13	FH	2	2	2	2	2
14	FAT	1	1	2	2	2
15	FAP	5	2	2	3	3
16	HNW	3	2	2	3	2
17	IJBD	2	2	3	3	3
18	IA	2	3	2	4	3
19	JAI	3	3	4	3	4
20	KSP	3	5	5	3	2
21	LAF	2	3	3	2	3
22	MZA	3	3	3	3	4
23	MNAS	2	2	2	3	2
24	NKM	2	3	3	3	3
25	NDK	3	2	2	1	2
26	NDS	5	4	5	3	4
27	PDCP	3	3	3	3	3
28	PDA	2	3	2	3	3
29	RHAB	2	2	2	2	3
30	RPA	2	2	2	3	2
31	SAR	3	2	1	2	3
32	SJI	2	2	3	1	2
33	ZF	3	3	3	3	3
tota each items		85	88	86	85	91
tota all items		435				
mean		2.58	2.67	2.61	2.58	2.76
percentage each items		19.54%	20.23%	19.77%	19.54%	20.92%

### Appendix 9. The Result of The Questionnaires number 26 – 55

no	initial respondents	number of items in questionnaire																																	total GLOB	total PROB	total SUP		
		26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55								
1	AOZ	2	3	2	1	3	2	1	4	2	3	3	3	2	1	2	3	2	1	2	3	2	1	3	3	3	3	3	3	3	3	3	3	3	3	3	32	18	22
2	ADW	4	2	5	4	2	4	4	3	4	2	4	3	5	3	2	4	3	4	4	2	3	3	4	3	4	4	3	3	4	4	4	4	4	4	4	43	30	30
3	AYM	5	5	4	3	4	2	5	2	5	3	5	3	2	3	5	5	5	2	5	4	2	3	4	4	3	4	5	2	3	5	4	4	4	4	48	33	31	
4	ADWU	4	3	5	3	3	5	3	2	4	3	2	3	2	3	2	2	2	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	42	23	26		
5	BHD	4	3	5	3	4	3	5	2	4	3	5	4	2	3	4	5	4	3	3	4	2	2	4	3	3	4	3	5	2	5	4	4	4	45	33	28		
6	BR	4	3	4	3	1	4	3	4	4	4	1	1	4	3	1	3	4	3	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	42	23	25		
7	CA	3	2	3	1	2	3	4	1	5	3	5	4	3	4	1	4	1	2	1	3	2	3	4	4	4	4	2	3	4	5	5	3	3	33	31	27		
8	DAP	4	4	3	3	4	3	5	2	5	4	4	5	2	3	5	5	4	2	4	4	4	3	4	3	3	5	4	5	2	5	4	4	4	48	34	31		
9	DS	4	3	2	3	3	4	2	4	3	4	2	4	3	3	2	4	3	4	3	4	2	4	5	3	2	2	4	4	2	3	4	4	4	41	23	32		
10	DAU	3	3	4	1	2	5	5	1	4	5	4	5	3	4	1	4	1	1	1	3	2	5	2	3	5	1	2	4	4	4	4	4	33	31	28			
11	DA	5	3	4	1	3	2	4	1	5	2	5	4	3	4	1	3	1	1	1	2	1	3	3	4	4	1	2	3	4	3	3	3	31	29	23			
12	FJAA	5	2	4	3	3	4	3	1	5	3	4	4	3	4	2	4	4	2	1	3	4	3	5	4	4	2	4	2	5	4	4	4	47	27	27			
13	FH	3	2	3	1	4	1	3	3	4	1	4	3	1	2	2	3	3	2	4	4	1	5	4	5	4	3	4	4	5	5	3	3	37	28	28			
14	FAT	3	3	2	1	4	4	4	2	5	3	5	5	3	5	2	4	1	1	1	3	3	5	4	4	5	1	2	3	4	4	4	3	36	32	28			
15	FAP	2	3	3	2	2	2	3	3	2	1	1	3	2	2	1	1	3	2	3	2	3	1	1	1	1	3	1	1	3	1	1	2	27	14	18			
16	HNW	1	2	2	4	3	5	2	1	1	1	2	3	1	2	3	2	1	2	2	2	3	1	1	2	2	3	1	3	2	3	2	3	29	16	18			
17	IJBD	3	4	3	3	2	3	5	5	4	3	3	5	3	5	4	4	3	4	4	2	1	4	4	3	3	3	4	3	5	3	3	4	43	31	31			
18	IA	3	4	3	2	2	3	3	3	4	4	2	2	2	2	3	3	3	2	3	4	3	2	4	3	2	2	3	2	2	3	2	3	39	21	23			
19	JAI	4	3	3	3	1	3	2	3	2	2	3	1	2	3	2	2	2	3	2	3	2	3	2	2	1	2	2	1	2	2	1	3	30	18	18			
20	KSP	4	4	3	3	3	3	3	4	3	1	1	3	3	5	1	5	3	3	1	1	3	3	3	3	5	3	5	5	3	3	3	35	29	30				
21	LAF	3	4	3	2	4	4	2	3	2	4	3	2	2	3	2	3	3	4	3	2	3	2	2	3	2	3	2	3	2	2	2	34	21	27				
22	MZA	4	4	3	3	2	3	3	3	3	3	3	3	3	2	3	3	3	3	1	1	2	3	3	1	3	3	3	3	3	1	3	35	21	25				
23	MNAS	3	3	4	3	1	3	3	3	4	3	3	3	3	4	3	4	3	3	3	4	4	4	4	4	4	4	3	3	3	3	3	3	44	28	26			
24	NKM	3	3	4	4	1	3	4	4	3	1	5	3	4	3	4	5	2	3	3	4	3	1	3	1	3	3	5	4	3	2	4	4	3	43	30	21		
25	NDK	3	3	4	4	3	3	4	3	4	3	4	3	4	3	4	3	3	3	1	1	1	1	1	1	3	4	3	3	1	3	4	3	36	25	26			
26	NDS	3	3	3	3	3	3	3	3	3	3	3	2	2	3	2	3	2	3	3	3	3	3	2	4	4	3	3	4	3	3	3	3	36	26	26			
27	PDCP	5	3	4	4	3	5	5	5	5	5	3	5	4	3	3	3	3	4	4	3	2	2	4	4	3	4	3	3	3	1	5	2	50	29	29			
28	PDA	4	1	3	3	3	3	3	1	4	3	1	3	1	4	1	4	1	1	3	3	3	4	3	1	4	4	3	3	1	3	3	3	32	26	21			
29	RHAB	3	3	4	3	5	5	5	3	5	3	4	4	2	5	5	2	1	3	3	1	3	2	4	3	5	5	5	3	2	3	4	4	44	32	28			
30	RPA	3	3	4	3	1	3	3	3	4	3	3	3	3	4	3	4	3	3	3	4	4	4	4	4	4	3	3	3	3	3	3	44	28	26				
31	SAR	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	39	24	27			
32	SJI	4	2	4	4	1	2	4	3	3	3	4	2	4	4	4	3	3	5	5	3	3	4	3	3	5	3	4	4	2	3	4	4	42	32	27			
33	ZF	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	39	24	27		
total		114	99	113	90	88	108	115	91	121	95	106	108	88	109	85	114	86	88	90	95	87	94	104	99	112	101	99	103	104	103	1279	870	860					
total all of strategies																																			3009				
percentage of each strategies																																			42.51%	28.91%	28.58%		
average of each strategies																																			38.76	26.36	26.06		

**Appendix 10.**  
**The Result of The Questionnaires GLOB item**

no	initial respondents	item of GLOB												
		26	28	29	31	33	37	40	42	45	46	48	49	52
1	AQZ	2	2	1	2	4	3	2	2	3	2	3	3	3
2	ADW	4	5	4	4	3	3	2	3	2	3	4	3	3
3	AYM	5	4	3	2	2	3	5	5	4	2	4	4	5
4	ADWU	4	5	3	5	2	3	2	2	3	3	3	4	3
5	BHD	4	5	3	3	2	4	4	4	4	2	4	3	3
6	BR	4	4	3	4	4	1	1	4	4	3	4	3	3
7	CA	3	3	1	3	1	4	1	1	3	2	4	4	3
8	DAP	4	3	3	3	2	5	5	4	4	4	4	3	4
9	DS	4	2	3	4	4	4	2	3	4	5	2	2	2
10	DAU	3	4	1	5	1	5	1	1	3	2	2	3	2
11	DA	5	4	1	2	1	4	1	1	2	1	3	4	2
12	FJAA	5	4	3	4	1	4	2	4	3	4	5	4	4
13	FH	3	3	1	1	3	3	2	3	4	1	4	5	4
14	FAT	3	2	1	4	2	5	2	1	3	3	4	4	2
15	FAP	2	3	2	2	3	3	1	3	2	3	1	1	1
16	HNW	1	2	4	5	1	3	3	1	2	3	1	2	1
17	IJBD	3	3	3	3	5	5	4	3	2	1	4	3	4
18	IA	3	3	2	3	3	2	3	3	4	3	4	3	3
19	JAI	4	3	3	3	3	1	2	2	3	2	2	1	1
20	KSP	4	3	3	3	4	3	1	3	1	1	3	3	3
21	LAF	3	3	2	4	3	2	2	3	2	3	2	3	2
22	MZA	4	3	3	3	3	3	3	3	1	2	3	1	3
23	MNAS	3	4	3	3	3	3	3	3	4	4	4	4	3
24	NKM	3	4	4	3	4	3	4	2	4	3	3	1	5
25	NDK	3	4	4	3	3	4	3	3	1	1	1	3	3
26	NDS	3	3	3	3	3	2	2	2	3	3	2	4	3
27	PDCP	5	4	4	5	5	5	3	3	3	2	4	4	3
28	PDA	4	3	3	3	1	3	1	1	3	3	3	1	3
29	RHAB	3	4	3	5	3	4	5	1	1	3	4	3	5
30	RPA	3	4	3	3	3	3	3	3	4	4	4	4	3
31	SAR	3	3	3	3	3	3	3	3	3	3	3	3	3
32	SJI	4	4	4	2	3	2	4	3	3	3	3	3	4
33	ZF	3	3	3	3	3	3	3	3	3	3	3	3	3
total		114	113	90	108	91	108	85	86	95	87	104	99	99
total all of strategies		1279												
percentage of each item		9%	9%	7%	8%	7%	8%	7%	7%	7%	7%	8%	8%	8%
average of each item		3.45	3.42	2.73	3.27	2.76	3.27	2.58	2.61	2.88	2.64	3.15	3	3

**Appendix 11.**  
**The Result of The Questionnaires PROB item**

no	initial respondents	item PROB							
		32	34	36	39	41	44	50	53
1	AQZ	1	2	3	1	3	2	3	3
2	ADW	4	4	4	3	4	4	4	3
3	AYM	5	5	5	3	5	5	3	2
4	ADWU	3	4	2	3	2	3	3	3
5	BHD	5	4	5	3	5	3	3	5
6	BR	3	4	1	3	3	3	3	3
7	CA	4	5	5	4	4	1	4	4
8	DAP	5	5	4	3	5	4	3	5
9	DS	2	3	2	3	4	2	4	3
10	DAU	5	4	4	4	4	1	5	4
11	DA	4	5	5	4	3	1	4	3
12	FJAA	3	5	4	4	4	1	4	2
13	FH	3	4	4	2	3	4	4	4
14	FAT	4	5	5	5	4	1	5	3
15	FAP	3	2	1	2	1	3	1	1
16	HNW	2	1	2	2	2	2	2	3
17	IJBD	5	4	3	5	4	4	3	3
18	IA	3	4	2	2	3	3	2	2
19	JAI	2	2	3	3	2	2	2	2
20	KSP	4	3	1	5	5	3	3	5
21	LAF	2	2	3	3	3	3	2	3
22	MZA	3	3	3	2	3	1	3	3
23	MNAS	3	4	3	4	4	3	4	3
24	NKM	4	3	5	3	5	3	3	4
25	NDK	4	4	3	4	4	1	4	1
26	NDS	3	3	3	3	3	3	4	4
27	PDCP	5	5	3	3	3	4	3	3
28	PDA	3	4	1	4	4	3	4	3
29	RHAB	5	5	4	5	2	3	5	3
30	RPA	3	4	3	4	4	3	4	3
31	SAR	3	3	3	3	3	3	3	3
32	SJI	4	3	4	4	3	5	5	4
33	ZF	3	3	3	3	3	3	3	3
total		115	121	106	109	114	90	112	103
total all of strategies		870							
percentage of each item		13%	14%	12%	13%	13%	10%	13%	12%
average of each item		3.48	3.67	3.21	3.30	3.45	2.73	3.39	3.12



**Appendix 12.**  
**The Result of The Questionnaires SUP item**

no	initial respondents	item SUP								
		27	30	35	38	43	47	51	54	55
1	AQZ	3	3	3	2	1	1	3	3	3
2	ADW	2	2	2	5	4	3	4	4	4
3	AYM	5	4	3	2	2	3	4	3	5
4	ADWU	3	3	3	2	3	3	3	3	3
5	BHD	3	4	3	2	3	2	4	2	5
6	BR	3	1	4	4	3	3	3	3	1
7	CA	2	2	3	3	2	3	2	5	5
8	DAP	4	4	4	2	2	3	5	2	5
9	DS	3	3	4	3	4	3	4	4	4
10	DAU	3	2	5	3	1	5	1	4	4
11	DA	3	3	2	3	1	3	1	4	3
12	FJAA	2	3	3	3	2	3	2	5	4
13	FH	2	4	1	1	2	5	3	5	5
14	FAT	3	4	3	3	1	5	1	4	4
15	FAP	3	2	1	2	2	1	3	3	1
16	HNW	2	3	1	1	2	1	3	2	3
17	IJBD	4	2	3	3	4	4	3	5	3
18	IA	4	2	4	2	2	2	2	2	3
19	JAI	3	1	2	2	3	2	2	2	1
20	KSP	4	3	1	3	3	3	5	5	3
21	LAF	4	4	4	2	4	2	3	2	2
22	MZA	4	2	3	3	3	3	3	3	1
23	MNAS	3	1	3	3	3	4	3	3	3
24	NKM	3	1	1	4	3	1	3	3	2
25	NDK	3	3	3	3	3	1	3	3	4
26	NDS	3	3	3	2	3	3	3	3	3
27	PDCP	3	3	5	4	4	2	4	3	1
28	PDA	1	3	3	1	1	4	4	1	3
29	RHAB	3	5	3	2	3	2	5	2	3
30	RPA	3	1	3	3	3	4	3	3	3
31	SAR	3	3	3	3	3	3	3	3	3
32	SJI	2	1	3	4	5	4	3	2	3
33	ZF	3	3	3	3	3	3	3	3	3
total		99	88	95	88	88	94	101	104	103
total all of strategies		860								
percentage of each item		12%	10%	11%	10%	10%	11%	12%	12%	12%
average of each item		3.00	2.67	2.88	2.67	2.67	2.85	3.06	3.15	3.12

**Appendix 13.**  
**Photos in the Field**



Photo 1. Researcher distributed the questionnaire to the students



Photo 2. Student fill the questionnaire



Photo 3. Student fill the questionnaire



Photo 4. Researcher interviewed the student