

**THE DIFFICULTIES FACED BY STUDENTS IN READING
COMPREHENSION SECTION OF NATIONAL EXAMINATION
(A case study SMA N 1 Bakongan)**

THESIS

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AR-RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM - BANDA ACEH

2017 M/ 1438 H

THESIS

**Submitted to The Faculty of Tarbiyah and Teacher Training of Universitas
Islam Negeri Ar-Raniry Banda Aceh as a Partial Pulfillment of the
Requirements for Bachelor Degree (S1)
On Teacher Education**

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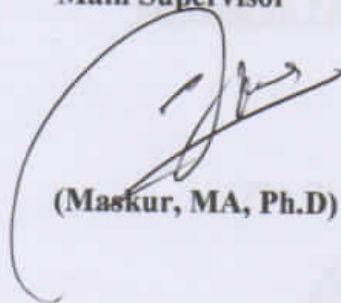
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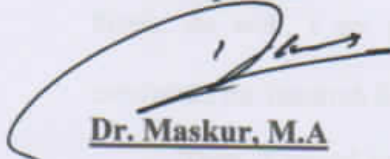
It has been defended in Sidang Munaqasyah in front of The Council of Examiners for Working Paper and has been accepted in Partial Fulfillment of the Requirements for Sarjana Degree S-1 on Teacher Education

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Friday, January 27th, 2017
Rabiul Akhir 28th, 1438 H

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ACKNOWLEDGEMENT

Firstly, all praises to Allah, the Almighty who has given us the mercy and blessings. Allah is the most powerful in the earth and the creator of everything in this world. Allah, who has always gives her strength, health and chance until this thesis is finished. Peace and Blessing are upon our prophet Muhammad S.A.W who has brought us from the dark way of live to the bright way of live.

My deepest gratitude to my supervisor: Mr. Maskur, MA, Ph.D and Ms. Suryani, M.Pd for their willingness to supervise and provide much time in reading as well as examining this thesis. Their guidance helped me a lot in completing this thesis. As well, I am grateful to the English teacher of the school where I conducted the research for her cooperation.

Then, I would like to expresses my gratitude to my beloved mother and father for their love, patience, attention, and their support for me, my precious brother and sister Faida Ikhlas and Bela Ayunda, also my bestfriends Elyana Zulni, Rahmi, Rizkiana Putri and Farah Dina thanks for the supports and encouragements in completing this thesis.

Moreover, I would like to thank to all lectures in English Department, for their academic guidance and all the staffs of the faculty of education and teachers training, for good services. A lot of thanks and appreciation are also to all of my friends of PBI 2012 who support, inform and contribute so that I could finish my study.

Finally, I wish this thesis can give valuable and useful information for the reader. For every critic and suggestions, I sincerely appreciate it and will accept all of it.

Banda Aceh, January 27th 2016

Larsa Kasvia

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **“The Difficulties Faced by Students in Reading Comprehension Section of National Examination (A case study at SMA N 1 Bakongan)”** adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kealahan dan kekeiruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 27 January 2017
Saya yang membuat pernyataan



ABSTRACT

This thesis is entitled “**The Difficulties Faced by Students in Reading Comprehension Section of National Examination**”. This study aims at finding out the difficulties faced by senior high school students in reading comprehension section of the national examination and finding out why the students face difficulties in reading comprehension question of national examination. The subject of this study is the first year students of SMA N 1 Bakongan. There are four classes in this grade. As the sample the writer took one class namely X-2 consist of 27 students. This study used qualitative and quantitative research methodology. The data were collected by using a test and questionnaire. The test consists of 20 questions classified into 4 types of reading comprehension question namely main idea questions, detail meaning questions, implied meaning questions and vocabulary questions. The questionnaire consists of 17 questions. Index of difficulty and percentage formula were used to analyze the data. The result of the test showed that the first year students of SMA N 1 Bakongan found difficulties in answering reading test. The students’ difficulties are in answering detail questions (100%), implied meaning questions (80%), vocabulary questions (60%) and main idea questions (40%). The result of the questionnaires showed that the students’ difficulties in answering all aspects of reading questions were caused by some problems, for instance the students could not understand the long reading text, the students could not master the vocabulary and also could not found the similar meaning of words. Then, the students did not know about the terms bottom-up strategy and top-down strategy, because they never learned about that strategies before. So, they never applied it when they answered the questions. Students also had less of concentration and they were nervous when they answered the questions. Finally, they could not determine the main ideas correctly.

CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is taught as a first foreign language that has to be mastered by students from secondary school until to the university level. Entering the modern era, we are required to master English. The government incorporates foreign languages such as English as one of the very important lesson to be learned by the students, that is why a lot of various courses of English are available. English is a language that has a very big influence in life, especially in education, technology and science. English is the international language that needs to be taught for the purpose of absorption and development of science, technology, and arts and culture as well as the development of relations between nations (Depdikbud 1994:1). Learning English from kindergarten, junior high school and senior high school level enables the learners such as to communicate in English when they continue their study at the university level and it can also be used as a life skill when they work especially for those applying for any foreign language companies.

In learning English, we have to master some skills to make us better in English, one of them is reading. Reading is one of language skills that every individual has to know and it has a big impact to the people who want to learn something. A person can get a clearer explanation and can get a lot of information, knowledge, and skill by reading. We also know the wise word that says “Reading is

the window of the world". This means that the more we read the more we know. Team of five (2006) has defined reading as a way to acquire meaning or knowledge from a printed page such as text books, newspapers, magazines, and novels. It is the important skill for success in all educational contexts since much information is in written form.

In addition, Celce-Murcia (1991:195) states that in the second and foreign language program, reading has become one of the primary curricular concerns. It has become a curricular concern of language programs in Indonesia because reading is one of the English language skills which is taught at any junior high school, reading test is always needed to know the students' achievement. According to Aukerman (1972), reading achievement test has three general functions. They are to test vocabulary and comprehension, to provide grade level score, and to be administered an entire group at one time. Nowadays, reading achievement test is also included in National Examination as a part in English subject test.

National Examination (UN) is standardized test given by department of national education to measure students' ability in mastering some subject matters. Since the government introduced the national examination in 2002/2003, the Department of National Education issued new regulations for the final examinations in particular for students at the highest academic level, the graduating students. Today, in every graduating student either in the junior or in senior high school is required to take the UN. The standard score of this year national exam is 5.5, but the score is not a determining factor for graduation. Although, the Ministry of

Educational and Culture (Kemendikbud) has issued a formal statement that the UN is now no longer a determinant of graduation of a student, the UN will still be one of several indicators of graduation. In this test, the students will be tested in some major subjects, including English. For English subject, there is one skill tested to assess the students' proficiency in English, namely reading. Students are required to answer 50 questions, consist of 40 questions of reading test and 10 questions of grammar test.

As a matter of fact, test Educational standards, capabilities, facilities and the state of education in each region are different, especially the schools that are still below the National Standard School status. Indonesian education quality is uneven causing an imbalance between the results of National Examination town area with further education of the village with limited education facilities. Therefore, in the certain areas, the change of the graduation standard makes both students and teachers have to work hard to gain that standard. It is difficult to achieve the passing grade especially for schools in rural area where educational facilities and equipment are not enough including teaching staff, many students did not pass national examination because their score in English subject are low. The difficulty to achieve the passing grade also occurs for English subject. Especially in Aceh, in rank value when compared to national level, Aceh is still below the average value which fluctuated each year. But in the academic year 2013/2014, the ratings decreased dramatically ranks 34 out of 34 provinces and it was very regrettable.

There were several previous researches conducted by other researchers about these phenomena. One of them is a study conducted by Nurul Inayah (2009), which

entitled “The Difficulties Faced by The Third Year Students in Listening Comprehension Section of National Examination.” She found that the students had some difficulties in listening section of the national examination. The difficulties are related to ineffective strategies, lack of vocabulary, difficult grammar, kind of test, pronunciation, speaker speech rate and physical condition and setting. In addition, Zuhra (2015) in her journal “Senior High School Students’ Difficulties in Reading Comprehension” also found some factors that caused difficulties for the students in answering these tests. First, the students did not comprehend the questions asked due to their weaknesses in differentiating between the natures of different types of reading comprehension questions. Second, their difficulties were also influenced by their weaknesses in mastering a wide range of vocabulary and sentence structures. Thus, base on above problem, the writer is also interested to investigate “The Difficulties Faced by Students in Reading Comprehension Section of The National Examination”, a case study at SMA N 1 Bakongan.

B. Research Question

Based on the background above, the research questions of this research are formulated as follows:

1. What are the difficulties faced by senior high school students in reading comprehension section of the national examination?
2. Why do the students face difficulties in reading comprehension section of the national examination?

C. The Aim of Study

As for the aims of study are formulated as follows:

- 1) To find out the difficulties faced by senior high school students in reading comprehension section of the national examination.
- 2) To find out why the students face difficulties in reading comprehension question of national examination.

D. The Significance of Study

This study will give description for the English teacher of SMA N 1 Bakongan about the students' difficulties in reading section of UN. Therefore, they can prepare and teach their students some skills and strategies in reading comprehension section test in order to help their students to overcome their difficulties in reading comprehension section of national examination. Also, the writer hopes this study can be a preparation module for the students of SMA N 1 Bakongan about their difficulties in reading section of the national examination. Thus, they can prepare themselves to face the national examination.

E. Terminology

In order to avoid any misunderstanding about certain terms or concept, the writer will explain the terms that related to this study:

- 1) Reading comprehension section

According to Setyaka (2002: 26), reading comprehension test is an instrument used to measure the students' ability in comprehending information in the text. In this study, reading section refers to reading comprehension test as presented in the test and question of English subject test of national examination in 2015/2016 academic year. The reading test consists of 20 questions items.

2) National Examination

National examination is standardized test given by department of national education to measure students' ability in mastering some subject matters, as one of several indicators of graduation. Depdiknas in Indonesia based on Undang-Undang Republik Indonesia nomor 20 tahun 2003 states that in order to control the quality of education nationwide to be evaluated as a form of accountability of education providers to the parties concerned. National examination is a test to determine whether students can pass and continue to higher education.

3) Difficulties

Difficulties is stated in Oxford by Bull (2008: 350) "not easy; needing effort or skill: find something to understand". Learning like stated by Komsiyah (2012:1) is "an activity that processed and an element that very fundamental in every kind of implementation and stage of education. By the definition above, can be conclude that difficulties in learning is the not easy for the student in getting content of the material or explanation in English skill. difficulties refer to conditions that students get score under average.

Bull, Victoria. 2008. *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

Reading is one of four main skills in English. It is also an important skill in English. It has been the skill that is taught in kindergarten. According to Elizabeth (2008:1-2), reading is the process of constructing meaning from print and from other symbol. Reading involves not just the print and the illustrations, but also readers bringing to the process their knowledge of the world and their past experiences. The reading process does not involve reading every single letter and that is why proofreading is so difficult: when you are very familiar with the ideas you hardly need to read the words at all.

The main aim of reading is generally to obtain information or ideas from the printed page. A reader may also read for pleasure or to enhance his knowledge. According to Duffi and Roehler (1993 as quoted by Barcher, 1998: 14), “Reading is a purposeful reconstruction of an author’s printed message for recreational, aesthetic or functional purpose”. The reader who wants to take any ideas or information through the printed page has to understand what he reads. It means the reader’s comprehension is needed.

Comprehension plays an important role in reading. When the reader reads a written material, he not only spells words by words, but also understands what he

reads so he can gain ideas, knowledge or information. From this statement, Herbert (1978) states that reading is a thinking process which include decoding of symbols, interpreting the meaning of the symbols. Thus, the reader is said to have comprehension when he can understand the ideas from the write material and can use the ideas that he get from the written material in proper situation.

Basically, comprehension involves prior knowledge, knowledge of text structure and an active search for information (Gillet and Tample, 1994:34). Many experts say that prior knowledge is a skeleton of reading comprehension. The more the readers know about a text, the easier it is for the reader to read. The amount of prior knowledge that the reader has will affect his reading comprehension. The knowledge of the text structure is also the important factor to help reader to have better comprehension. The knowledge of the text structure can guide the reader to search meaning of the text. It can be basic sentence structure like understanding word order in a sentence even a larger text structure like understanding the structure of a story. Marshall and Glock (1988, as cited by Gillet and Temple, 1994: 3) state, “The students who do not have knowledge of these structure cannot comprehend a text as well as the students do. The last factor that involves in reading comprehension is the active search for information. In this case, the reader needs to look for meaning actively from the text.

Reading with comprehension means understand the meaning from the written material. It is an active thinking process that requires word recognition skill, comprehension skill and appropriate background language. Herber (1978) points out

three level of reading comprehension process. First, the reader is presented. Second, the readers search for relationships among the statements within the written material and from these intrinsic relationship drives various meaning. The meaning that the readers gain is influenced by previous knowledge and experience that the readers have about the material. Third, the reader takes the ideas and knowledge of the written material and applies it to knowledge. The reader is said to have good comprehension if she can take the ideas from the written material, she will keep and use it in the appropriate usage.

From the view of reading comprehension process, reading comprehension is divided into four levels of comprehension. The first level is literal comprehension. It is a low level of understanding. Comprehension at this level involves surface meaning. At this level, the reader finds information and ideas that are explicitly stated in the text. The second level is inferential or interpretive comprehension. At this level, the readers need analyze the implied meaning of what is read. According to Miller (1971), inferential comprehension consists of the skills of predicting outcome, drawing conclusion and generalization, sensing the author's mood and purpose, interpreting what is read and reading between the lines. The third level is critical comprehension. Critical reading is defined as the process of evaluating or judging what is read in the term of criteria which the reader has formed from is past experience. Some of skills that are needed in this level are the ability to differentiate between fact and opinions, to recognize persuasive statements and to judge the accuracy of the information given in the text. The last level is creative reading or

integrative reading. This level of comprehension provides the reader to use knowledge that gain through reading in any appropriate usage.

B. Strategies in Reading Comprehension

Reading comprehension has widely been used in various areas of second and foreign language teaching, learning and testing. Because of this reasons, reading becomes a crucial skill in any second and foreign language classroom. To improve reading skill, the students have to practice reading a lot, know and use certain strategies in reading. Knowledge about these strategies will assist them to overcome their difficulties that may occur in reading. In addition, it can help them to be an effective reader. Yan (2000:7) states that reading strategies are specific abilities that enable reader to read the written form as meaningful language and read with comprehension, fluency and interact with the message the writer conveys.

Reading strategy can be classified by how the readers process reading. According to Brown (2004: 185) there are two kinds of reading strategy, namely bottom-up strategy that is strategy for processing separate letter, word and phrase and top-down strategy that is strategy for comprehension.

1. Bottom-Up Strategy

Bottom-up is based on the view of reading as decoding process where in the sole role of the reader is to reconstruct meaning embedded in the smallest unit of the text (Gough 2000, as cited by Gascoigne, 2005: 2). Meanwhile, the meaning will be understood through analysis of individual part of the language and the reader process

language in sequential manner, combining sound or letter to form word, then combining words to form phrases, clause and sentence of the text (Gasciogne, 2005:2). Bottom-up strategy is needed for students on the beginner level when they learn how to read. This strategy is necessary when students learn about word recognition. According to Goh and Will (2006, as quoted by inayah, 2008: 18), bottom-up strategies include listening/reading for specific detail, recognizing cognates and recognizing word-order pattern.

2. Top-Down Strategy

This strategy is based on the view in which reader is an active participant, making predicting and processing information by relating them to the reader's experience and knowledge of the language (Mei, 2007: 2). Top-down process explains that prior knowledge play significant role in reading process. The reader uses top-down process when they use prior knowledge to understand the meaning of the text. In top-down theory, a good reader is viewed the reader that just past his eyes quickly across the text, focusing on a view letter or words here and there and forming prediction based on background knowledge (Birch, 2005, as quoted by Anderson, 2007: 6). According to Mei (2007) and Anderson (2007), Top-down strategies include guesing meaning from context, scanning, skimming, predicting, inferring and summarizing.

a. Guessing Meaning from Context

One way to understand the unknown word in a text is by guessing it using word context clue. Spear (2000: 3) has defined word context as the way word is used

in a phrase or sentence, its linguistic environment. Context clues include definition, restatement, example, description, synonym and antonym or surrounding sentence. Because most of the word meanings are learnt indirectly or from context by the students, it is important that they learn to use context clues effectively. However, the students must be aware that not all context clues are helpful in guessing unknown word. In this case, they must make educated guess to understand the unfamiliar word meaning by using the other larger context.

b. Scanning

Scanning is high-speed of reading. Scanning is a useful strategy in locate a specific information that needed like a date, a figure or name and ignore over all unimportant information. For example, we scan the list of name in a telephone directory to find a phone number. Scanning helps the reader to find information quickly without reading the whole text.

c. Skimming

According to Staufel (1969: 438), “Skimming is the ability to read swiftly and lightly to locate bits of information literally stated”. Skimming assists the reader understands the main idea of the text before reading it carefully. Skimming can do in several ways such as reading the title or other heading and look at the picture, reading the first sentence or the last sentence of each paragraph or reading the first and the last paragraph of the text (Islam and Steenburgh, 2009: 16). Moreover, there are five usage of skimming, namely to find a specific answer, to find the main idea, to learn

what happen next in the text, to get overall picture and ask question to be answered by careful reading of text book and difficult material (Crist, 1982: 168).

d. Predicting

Predicting is used to make hypothesis what may come next in a text. In making the hypothesis, the reader should activate their appropriate prior knowledge. According to Gillet and Temple (1994: 223), prediction requires the students to relate their prior knowledge to the reading task at hand and from expectation that will apply to the reading. Prediction forms the connection between prior knowledge ant the new information that stores in the text.

e. Inferring

Comprehension involves understanding not only what is stated explicitly but also what is implied in written material. Inference is implied through clues that lead the reader to make assumption and draw conclusion. In making inference, the reader should link the clue from the text given with what they already know. For instance, after reading “ Alex is reading motorcycle, from this sentence the reader can infer that Alex is a man’s name because the writer uses “his” to refer to Alex.

f. Summarizing

Summarizing is used by the students to determine what is important in what they are reading, to make gist this information and to put it in their own word. According to Osborne and Armbuster (2003: 59) summarizing help students to identify or generate main idea or central idea, eliminate redundant unnecessary information and remember what they read.

Reading strategies help students focus on the reading and access relevant information. Reading the question carefully, scanning and finding the main and supporting ideas and taking summarizing help students read more efficiently and improve their scores in reading test.

C. The Difficulties in Reading Comprehension

Difficulty is the state or quality of being hard to do or to understand (Hornby, 2005). In fact, many senior high school students often find difficulties in reading comprehension. These difficulties lead to the students' poor performance in reading test. Generally, there are two main sources of reading difficulties: the readability of the text and the readability of the reader.

Aukerman (1972: 19) states, "readability" equals to "difficulty" with the caused the texts or books which are very difficult to read are described as being high readability and the book which is easy to read are described as being low readability". He also point out three factors that influence the readability of written material: length of sentences, grammatical complexity of the text and vocabulary (1972: 20). Another cause of difficulty comes from the reader. The reader who has difficulties in reading is defined as problem reader. The problem reader can be caused by several factors such as inadequate word recognition skill, limited background knowledge, lack or poor use strategies and psychological factor (Forgan and Mangrum, 1981: 284-286).

Thus, from these factors arise some difficulties in reading comprehension. The following section will discuss the seven areas of reading difficulties that are generally found by the reader during reading; difficulty in understanding long sentence and passage, grammatical complexity of sentence and vocabulary of that used in the text, difficulty that cause by limited background knowledge, difficulty in using reading strategies and difficulty in concentration.

1. Difficulty in Understanding Long Sentence and Text

It is a common problem that the students find difficulty in understanding the long sentence or sentence with complicated structure. As Aukerman (1972: 21) says, “nearly 50 percents of high school students cannot read the text book in their class due to the length of sentences in those texts”. It is also supported by report of Barfield (1999) that shows 12 percent in academic text. The effect of this problem is the students who cannot understand long sentence will fail to understand the main idea presented in the text.

2. Difficulty in Understanding Grammatical Complexity of Sentence

Grammatical complexity of sentence like using compound and complex sentence in the text is considered to give contribution in rising of the readability of the text. It may be worse if these kinds of sentences contain element such as inverted order or numerous modifiers, which make them too difficult for students. Such an idea has been stated by Gillet and Temple (1994) in their statement, “The same is true of grammatical complexity; the longer a sentence is, in general, the greater difficulty”.

3. Difficulty in Knowing Certain Vocabulary Used in the Text

Vocabulary refers to the word that must be known in order to communicate effectively (Ambruster and Osborn, 2003: 40). Many studies have shown that good reader has good vocabulary knowledge. A reader cannot understand the reading material if they meets a lot of unknown words in the reading material. A major reason the students have difficulty in understanding reading text is the limited vocabularies that they have. As a study by Barfield (1999) showed that nearly 60% of EFL students find difficulty in knowing vocabulary of authentic reading material.

There are some characteristic of vocabulary that can influence the readability of text (Aukerman, 1972: 22). First, it is complicated or unfamiliar vocabulary. The second, kinds are obsolete and archaic vocabulary. Obsolete and archaic vocabularies are often found in old literature. The students find difficulty to understand this vocabulary since some of these vocabularies do not often use in recent daily communication. The next kind is scientific, technical and specific vocabulary. The students who do not have any prior knowledge or experience about this kind of vocabulary will fail to get the meaning of the vocabulary will fail to get meaning of this vocabulary. For example, the students who do not familiar with technical term in medical science will find difficulty to understand the word 'typhoid' the kind of fever. The fourth, kind is allusive, ambiguous and referential vocabulary. These kinds of vocabularies are generally found in the old literary work that tells about legend, myth or cultural heritage. The last kind is polysyllabic vocabulary. According to Aukerman (1972: 25), "Word more two syllables are classified as difficult because

understanding them depends upon the students' skill in structural analysis and structural analysis depends on the ability to syllabicate-a skill which poor readers seldom have learned".

4. Difficulty in Understanding Unfamiliar Content or Topic of the Text

Most of the readers who have limited background knowledge may find difficulty when they read unfamiliar content or topic of the text. Background or prior knowledge is a crucial component in reading comprehension. Based on the research finding conducted by Pearson and Fielding (1991, as cited by Duarte, 2005) show the amount of prior knowledge a reader has can be very strong determining the reader comprehension of the text

5. Difficulty in Using Reading Strategies

The student who have lacks of reading strategies often fails in understanding the text. Mey-yun (1988) points out three characteristics of the students who lack or poor use of reading strategies. First, they read word by word within the text, relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension. Second, they focus too much attention on form of the expense meaning. Third, they pay too much attention on detail with the result they often miss the main idea of the text. Furthermore, the students who do not process effective reading strategies may find difficulty to deal with reading comprehension test. Deutsch (2005) states, "The students who unaware of reading strategies such as skimming and scanning fell lost and frustrated because they lack of tool necessary to succeed in reading comprehension test".

6. Difficulty in Concentration

Difficulty in concentration during reading can be caused by psychological factors like anxiety, worry and nervous. Students who feel anxiety during reading may not to get good comprehension because anxiety can influence students' concentration in understanding of the text. Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do reading test. Recent research that was done by Deutsch (2005) demonstrates that most of EFL/ESL students showed the symptom of anxiety to face reading test. The anxiety is the result of the students lack skills and strategies to handle reading comprehension test.

D. Reading Comprehension Test on National Examination

In Indonesia, to evaluate the students' achievement and quality of the education, the government sets Ujian Akhir Nasional (national examination) as a mean of evaluation. The government also determines the passing grade as a standard to graduate. The aim and function of UAN are stated in National Education Minister Regulation number SK 17/U/2003. The aim of UAN is to measure the students' learning achievement, as the mean to measure for educational quality in the level of national, province regency and school institution and to account educational process toward society. Meanwhile, the function of UAN is as a retrain mean for educational quality, motivation in improving the quality of education, a mean in determining the

passing of the students and a consideration in receiving the new student selection in the higher level education.

English subject is one of the subjects that are tested for senior high school students in national examination. The test which used is in from standardized test. Two sections must be accomplished by the students for English subject. They are listening comprehension and reading comprehension

In teaching, assessment and test are defined as different term. Assessment is defined as ongoing process of assessing students' ability, performance and knowledge that involves a much wider domain. Whenever the students respond the question, offer a comment or try out the new word or structure, it can be said as assessment. On the other hand, test is a method of measuring a person's ability, knowledge or performance in a given domain in identifiable time. Then, test is a subset of assessment (Brown, 2004: 5).

Furthermore, reading test can be defined as a method of measuring a person's ability, knowledge or performance in reading. In giving the reading test, the teacher should consider three things in reading: type/genres or reading, skills and strategies for reading (Brown, 2004: 187).

Generally, there are three genres of reading. The first genre is academic reading. It involves article in magazine or newspaper, professional journal article, reference material, textbook, theses, essay, paper, test direction, editorial and opinion writing. The second genre is job-related reading. It comprises letter email, memo, report, schedules, sign, announcement, application, financial document like bill and

invoice, directories and direction. The last type of genre is personal reading. It consists of newspaper, magazine, letter, email, greeting card, invitation, message, note, list, recipe, menu, map, calendar, advertisement, novel, short story, etc. all of these genres are usually used in reading test. Knowing the genre of the reading assists the students to apply certain prior knowledge in order to understand the meaning of the text.

In reading comprehension section, the students are demanded to be able to comprehend various genres of written texts followed by different type of questions. The genres of the texts that generally occur in reading test are narrative, descriptive, hortatory exposition, analytical exposition, recount, news, item, discussion and explanation. Picture, graph and curve, sometime, are used to help the students in understanding the text. Instead of the text, short dialogue, sometimes, is also used in reading section of national examination. The texts that are used contain at least 20 words – 350 words.

The major question types that are tested in the reading comprehension section can be classified as main idea question, detail question, implied meaning question and vocabulary question (Smith, 1995). The major reading comprehension question types will be explained in the following section.

a. Main Idea Questions

Main idea question ask the reader to identify the author's main point. Main idea of the text sometime can be found directly in the text, but often it is stated indirectly. These questions are often stated in one of the following form:

The text mainly tells about...

What is the text about...

The best statement of the main idea for paragraph two is...

The best title for this passage is...

According to Smith (1995), if the reader has difficulty to understand the main idea of a passage, the reader can reread the first and the last paragraph since the main idea commonly, but not always, state in one of these sentence. Skimming is one of the reading strategies that can be used to find main idea of the passage.

b. Detail Questions

The second type of question that commonly occurs in reading test is detail questions. This question is used to check students' ability to understand material that is directly stated in the text. Stem for detail question fall in the following pattern:

According to the passage, who were fighting for the conservation of the forest?

All of the following are true except...

A person, term, date or place is...

Smith (1995) suggests that in understanding and answering detail question, the students can use scanning strategy, to find out the answer of the detail question, the reader can note or underline the key word in the question and then scan the passage for that word or synonym. When she/he finds the term, rereads sentence for clarification. Also according to her, the incorrect answer of detail question tends to be

false statement. The test writer likes to use the attractive phrases the directly stated on the passage as distracters.

c. Implied Meaning Questions

The next type is implied meaning question. It is the question where the answer not stated directly within the text. Clues in the text will help the students to make assumption and draw conclusion, so they can answer the questions. Summarizing and inferring are proper reading strategies that can be applied to answer this type of questions. These questions are often stated in one of the following forms:

From the passage, we can conclude that...

It can be inferred from the passage...

The author believes...

The passage suggest...

Furthermore, according to Smith (1995: 22), the incorrect response to implied meaning items tends to be false statement that is lack of logical support.

d. Vocabulary questions

The last type of the question is vocabulary question. Vocabulary items test the students' general word knowledge to seek meaning by using context clue. In answering the vocabulary questions, the reader needs to have both of word knowledge and context. The examples of vocabulary questions are as follow:

As used in the passage, the best definition of usurped is...

"They constructed drainage system and underground water reservoirs."

(paragraph 4). The underline word has the same meaning as...

“In fact, in the last few decades, woman made outstanding contributions to society.” (paragraph 3). The antonym of the underline word is...

Teaching the students how to recognize the common type of the reading comprehension question and the strategy that deals with the question will help them to get better performance in reading comprehension test especially in national examination.

E. Test-Taking Strategies for Reading Comprehension

In order to help the students face the reading test and minimize difficulty that may occur during the test, they need to know some test-taking strategies for reading test. Smith (1995) describes some test taking strategies that can be used by the students for standardized reading comprehension test.

1. Read to Comprehend

Before the students answer the questions, it is better for them to read the passage first. Reading for main idea of the passage and understanding the author message lead the students more focus on reading. If the students read the question first and then the passage, their focus on reading becomes fragmented and lack focus because they have five or six purpose for reading.

2. Interact

In interacting with the passages, the students should use the thinking strategies of good reader namely: predict the topic and active the prior knowledge, visualize the message and relate it to what the students have already know, monitor and self-

correcting and apply what the students have already know about the reading process to each test passage.

3. Anticipate

The passages are frequently untitled and thus offer clue to content. To anticipate what is coming within the text, the students have to active their background knowledge. One way to active prior knowledge is the students can read the first sentence carefully. The first sentence usually sets the stage for what is to come. It sometimes states the central theme and stars the thinking about what the students will read.

4. Relax

Relax during reading test leads the students to more concentrate in doing the test. In contrast, anxiety tends to lead the students fail in the test. Anxiety often occurs at the beginning, middle and end of the test. In the beginning, a student may be worried about not being able to concentrate immediately and thus having to reread the text. In the middle, the student may fell upset because he is only half-finished. At the end of the test, the student may feel worry and lose his concentration because he sees his friend finish the test. According to Deutsch (2005), to overcome the anxiety during the test, the students can do relaxing exercise before taking the test and plan their time during test.

5. Read to learn

The passage is often informative. For the students are better to read the passage and take any information from it rather than read the passage only to answer

the questions. Reading to learn the test passage lead the students have better understanding of the passage.

6. Recall

Recall is the review of what the reader has read. Smith (1995) states that recall help students catch the author's main point and improve both comprehension and memory. Recall just takes a few minute before the reader continue to answer the question of the passage.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method that is used in this research is a mixed-mode approach. This means that both quantitative and qualitative research. Gay et al, (2006: 18) asserts that “quantitative research is the collection analysis of numerical data in order to explain, predict, and/or control phenomena of interest. Therefore, descriptive quantitative research can be defined as systematic investigation that describe or explain the phenomena using numerical data. Quantitative research is used to obtain data about what the difficulties faced by student in reading comprehension data, the writer uses a reading test of the national examination.

In addition, Gay, Mills and Airasian (2006: 399) explain that “qualitative research is the collection, analysis and interpretation of comprehensive narrative and visual data in order to gain insight into a particular phenomenon of interest”. Thus, in a qualitative research, the writer collect, analyze and interpret data descriptively in order to capture the particular phenomenon of interest. Bogdan & Biklen (1992) has defined the data for qualitative research will be collected by using instruments such as audio-visual data (videotape and photos) and documents (observation sheets, interviews and questionnaires). Qualitative research is used to find out why the students faced difficulties in the reading exam, the writer uses questionnaire.

B. Population and Sample

1. Population

Wiersma (1991) explains that a population may refer to all any specified group human beings or non human entities such as objects, geographical areas, times, units, methods, tests or schools. In addition, Ary (2002) states, that population is a number of people defined events or objects”. From the two definitions above, a simple definition of population is the total of people or things that will be researched as object in current scope and current time.

The population of this research is the first year students of senior high school 1 Bakongan. There are four classes at the first year students of SMA Negeri 1 Bakongan, the number of students is 110 and all the students in four classes have similar ability in English.

2. Sample

According to Horby (2009), “Sample is a number of people or things taken from a larger group and used in test to provide information about the group”. A sample is a small part of something used to represent the whole or to learn something about the whole. The writer chose sample randomly. The writer chose one class from four classes and the writer chose class X-2 consists of 27 students.

C. Technique of Data Collection

Research instrument is the writer’s device which is used to collect the data. There are two instruments employed in this study, namely test and questionnaire:

1. Test

The test is reading test of the national examination. The reading test is copied from the English test of the national examination of 2015/2016 academic year. The test consists of 40 question items of reading text, the writer gives 20 questions with 10 passages. The questions choose randomly, the writer chose simple questions so that they could answer easily. The test is used to find out what the difficulties faced by students in reading comprehension section of national examination. The question items set in four types of reading comprehension questions.

Table 3.1 Question item distribution

No	Types of reading comprehension questions	Question number
1	Main idea questions	8, 10, 11, 13, 20
2	Detail questions	1, 3, 15, 17, 19
3	Implied meaning questions	2, 4, 5, 7, 18
4	Vocabulary questions	6, 9, 12, 14, 16

2. Questionnaire

The writer also uses the questionnaire. It is used to find out why the students faced difficulties in reading comprehension section of national examination. Closed-ended questionnaire is used in this study. It is a kind of questionnaire in which the writer provides optional answers so the students can choose option based on their own opinions. The students' questionnaire consists of 17 questions and questionnaires are written in Indonesia.

D. Technique of Data Analysis

The data of this study is analyzed using some formulas. To analyze the result of test, the index of difficulty formula is used to find out what are the difficulties faced by the first year students of SMA N 1 Bakongan in reading comprehension section of national examination. The writer scored the result of students' test by using the scale that the suggested by Dohlan (2009):

$$\text{Correct Percentage} = \frac{\text{Correct Answer}}{\text{Total Questions}} \times 100$$

Then, the writer calculated the index of difficulty of the question items using analysis of difficulty index as suggested by Arikunto (2012: 223):

$$P = \frac{B}{JS}$$

Where:

P = Proportion or index of difficulty

B = Number of students who answer the item correctly

JS = Number of students

According to Arikunto (2002: 210), for interpretation for index of difficulty is classified as follow:

Table 3.2 The classification of P value

Interval	Classification
0.00 – 0.30	Difficult
0.30 – 0.70	Fair
0.70 – 1.00	Easy

Secondly, the data collected from questionnaires will be calculated using the percentage formula as mentioned in Sudjono (2001: 129):

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

Where:

P = Percentage

F = Frequency

N = Total of Frequency.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

1. Result of the Test

In this section, the writer is going to explain the result of the test. The following table presents the frequency of the students' correct answer and score on reading comprehension test. The reading test was copied from the English test of the national examination of 2015/2016 academic year. The test consisted of 40 question items of reading text, however, the writer only took 20 questions with 10 passages. The questions consisted of four items, namely main idea questions, detail meaning questions, implied meaning questions and vocabulary questions.

The following table tabulates the frequency of the students' correct answer and score of reading comprehension test from the highest to the lowest.

Table 4.1 The Frequency of The Students' Correct Answer and Score of Reading Comprehension Test

No	Correct answers	Frequency	Score
1	13	1	65
2	10	2	50
3	9	1	45
4	8	2	40
5	7	3	35
6	6	5	30
7	5	6	25
8	4	3	20

9	3	4	15
Mean Score			30

Based on the previous table, it shows that the first year students of SMA N 1 Bakongan could not answer all reading questions correctly. Only 1 out of 27 students could answer 13 reading comprehension questions correctly from the total of 20 questions. The calculated score of 13 correct answers is 65 which are the highest score and the lowest score is 15 or 3 correct answer from 20 question items. Moreover, the mean score of all students is 30. Thus, it indicates that the students still had difficulties in answering reading comprehension test of national examination.

In addition to the students' correct answer and score of the test, the writer also calculated the index of difficulty for each question item. The following table shows the result of index of difficulty items for reading comprehension test.

Table 4.2 The Calculation of Index of Difficulty for Each Question Items

Question item number	The number of students who got correct answer (B)	Index of difficulty (P)	Level of difficulty
1	7	0.25	Difficult
2	18	0.66	Fair
3	12	0.44	Fair
4	1	0.03	Difficult
5	2	0.07	Difficult
6	6	0.22	Difficult
7	7	0.25	Difficult
8	4	0.14	Difficult
9	14	0.51	Fair

10	13	0.48	Fair
11	5	0.18	Difficult
12	14	0.51	Fair
13	13	0.48	Fair
14	4	0.14	Difficult
15	6	0.22	Difficult
16	9	0.33	Fair
17	8	0.29	Difficult
18	5	0.18	Difficult
19	4	0.14	Difficult
20	11	0.40	Fair

From calculation of the index of difficulty, it was found that there are 8 question items categorized as fair questions and 12 question items categorized as difficult questions. Furthermore, the most difficult item is the question number 4 which index of difficulty is 0.03 and the fairest question item is the question number 2 which index of difficulty for this question is 0.66. To find which types of question items are difficult for the students, the question items were divided into four types: Main idea questions, detail meaning questions, implied meaning questions and vocabulary questions. The detail about the students' difficulty in reading comprehension question types will be elaborated in the following sub section.

1. The Students' Difficulty in Answering Main Idea Questions

The following table shows the result of index of difficulty of difficult items for main idea questions.

Table 4.3 The Calculation of the Index of Difficulty and Percentage of Difficult Item for Main Idea Questions

Question item Number	The number of students who got correct answer (B)	Index of difficulty (P)	Level of difficulty	Percentage of difficult item
8	4	0.14	Difficult	
10	13	0.48	Fair	
11	5	0.18	Difficult	40%
13	13	0.48	Fair	
20	11	0.40	Fair	

Based on the calculation of difficulty index, it was found that most of the detail questions considered as fair questions for the students. The difficult item percentage for this type of question only 40% out of 5 question item. The question items number as fair questions are 10, 13 and 20. Meanwhile, number 8 and 11 are the difficult main idea questions for the students. The most difficult number is 11 which the index of difficulty item is 0.11. The question was about “*What is the main idea of the last paragraph?*”

2. The Students’ Difficulty in Answering Detail Questions

For the index of difficulty of difficult item for detail questions can be seen as in the following table

Table 4.4 The Calculation of the Index of Difficulty and Percentage of Difficult Item for Detail Questions

Question item Number	The number of students who got correct answer (B)	Index of difficulty (P)	Level of difficulty	Percentage of difficult item
1	7	0.25	Difficult	100%
3	12	0.44	Difficult	
15	6	0.22	Difficult	
17	8	0.29	Difficult	
19	4	0.14	Difficult	

As seen in the table above, it was obtained that all detail questions out five questions are difficult questions with the percentage of difficult item is 100%. The number of question items that are categorized as difficult questions are 1, 3, 15, 17 and 19. The most difficult question for detail questions is the test item number 19 which the index of difficulty for this item is 0.14. The question was “*What happened when the old woman found the snail?*”

3. The Students’ Difficulty in Answering Implied meaning Questions

For the calculation of the index of difficulty and difficult item percentage for implied meaning questions, the result is presented on the following table.

Table 4.5 The Calculation of the Index of Difficulty and Percentage of Difficult Item for Implied Meaning Questions

Question item Number	The number of students who got correct answer (B)	Index of difficulty (P)	Level of difficulty	Percentage of difficult item
2	18	0.66	Fair	
4	1	0.03	Difficult	

5	2	0.07	Difficult	80%
7	7	0.25	Difficult	
18	5	0.18	Difficult	

Based on the table above, it shows that 4 out of 5 question items are categorized as difficult question for the students. The numbers of question items that are categorized as difficult question are 4, 5, 7, and 18. The question item number 4 is the most difficult question for implied meaning question type which only one student could answer this item correctly and the index of difficulty for this item is 0.03. The difficult item percentage for this question type is 80% from 5 questions. The question was “*From the text we learn that...*”. Conversely, only one question, number 2 is categorized as a fair question which the index of difficulty for this item is 0.66.

4. The students’ Difficulty in Answering Vocabulary Questions

The following table presents the index of difficulty and difficult item percentage for implied meaning questions

Table 4.6 The Calculation of the Index of Difficulty and Percentage of Difficult Item for Vocabulary Questions

Question item Number	The number of students who got correct answer (B)	Index of difficulty (P)	Level of difficulty	Percentage of difficult item
6	6	0.22	Difficult	60%
9	14	0.51	Fair	
12	14	0.51	Fair	
14	4	0.14	Difficult	
16	9	0.33	Difficult	

For vocabulary question type, the difficult question item percentage is 60% out of 100% from 5 questions. Moreover, from the calculation of index of difficulty, it was obtained that 3 question items are categorized as difficult questions for the students. The numbers of these questions are 6, 14 and 16. The most difficult item for vocabulary questions is the test item number 30 which the index of difficulty for this item is 0.14. The question was “*My grandfather is sixty four years old and he is retired now*’. *The underlined word is closet meaning to...*” Meanwhile, the test item numbers 9 and 12 are categorized as fair questions for the students.

2. The Result of Questionnaires

Questionnaire is designed to know the students’ response about their difficulties in reading comprehension. It consists of 17 questions. The result of questionnaires will be elaborated in details in the following tables:

Table 4.7 Students have difficulty in understanding the reading text

No.	Options	Frequency	Percentage
1	a. Often	8	29.62%
	b. Seldom	0	0%
	c. Sometimes	18	66.67%
	d. Never	1	3.71%
Total		27	100 %

The table above points out that the majority of students had difficulty in understanding the reading text and only 1 of the student (3.71%) never had difficulty in understanding the reading text.

Table 4.8 Students have difficulty in understanding the questions

No.	Options	Frequency	Percentage
2	a. Often	10	37.03%
	b. Seldom	5	18.51%
	c. Sometimes	11	40.75%
	d. Never	1	3.71%
Total		27	100 %

From the result above, it shows that almost all of the students had difficulty in understanding the questions. Only 3.71% students said that they never had difficulty in understanding the questions.

Table 4.9 Students have difficulty in understanding the long reading text

No.	Options	Frequency	Percentage
3	a. Often	15	55.56%
	b. Seldom	2	7.40%
	c. Sometimes	9	33.33%
	d. Never	1	3.71%
Total		27	100 %

As indicated in table 4.9, it shows that almost all of the students had difficulty in understanding the long reading text and only 1 of the student (3.71%) said that never got difficulty in understanding the long reading text.

Table 4.10 Students have difficulty in grammatical complexity

No.	Options	Frequency	Percentage
4	a. Very complicated	1	3.71%
	b. Complicated	8	29.62%
	c. Fair	14	51.85%
	d. Uncomplicated	4	14.82%
Total		27	100 %

As seen in the table (4.10), it shows that the majority of the students had difficulty in grammatical complexity and 4 students (14.82%) said that it was very complicated in grammatical complexity.

Table 4.11 Students have difficulty in vocabulary

No.	Options	Frequency	Percentage
5	a. Often	15	55.56%
	b. Seldom	2	7.41%
	c. Sometimes	8	29.62%
	d. Never	2	7.41%
Total		27	100 %

The table above presents that almost all of the students had difficulty in vocabulary. It was proved also from the result of the reading comprehension test. As seen in the table 4.6 for vocabulary questions item are categorized as difficult questions for student with percentage 60%.

Table 4.12 Students have difficulty because the topic is not in accordance with what they learned before

No.	Options	Frequency	Percentage
6	a. Very suitable	1	3.71%
	b. Suitable	1	3.71%
	c. Sometimes	17	62.96%
	d. Not suitable	8	29.62%
Total		27	100 %

The data shows that almost of the students had difficulty because the topic was not in accordance with what they have learned before and only 1 students said that it was not suitable.

Table 4.13 The students know the term of bottom-up strategy and top-down strategy

No.	Options	Frequency	Percentage
7	a. Yes	0	0%
	b. No	27	100%
Total		27	100 %

From the data above, it obviously shows that all of the students were not familiar with the term of bottom-up strategy and top-down strategy. Perhaps, the terms were still unfamiliar for the students.

Table 4.14 The students ever learn about the strategies

No.	Options	Frequency	Percentage
8	a. Often	0	0%
	b. Seldom	0	0%
	c. Sometime	0	0%
	d. Never	27	100%
Total		27	100 %

The data above signified that all of the students stated that they never learn about the strategies. It means that their English teacher never taught about that terms before.

Table 4.15 The students ever apply that strategies in answering questions

No.	Options	Frequency	Percentage
9	a. Often	0	0%
	b. Seldom	0	0%
	c. Sometime	0	0%
	d. Never	27	100%
Total		27	100 %

Table 4.15 reveals that all of students (100%) never apply those strategies in answering the questions. As seen in the table 4.13 and 4.14, they did not know about the strategies and their teacher never taught about that, certainly the students never apply it in answering the questions.

Table 4.16 Students have difficulty in answering the questions because of having less of concentration in during the test

No.	Options	Frequency	Percentage
10	a. Often	16	59.26%
	b. Seldom	2	7.41%
	c. Sometimes	8	29.62%
	d. Never	1	3.71%
Total		27	100 %

As seen in the table, it shows that the majority of the students had difficulty in answering the questions because of having less of concentration during the test and only 1 student said that he never got difficulty in answering the questions.

Table 4.17 Students have difficulty because they feel nervous in answering the questions

No.	Options	Frequency	Percentage
11	a. Often	12	44.45%
	b. Seldom	2	7.41%
	c. Sometimes	10	37.03%
	d. Never	3	11.11%
Total		27	100 %

As indicates in table 4.17, almost all of the students had difficulty because of their nervousness in answering the question and only 3 of the students (11.11%) said that they never felt nervous in answering the questions.

Table 4.18 Students have difficulty in answering the questions because they are afraid and hesitate in choosing incorrect answer.

No.	Options	Frequency	Percentage
12	a. Often	15	55.56%
	b. Seldom	1	3.71%
	c. Sometimes	11	40.74%
	d. Never	0	0%
Total		27	100 %

The table above points out that all of students had difficulty in answering the questions because they are afraid and hesitate in choosing incorrect answer.

Table 4.19 Students have difficulty in finding the similar meaning words

No.	Options	Frequency	Percentage
13	a. Often	15	55.56%
	b. Seldom	1	3.71%
	c. Sometimes	11	40.74%
	d. Never	0	0%
Total		27	100 %

The table above presents that all of the students had difficulty in finding the similar meaning words. It was proved also from the result of the reading comprehension test. As seen in the table 4.6 for vocabulary questions item are categorized as difficult questions for student with percentage 60%.

Table 4.20 Students have difficulty in determining the main ideas

No.	Options	Frequency	Percentage
14	a. Often	16	59.26%
	b. Seldom	2	7.41%
	c. Sometimes	3	11.11%
	d. Never	6	22.22%
Total		27	100 %

From the result above, it shows the majority of the students had difficulty in determining the main ideas. It was proved also from the result of the reading comprehension test. The main idea questions considered as a fair question for the students and 6 of the students said that they never had difficulty in determining the main ideas.

Table 4.21 The students understand the meaning of the text as a whole

No.	Options	Frequency	Percentage
15	a. Very understand	0	0%
	b. Understand	3	11.11%
	c. Sometimes	16	59.26%
	d. Not understand	8	29.62%
Total		27	100 %

The data above signifies that almost all of the students understood the meaning of the text as a whole and 8 students (29,62%) reported that they did not understand the meaning of the text as a whole.

Table 4.22 The students use predicting, inferring and summarizing the meaning of the text by themselves

No.	Options	Frequency	Percentage
16	a. Strongly agree	4	14.82%
	b. Agree	11	40.74%
	c. Strongly disagree	8	29.62%
	d. Disagree	4	14.82%
Total		27	100 %

As indicates in table 4.22, half of students (11 agree and 4 strongly agree) used predicting, inferring and summarizing the meaning of the text by themselves and only 8 students said strongly disagree and disagree with the statement.

Table 4.23 The students read the text at a glance and just looking at the sentences, words and paragraphs that are mentioned in the questions

No.	Options	Frequency	Percentage
17	a. Strongly agree	2	7.41%
	b. Agree	7	25.93%
	c. Strongly disagree	13	48.15%
	d. Disagree	5	18.51%
Total		27	100 %

From the data above, it obviously shows that 9 students (8.15% and 18.51%) agree and strongly agree that they read the text at a glance and just looking at the sentences, words and paragraphs that are mentioned in the questions. 18 students (25.93% and 7.41%) said strongly disagree and disagree with the statement. It means they read all passages, so that way they could spent more time in reading the text then answering the questions.

B. Discussion

Based on data analysis above, the writer will discuss and answer the two research questions of this study as mentioned in the previous sections.

The first research question is “what are the difficulties faced by senior high school students in reading comprehension section?”. To answer this question, the data from test was used. The result of the test 27 students of first year students of SMA N 1 Bakongan showed that the students still have difficulty in answering the reading comprehension test of national examination. In general, from the result or the

students' test score showed that only one student could answer 13 question items correctly out of 20 question items with the test score 65. Meanwhile, 25 other students got the score below 50 and the students' mean score was only 30.

Moreover, based on the calculation of the index of difficulty of each question items (see table 4.2), it was found that there were 8 questions categorized as fair questions and 12 questions categorized as difficult questions. The calculation of index of difficulty showed that the test items 1, 4, 5, 6, 7, 8, 11, 14, 15, 17, 18 and 19 are categorized as difficult question for the students. Only few students from 27 students could answer these questions correctly. More specially, 8 students could answer no 7 and 17. 6 students out of 27 students could answer test item numbers 6 and 15. From 27 Students only 5 students could answer test item numbers 11 and 18. Then 4 students could answer the test item numbers 8, 14 and 19. The test item number 4 was categorized as the most difficult question with the index of difficulty 0.03 as it was only one student could answer this question correctly.

From the discussions above, some difficulties faced by the students of SMA N 1 Bakongan in reading comprehension test of national examination were the difficulty in answering detail questions with a percentage of 100% with the distribution of questions number 1, 3, 15, 17 and 19, difficulty in answering implied meaning questions with a percentage 80% with the distribution of questions number 4, 5, 7 and 18 and difficulty in answering vocabulary questions with a percentage 60% with the distribution of questions number 6, 14 and 16. Meanwhile, for main idea questions are not considered as difficult questions because the percentage is 40%. only 2

questions out of 5 question items (8 and 11) is categorized as difficult questions for students.

Then, the second research question that is “Why do the students face difficulties of reading comprehension section of national examination?”. To answer this question, the result from the students’ questionnaires were used. The writer found that the students still have difficulties in answering all aspects of reading questions caused by some problems. Such as, the students could not understand the long reading text. The students could not master the vocabulary and also could not find the similar meaning of words. The students did not know about the terms bottom-up strategy and top-down strategy, because they never learned about that strategies before. So, they never applied it when they answered the questions. Students also had less of concentration and they were nervous when they answered the questions. They could not determine the main ideas correctly.

In general, the students sometimes could not understand the reading text and could not understand the long reading text. They had problem with grammatical complexity. The topic in reading test was not in accordance with what they have learned before which made them had difficulty in answering the questions. Finally, the students could not understand the meaning of the text as a whole.

Therefore, to overcome those difficulties, the students need to be taught test taking and reading strategies in reading comprehension. As Deutsch (2005) states, “Reading strategies provided helpful guidelines on how to approach the reading passage”. The strategies taught will help the readers (students) organize the passage

into main and supporting ideas for a better understanding of the test.” He also points out that giving the students preparation in test taking reading strategies leads them to succeed in reading comprehension test. In other word, that’s strategies could make students succeed in reading comprehension test especially in the reading comprehension test.

CHAPTER V

CONCLUSION AND SUGESTIONS

A. Conclusion

In the previous chapter, the writer stated that the purpose of this study was to find out the difficulties faced by senior high school students in reading comprehension section of the national examination and to find out why the students face difficulties in reading comprehension question of national examination. After analyzing the data gained from the test, the writer can summarize some conclusions as follows:

1. The first year students of SMA N 1 Bakongan have some difficulties in answering reading comprehension test. From four types of reading comprehension questions, three types of them are categorized as difficult question types for students. The difficulties faced by students deal with the difficulty in answering detail questions, difficulty in answering implied meaning questions and difficulty in answering vocabulary questions. Meanwhile, for main idea questions is categorized as a fair question for students.
2. The students still have difficulties in answering all aspects of reading questions which were caused by some problems. Such as, the students could not understand the long reading text. The students could not master

the vocabulary and also could not find the similar meaning of words. The students did not know about the terms bottom-up strategy and top-down strategy, because they never learned about those strategies before. So, they never applied it when they answered the questions. Students also had less of concentration and they were nervous when they answered the questions. They could not determine the main ideas correctly.

B. Suggestions

To complete this study, there are some suggestions which have to be put on consideration as follows:

1. For the Students

The students should be more active in learning English, especially in comprehending reading text and recognizing words and sentence. Students should improve their comprehension of the text by reading a lot and to improve their vocabulary in reading by using dictionary in the school environment or may be outside the school. And if there are problems and difficulties, it is necessary to seek in the dictionary and better ask the teacher. Then, The writer hopes this study can be a preparation module for the students of SMA N 1 Bakongan about their difficulties in reading section of the national examination. Thus, they can prepare themselves to face the national examination.

2. For the Teacher

The role of the teacher in the classroom is the most important than anything else. Therefore, the teachers have to provide good teaching plan aims at increasing students' motivations and reaching the goal of learning English. Then, the teacher should use a good technique in teaching in order to improve student's achievement in reading comprehension.

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TAPAKTUAN Kode Pos : 23711

Nomor : 423.4 / 383 / 2016
Lampiran : -
Perihal : Izin Penelitian

Tapaktuan, 15 November 2016

Kepada Yth,
Kepala SMAN 1 Bakongan
di-
Tempat

Sesuai dengan Surat Dekan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor Un.08/TU-FTK/TL.00/10741/2016 tanggal 01 November 2016 perihal Mohon Izin Penelitian.

Pada prinsipnya Kepala Dinas Pendidikan Kabupaten Aceh Selatan memberikan izin kepada :

Nama : LARSA KASVIA
NIM : 231 222 663
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Jenjang : S-1

Untuk Melakukan Penelitian di SMAN 1 Bakongan Kec. Bakongan Kabupaten Aceh Selatan Untuk Penyusunan Skripsi dengan Judul : " **THE DIFFICULTY FACED BY STUDENTS IN READING COMPREHENSION SECTION OF NATIONAL EXAMINATION (A CASE STUDY AT SMAN 1 BAKONGAN** ", dengan ketentuan tidak mengganggu proses belajar mengajar pada sekolah tersebut.

Demikian surat izin ini dikeluarkan untuk dapat dipergunakan seperlunya.

Kepala Dinas Pendidikan
Kabupaten Aceh Selatan



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Banda Aceh, 01 November 2016

Nomor : 074/525/2016
Sifat : Biasa
Lamp. : --
Hal : Telah Mengumpulkan Data

Kepada
Yth.
Wakil Dekan Bidang Akademik
Fak.Tarbiyah UIN Ar-Raniry B.Aceh
di-

Banda Aceh

Sehubungan dengan Surat Kepala Dinas Pendidikan Nomor : 423.4 / 383 / 2016 tanggal 15 November 2016 Perihal Izin Pengambilan Data,maka dengan ini menerangkan bahwa :

Nama : **Larsa Kasvia**
NIM : 231 22 663

Yang tersebut namanya diatas Telah Mengumpulkan Data di Sekolah Menengah Atas (SMA) Negeri 1 Bakongan pada Tanggal 07 November 2016 s/d 12 November 2016,dengan judul : **"THE DIFFICULTY FACED BY STUDENTS IN READING COMPREHENSION SECTION OF NATIONAL EXAMINATOIN (A CASE STUDY AT SMAN 1 BAKONGAN)**

Demikian harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Bakongan, 16 November 2016

Kepala Sekolah, *g*



SAFRIL, S.Pd

NIP.19740406 200504 1 003



Bahasa Inggris SMP/MTs

UJIAN NASIONAL

TAHUN PELAJARAN 2015/2016

UTAMA

SMP/MTs

BAHASA INGGRIS

Rabu, 11 Mei 2016 (07.30 - 09.30)



PUSPENDIK
BALITBANG

BSNP
Badan Standar Nasional Pendidikan

MATA PELAJARAN

Mata Pelajaran : Bahasa Inggris
 Jenjang : SMP/MTs 5¹ MON VIALEM.

WAKTU PELAKSANAAN

Hari/Tanggal : Rabu, 11 Mei 2016
 Jam : 07.30 - 09.30

PETUNJUK UMUM

1. Periksalah Naskah Soal yang Anda terima sebelum mengerjakan soal yang meliputi:
 - a. Kelengkapan jumlah halaman beserta urutannya.
 - b. Kelengkapan nomor soal beserta urutannya.
 - c. Kesesuaian Nama Mata Uji dan Program Studi yang tertera pada kanan atas Naskah Soal dengan Lembar Jawaban Ujian Nasional (LJUN).
 - d. LJUN yang masih menyatu dengan naskah soal
2. Laporkan kepada pengawas ruang ujian apabila terdapat lembar soal, nomor soal yang tidak lengkap atau tidak urut, serta LJUN yang rusak, robek atau terlipat untuk memperoleh gantinya.
3. Tulislah Nama dan Nomor Peserta Ujian Anda pada kolom yang disediakan di halaman pertama soal ujian.
4. Gunakan pensil 2B untuk mengisi LJUN dengan ketentuan sebagai berikut:
 - a. Tuliskan Nama Anda pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
 - b. Tuliskan Nomor Peserta dan Tanggal Lahir pada kolom yang disediakan, lalu hitamkan bulatan di bawahnya sesuai huruf/angka di atasnya
 - c. Tuliskan Nama Sekolah, Tanggal Ujian, dan bubuhkan Tanda Tangan Anda pada kotak yang disediakan.
 - d. Salinlah kalimat berikut pada tempat yang disediakan dalam LJUN: "Saya mengerjakan ujian dengan jujur"
5. Jika terjadi kesalahan dalam mengisi bulatan, hapus sebersih mungkin dengan karet penghapus kemudian hitamkan bulatan yang menurut Anda benar.
6. Pisahkan LJUN dari Naskah Soal secara hati-hati dengan cara menyobek pada tempat yang telah ditentukan.
7. Waktu yang tersedia untuk mengerjakan Naskah Soal adalah 120 menit.
8. Naskah terdiri dari 50 butir soal yang masing-masing dengan 4 (empat) pilihan jawaban.
9. Dilarang menggunakan kalkulator, HP, tabel matematika atau alat bantu hitung lainnya.
10. Periksalah pekerjaan Anda sebelum diserahkan kepada pengawas ruang ujian.
11. Lembar soal boleh dicorat-coret, sedangkan LJUN tidak boleh dicorat-coret.

SELAMAT MENGERJAKAN

Berdoalah sebelum mengerjakan soal.

Kerjakan dengan jujur, karena kejujuran adalah cermin kepribadian.



Nama :

No Peserta :

The following text is for questions 1 and 2.

Silver Vista Restaurant

Weekdays

11 a.m. to 3 p.m. and 4 p.m. to 8 p.m.

Weekends

8 a.m. to 3 p.m. and 4 p.m. to 9 p.m.

Information about our special lunch and dinner at 087863995602

Jl. Kemuning No 19

Semarang

- 1 You can ask some information about the menu via
- A. a letter
 - B. a telegram
 - C. a facsimile
 - D. a mobile phone
- 2 What is the message given from the text?
- A. It opens earlier on weekdays.
 - B. It closes earlier on weekends.
 - C. The restaurant opens longer on weekends.
 - D. The restaurant does not open on weekends.

The following text is for questions 3 and 4.

89 Riverview street
Dalkeith, W.A.6009
14 March 2016

Dear Parto,

Thank you for your letter. I'm really sorry to hear that illegal logging and forest destructions are still happening in your country. That's why I'm not surprised to see the news on TV. Flood and landslides are happening everywhere in your country. I really hope that the government and all the people will take good care of this immediately.

Yours,
Patrick



3. What causes floods and landslides in Parto's country?
- Government prohibition for people to take care of the problem.
 - Government's tough rules about forest destructions.
 - Illegal logging and forest destructions.
 - The surprising news on TV.
4. From the text we learn that ...
- Patrick knows nothing about the problems in Parto's country.
 - illegal logging, flood, and landslides are not interrelated.
 - illegal logging has made prosperous government.
 - Patrick shows his sympathy to Parto.

The following text is for questions 5 to 6

Announcement

To all students of grade VIII. There will be a school holiday for two weeks. Please do a project of descriptive text in writing. It should be about any animal around your house. You can describe your own pet or your neighbour's. Don't forget to put the animal's photo in your writing. You have to submit it on the first day of the second semester.

Mr. Hasan

5. What is the announcement about?
- Semester holiday.
 - Neighbour's pet.
 - Writing project.
 - Picture description.
6. "You have to submit it on the first day...."
- What does the underlined word mean?
- Bring.
 - Collect.
 - Take.
 - Send.

The following text is for questions 7

Friends and family
Join us to celebrate

Casey's 15th Birthday!

Saturday, 21 May 2016

5:00 p.m.

123 Main Street Perth

Charlotte

RSVP to Lisa at 123-456-7891

7. What can we conclude from the invitation?
- The invitation is written by Lisa.
 - For confirmation, we can contact Lisa.
 - Charlotte and Lisa are Casey's cousins.
 - Lisa is the owner of the house at 123 main street Perth.



The following text is for questions 8 to 9.

Jasmine is a native flower to some tropical areas in South Asia, Africa and Australia. In India, some varieties of Jasmine are used for religious purposes.

The flower can grow up to 3 meters high and 2 meters wide. It releases its fragrance mostly after the sun sets especially nearing the full moon. Therefore, it is often associated with soothing night-time moods.

The planting of Jasmine is started by putting some cuttings in 3 inch posts within 4 weeks. After the roots grow, they are put into 6 inch pots. The soil in the pots should be kept moist but possible for the water to go through it for optimum growth.

There are some important advantages of Jasmine. In medication, this flower is often used for soothing headaches, stimulating brain, and restoring balance. Its extract is also widely used in the making of perfume.

8. What is the main idea of the last paragraph?

- A. Jasmine is grown worldwide.
- B. Jasmine has various benefits.
- C. Jasmine can cause headache.
- D. There are some varieties of Jasmine.

9. The underlined word in "... it is often associated with ..." is closest in meaning to

- A. attached
- B. connected
- C. compared
- D. propagated

The following text is for questions 10

On 17 August 2014, there was a special event in my hometown. The mayor held a big competition of *Pinang Climbing*. This competition was held to celebrate the independence day.

Early in the morning, many people had gathered in the town square. In the middle, there were exactly one hundred poles. Various prizes, such as t-shirts, radios, pans, and bicycles were hung on the top of each pole.

At 10 o'clock, the competition started. Unlike the usual *Pinang Climbing* competition in which the competitors work individually, this time the competitors worked in teams. There were ten teams in this event. They would compete to get the prizes as many as they could.

The crowd enjoyed watching the teams struggle to reach the top. They yelled and gave applauses every time a successful team grabbed the prizes and dropped them down. It was not an easy job to do because the pole was so slippery. Each pole had been covered with grease. However, all teams had good strategies. At about 12 a.m. nearly all the prizes had been taken away.

It was an exciting experience. I myself cheered my favourite team so loudly that I nearly lost my voice.

10. The main idea of the fourth paragraph is

- A. the competition started at 10 o'clock.
- B. the crowd enjoyed watching the team.
- C. the team successfully grabbed the prizes.
- D. all the prizes had been taken away at about 12 a.m.



The following text is for questions 11 to 12.

The stick is a type of insect that actually looks like a stick. It uses camouflage to look like the stick or branches of the trees where it lives. There is also a leaf type bug that looks like leaves. Together they make up the order of insect called Phasmatodea. There are around 3,000 species of insect in this order.

Stick bugs vary in size. Some are as small as half an inch long while others can grow to just over a foot long. Counting their outstretched legs, the longest females can reach up to 22 inches long!

Stick bugs are some of the best camouflaged animals in the animal kingdom. Some can change colors to match the tree or leaf in the background. Others not only look like sticks but have other features that mimic the branches of trees. Many also look like a twig blowing in the wind.

Some stick bugs have wings. They may be bright colored. When a predator comes near the stick bugs they may open their bright wings and then close them again to confuse the predator.

11. What is the text mostly about?

- A. The diet of the stick bug.
- B. The size of the stick bug's body.
- C. The special ability of stick to camouflage.
- D. The characteristic of the stick bug.

12. "... but have other features that mimic the branches of trees." The underlined word is closest in meaning to

- A. look like
- B. use for
- C. follow to
- D. borrow from

The following text is for questions 13 to 14.

Mr. Wahid is my grandfather who is also my best friend. My grandfather is sixty four years old and he is retired now, so he has plenty of time to play with me. I love him very much and I know he really loves me too. We spend a lot of time together.

My grandfather is a very tall and strong man. My grandfather is smart, patient, and caring. When I am sad, he can always make me laugh with his funny faces. He puts me on his shoulders and tells me many stories.

Everyday my grandfather drives me to school and picks me up at the end of classes. He also does sports and many other activities with me. He takes me to the swimming pool. He plays chess with me. During starry nights, we count the stars together in our backyard. I love my grandpa.

13. What is the text about?

- A. The writer's family.
- B. The writer's grandfather.
- C. A very tall and strong man.
- D. The writer's sports activities.

14. "My grandfather is sixty four years old and he is retired now."

The underlined word is closest in meaning to

- A. very weak
- B. not energetic
- C. having no money
- D. no longer working



The following text is for questions 15 to 16.

Using Your Electric Kettle.

When you first buy an electric kettle, the first thing to do is removing all packaging materials. To remove any dust or residue from the manufacturing process, you have to boil some water for two or three times before initial use.

Here are the steps in boiling water:

1. Remove the unit from the base.
2. Open the cover by depressing the button near the handle.
3. Fill in the kettle with your desired amount of water, but do not fill above the maximum (max) line.
4. Close the lid by pressing down it gently until it locks.
5. Place the kettle on the base and ensure that it is correctly engaged.
6. Connect the cord to the power outlet and switch the unit ON.
7. The kettle will switch off automatically when the water is boiling.

15. Why do we have to boil water two or three times before initial use?
- A. To clean the residue.
 - B. To discard the dirty water.
 - C. To complete the boiling cycle.
 - D. To remove all packaging materials.
16. The underlined word in "fill the kettle with your desired amount of water, ..." is closest in meaning to
- A. followed
 - B. cooked
 - C. wanted
 - D. believed

This following text is for questions 17 to 18.

Once upon a time there lived a lion who was afraid of nothing except a crow of a cock. A chill would go down his stomach whenever he heard a cock crowing.

One day, the lion met an elephant and told him what he was afraid of. The elephant laughed and said, "How can a cock's crow scare you? You are the king of all animals. A cock is only a small animal." The lion felt very embarrassed.

Just then a mosquito came and began circling the elephant's head. The elephant became very scared and screamed, "If it gets into my ears, I will die." He tried to fight the mosquito with his trunk, but it didn't give up. He finally ran away.

Seeing this, the lion laughed very loudly and said, "The mosquito is far smaller than the cock, yet you are afraid of it very much."





17. What happened to the lion when he heard a cock crowed?
- A. He was amused.
 - B. He was very sad.
 - C. He felt afraid.
 - D. He ran away.

18. What is the lesson taken from the story?
- A. We should be afraid of the lion.
 - B. We have to help other people.
 - C. We have to be aware of other people.
 - D. We should not look down on other people.

The following text is for questions 19 to 20.

Once upon a time, there was a kingdom in Java that was attacked by another kingdom. The king asked his Queen to save her life. Alas! In the middle of the jungle, the enemy killed all her guards. However, the Queen was lucky because she changed herself into a golden snail and survived.

One day, an old woman saw the snail and took it home. She looked after it. Whenever the old woman was not at home, the snail turned into a human being. She cooked and did the household chores. When the old woman got home, the Queen quickly changed into a snail again. It happened several times and made the old woman curious. One day, the old woman peeped and saw what was going on. She broke in, immediately. She asked, "Why did you change yourself into a snail?". The Queen told her what happened. The old woman was surprised to know that the snail was a Queen.

Later, from the head of the village they discovered that the king had won the battle and he was looking for his wife. Then the village head sent a message to the king telling him that his wife was safe.

Several days later, the King and his guards came for the queen. They thanked the villagers for their kindness and brought the old women to their palace.

19. What happened when the old woman found the snail?
- A. She reported it to the head of the village.
 - B. She helped it to find the queen's husband.
 - C. It helped cleaning and cooking in her house.
 - D. She brought it to her house and took care of it.

20. What does the second paragraph tell you about?
- A. The queen lived as a golden snail
 - B. The enemy who attacked the kingdom
 - C. The old woman who looked after a snail
 - D. The king's guards who were killed by enemy

The Key Answer

1. D
2. C
3. C
4. D
5. C
6. B
7. B
8. B
9. B
10. B
11. D
12. A
13. B
14. D
15. A
16. C
17. C
18. D
19. D
20. A