

**STUDENTS' OBSTACLES IN ANSWERING READING TEST**

**THESIS**

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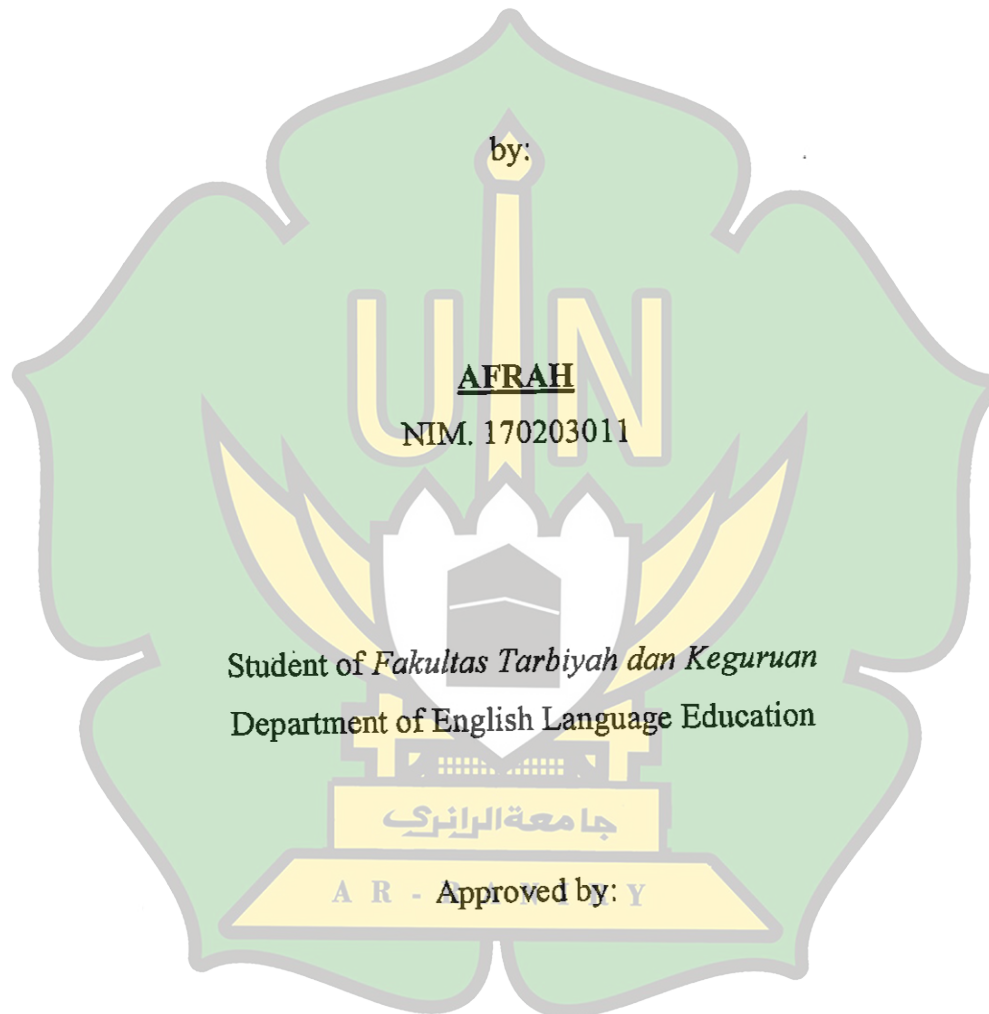
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**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
BANDA ACEH  
2022 M / 1443 H**

# THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry*  
*Banda Aceh* in Partial Fulfillment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching



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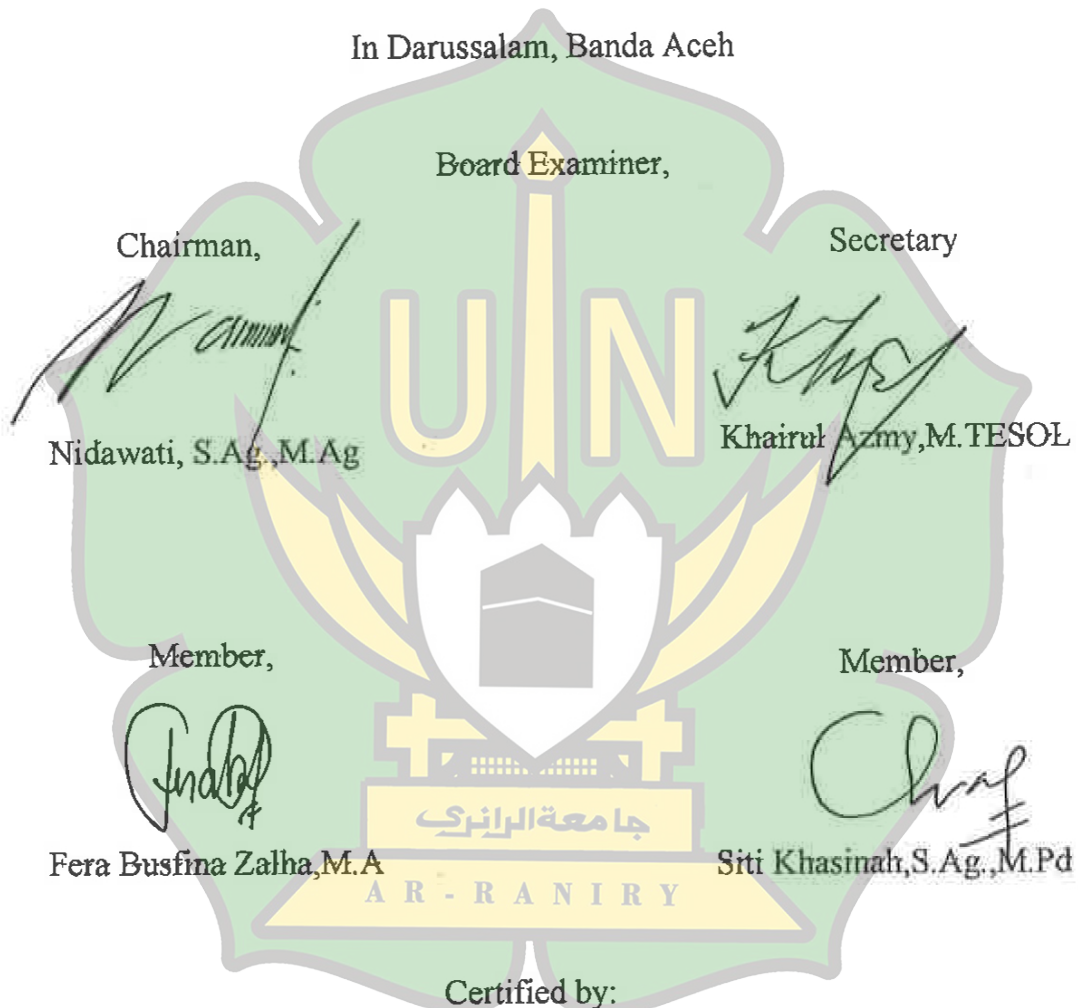
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It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

On: 14 July 2022  
Friday, 14 Dzulhijjah 1443 H

In Darussalam, Banda Aceh



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**SURAT PERNYATAAN KEASLIAN**  
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Students' Obstacles In Answering Reading Test**

adalah benar-benar karya saya, kecuali semua referensi dan kutipan yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 1 Juni 2022

Yang Menyatakan,

  
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## ACKNOWLEDGMENTS

*Alhamdulillah* rabbi'l'alamin, all praise to Allah SWT who has given me His mercy, grace, health, and blessing of life so that I can complete this thesis well. Shalawat and Salam may always grant to the great Prophet Muhammad SAW who has brought us from the realm of ignorance to the realm full of knowledge as we feel today.

I hereby would like to express my gratitude and appreciation to my thesis supervisor whom without their guidance and encouragement this thesis could not be completed as this well. Firstly, I would like to express my sincere gratitude to Ms. Nidawati, M.Ag as my main supervisor and Ms. Fera Busfina zalha, MA, as my co-supervisor who has provided motivation, guidance, support, and useful suggestions to complete my thesis from the beginning to the last step of writing this thesis. My appreciation also goes to all lecturers and staff of English education at UIN Ar-Raniry who has provided me with knowledge, suggestions and inputs that are very valuable to me.

Secondly, I would like to express my highest appreciation to my beloved parents, my father, the late Usamah and my mother, Nadirah S.Pd, whom without their prayer, encouragement, and motivation this thesis could not be done properly. Thank you for all the support, prayers, love and patience, that means everything to me. For my beloved father, may he will get husnul khatimah, get forgiveness and be placed in Allah's heaven. I also do not forget to express my gratitude to all my beloved family members, namely, my beloved sisters, Lisna

Aulia S.Pd, Nurul Fitri S.Pd, Syifa Aisya, and beloved brother Muhammad Syauqi and Muhammad Farisqi, who always support and give me encouragement in completing this thesis. The warmest and most special thanks to my beloved husband, Iqbal, who always helps me in working on this thesis, gives encouragement to always be enthusiastic in achieving a bachelor's degree, and always be there for me whenever I need help.

Thirdly, I would like to thank the school principal of SMAN 1 Indrapuri, Dra. Jamaluddin thank you for letting me conduct my research there, and my gratitude to the head of the curriculum section, Wiwin Antariyani M.Pd, and also Mr. Jufrizal S.Pd as an English teacher who has accepted me to do research and cooperation, and spent his time to guide me in doing my research, so that I can be able to complete this thesis perfectly. My sincerest gratitude to all of the students of XI IPA 1 and XI IPA 2 who have participated in this research.

Last but not least, I would like to give my special thanks to my best friends, Puput Maulidya, Vajara Ramadhika, Aprilia, Zawiratul Aufa, Nura Safina, Miftahul Jannah, Ulil Abshar, and Aulia Saptra who have provided support, encouragement, and motivation to complete this thesis. I am very grateful to have some close friends who always support me and good listener for every problem I faced, especially when I had to revise this thesis and re-start over and over again. I Also want to express my appreciation to all PBI 2017 students, I hope we can always establish friendship after graduating from this university.



Finally, I hope that this thesis can be used as a reference for further researchers and can make a positive contribution to the development of English language education students.

Banda Aceh, 1 June 2022

Penulis,

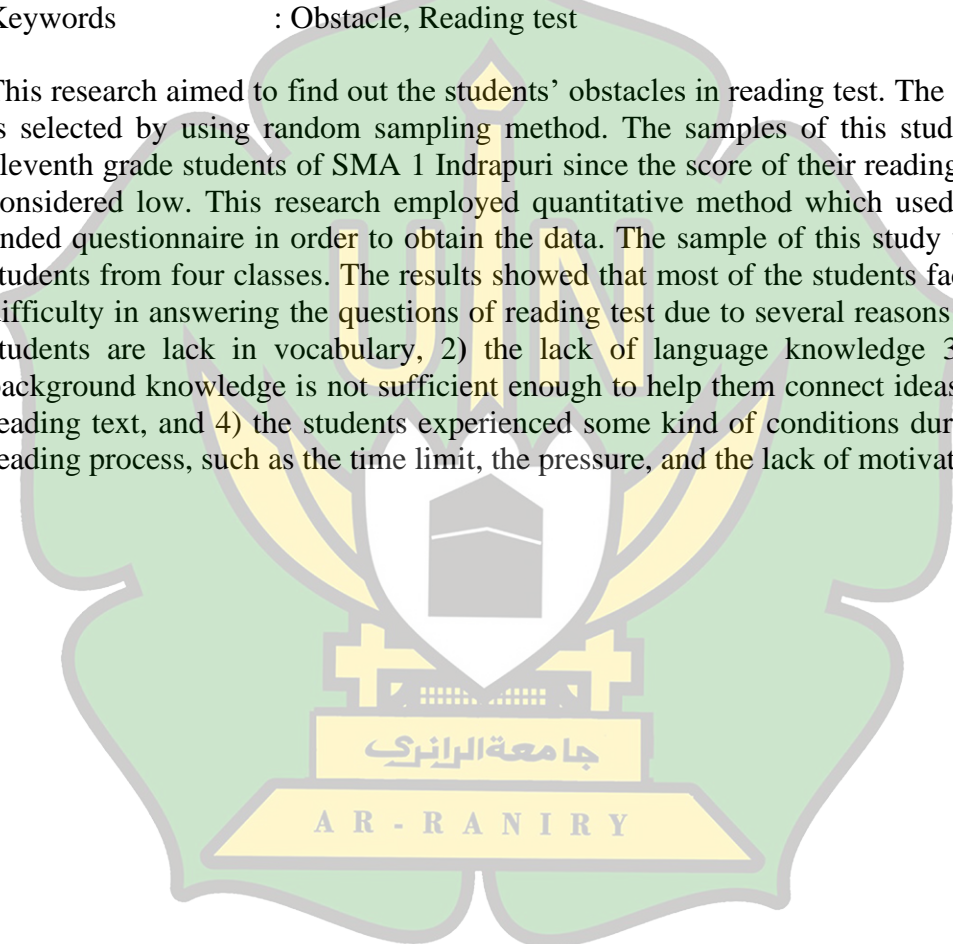
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## ABSTRACT

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Keywords : Obstacle, Reading test

This research aimed to find out the students' obstacles in reading test. The sample is selected by using random sampling method. The samples of this study were eleventh grade students of SMA 1 Indrapuri since the score of their reading test is considered low. This research employed quantitative method which used close-ended questionnaire in order to obtain the data. The sample of this study was 84 students from four classes. The results showed that most of the students faced the difficulty in answering the questions of reading test due to several reasons: 1) the students are lack in vocabulary, 2) the lack of language knowledge 3) their background knowledge is not sufficient enough to help them connect ideas in the reading text, and 4) the students experienced some kind of conditions during the reading process, such as the time limit, the pressure, and the lack of motivation.





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# CHAPTER I

## INTRODUCTION

This chapter presents the background of study, research questions, the aims of study, research significances and key terms used. It represents the introduction of the study.

### A. Background of the Study

Reading means the process of grasping meaning of the content and the writer's idea about the topic. Furthermore, grasping means comprehending the reading materials. Reading comprehension is the ability to understand the idea and information in the reading texts. Richard (2017, p.12) mentions that "the ability to understand the meaning depends on the reader's knowledge of the language, the structure of texts, and knowledge of the subject of reading". It means that in understanding a text, a reader should have knowledge of the language, structure and language in order to get clear information based on the text. The statement above is in line with Pang<sup>R</sup> (2003, p.6) who said that "the ability of reading influenced by the readers' background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text". Therefore, a good reader should master the aspects of language such as vocabulary, grammar and modified by the reader' experience.

Reading is considered as a difficult skill for the students in English as Foreign Language class. Therefore, the students have to get good comprehension

and clear information to avoid the mistakes in answering the questions or exercises. This forces the teacher to use the methods for educating the students in reading skills. Besides, reading is the skill which determines the students' achievement in English. Therefore, the students have to prepare themselves in reading comprehension. According to Stanley (2019), the students must reach the aspects of reading comprehension where the students should be able to find the main idea, making inference, and knowing the supporting details.

In high school curriculum in Indonesia, reading is one of the language skills that is being tested in examination. The standards which have to be reached by the students in reading skills are the students must able to understand the meaning in the text forms and students are capable to determine general overview, topic sentence, detailed information and specific information in the text. However, it is found that in answering reading test, the students face some obstacles because they are not used to reading English text (Iftanti, 2012). Reading is a skill which cannot be mastered in a short period of time, especially reading English text which is a foreign language to Indonesian students. It seems that EFL students lack in the motivation towards reading English texts which makes them feel difficult when it comes to reading. They have no desire to read English word because they believe that reading English text is not an easy thing for them. As a result, it can be seen that many students have low score in their reading test because they face the obstacles in it.

Many researchers have touched on this field attempting to investigate the students' difficulties in comprehending reading test. One of the previous studies

written by Nurjannah (2018), who tried to investigate the obstacles in reading faced by second-semester students of English Literature at Universitas Ngudi Waluyo. Her study found that the main students' difficulty in answering their final test is due to the lack of vocabulary mastery. This problem related to poor habit of reading and little interest toward English comprehension class. Another study by Mauli (2014) which entitled "Students' Difficulties in Finding Main Ideas" tried to explore eight grade SMP Darul Falah Bandar Lampung students' challenges in finding main idea of reading texts. The result of her study showed that the students got 6 difficulties: low interest in reading, long sentences, poor reading strategy, lack of vocabulary, grammatical error, and poor knowledge on paragraph. From this study, it is also can be inferred that the students face the difficulty in reading because they do not have the interest in reading.

Another study which discussed about the students' difficulties in reading is written by Riadil (2020) which conducted in Tidar University. The aim of his study is also to investigate the strategies that the students use to overcome the obstacles they face in reading. He chosed the third semester EFL students' to be the sample of his research and employed Google Form questionnaire to gather information from the students. The result showed that the students are having difficulties in translating vocabularies, determining main ideas, connecting each sentence, and relating the text to their prior knowledge. The other result of this study revealed the strategies that the students must to solve their problems in reading: using the dictionary and clues context, using some reading strategies like



skimming and scanning, and predicting the content of the text by finding key word in the text.

Similar to the previous studies, this study attempts to investigate students' obstacles in their reading test, specifically in understanding the important points of the text, such as main idea, inferring, detail and vocabulary. This study took place in SMAN 1 Indrapuri, Aceh Besar. The reason of choosing the school as the place of the study because it was found that many students in this school experiences the difficulties in reading test. According to one of the English teachers in SMAN 1 Indrapuri, reading is one of the most difficult parts of English examination. Therefore, this study is interested in analyzing the obstacles causing the students in that school having barriers in answering the reading part of english test. In regard to this problem, it is encouraged that EFL teachers acknowledge the students' problems in reading and try to find more applicable strategies that can be used in the classroom especially when it comes to reading class so that the students will have better result in answering reading part.

#### **B. Research Question** A R - R A N I R Y

To deal with the problem mentioned above, this study addresses a research question: "What are the obstacles faced by the students in Indrapuri Senior High School in answering reading test?".

### C. The Aim of Study

The purpose of the study is to investigate the obstacles faced by the students in Indrapuri Senior High School in answering reading test.

### D. Research Significance

#### a. For Teachers

This study is anticipated to inspire the teachers to improve their preparation in teaching, especially in teaching reading, as it requires more strategies in order to help students understand better and minimize the obstacles that the students faced during reading test.

#### b. For Students

The aim of this study is to find out the students' obstacles in answering reading test. I hope that this study can detect the students' obstacles and therefore make them realize their challenges in reading and help to overcome their problems.

#### c. For Other Researchers

This study can be a reference for other researchers who are doing research in the same field. Although I definitely think that my study is still lacking in many ways, hopefully the next researchers can fill the gap for a better study.

### E. Terminologies

There are a few terms in this study that require additional clarification. to provide precise definitions and prevent misunderstandings. The following

definitions of all the terminology make use of dictionaries and other literature to be as clear as possible.

### 1. Students' obstacle

It is undeniable that students encounter obstacles in their learning. It can be caused by many factors, whether internal or external. Cambridge Dictionary defines obstacle as “something that blocks you so that movement, going forward, or action is prevented or made more difficult”. Obstacles also mean difficulties or problems in reaching the progress. In this study, students' obstacles means the difficulty faced by the students in answering reading test.

### 2. Reading Test

According to Barnett (1988), “Reading is a process in which everyone's minds translate printed symbols to the ideas that the author tries to tell or communicate to the readers”. It means that reading is the process of extracting meaning of the text, translation from the written form to a form of language then the reader is able to drive the meaning. Meanwhile, the term “test” comes from a Latin word, “Testum” which means “the instrument the land” (Dambayana, 2021). It means that an instrument is used to measure or analyze an activity that happens in a place. Test has a set of questions, each of which has a correct answer, and people being tested typically provide their responses orally or in writing. Test is the right way that teachers use to test their students' ability. Therefore, reading test is an evaluation to measure the students' understanding in reading English texts.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter focuses on theoretical framework and literature review of reading, reading test and students' obstacles in answering reading test.

#### **A. Reading**

##### **1. The Definition of Reading**

Reading is a fundamental ability in language which is meant to be done to understand the content of written form of language. According to Sutari (2000, p. 20), "reading is a process of getting the meaning of something written or printed by interpreting its characters or symbols. Reading is a second language defined as process of grasping full linguistics meaning in the new language through the symbol used to represent it". Pang (2003) defines reading as the process to understand a text and grasp the meaning from the words and sentences. Burnes (2017, p.45), "reading is the process to comprehend written discourse." He suggests that reading is an interactive process in which the reader tries to engage with the author by reading the text and finding the ideas and information written in the text. It is the process of the author and readers both providing and accepting meaning. From these definitions, it can be deduced that reading is a process of understanding written text to understand the content and to get the information from it.

In learning English, reading is one of the basic skills that are important in order to master the language. Hatch (2016, p. 40), mentioned that "reading is

exactly important skill in a second language, especially in English as a second or foreign language around the world”. It means that reading is essential to ESL/EFL students because they can master the language they are trying to learn, while getting the knowledge by reading and training their cognitive process in getting the meaning. This is supported by Carrel (2016, p.4) stating that “reading is not passive, but rather than active process”. In this instance, reading is an active cognitive activity that involves interacting with the texts to create meaning when learning English as a second language. Since English is not their first language; it is undoubtedly difficult for EFL students to decipher the meaning of an idea from written writings. The learner must be proficient in understanding word meanings, sentence structure, content, and most importantly, the writer's intention in order to comprehend a reading book (Burnes, 2017).

## **2. Reading Competences and Reading Components**

Reading competence is defined as understanding, utilizing, commenting, and engaging with written materials in order to accomplish goals, advance knowledge and potential, and to engage in society. The purpose of reading competence is to set the standard in which the students have to achieve.

Reading components are the components in reading which determines the key points of how someone has reading skills. Reading skills are divided into several components: phonics, phonemic awareness, vocabulary, fluency, and comprehension.

Based on the curriculum in Indonesia, the standard competence of reading of second grade high school students is to understand the purpose and meaning of short functional text and short essay of narrative text and recount text to the nearest environment in order to access the knowledge. In reading a text, a reader should get the components which are consisted in a text. According to Stanley (2019), the reading elements that should be understood by the readers are:

a. Finding main idea

Main idea is the main subject that receives the most attention in a paragraph. It acts as the key point which gives a whole idea of the paragraph. Finding the main idea does not always have to be in the opening or in the closing sentences of the paragraph. Readers will be able to determine the paragraph's content and its strong aspects by identifying the main idea.

b. Finding factual information

Students must carefully read the text's details in order to find factual information. Typically, junior high and senior high school students are the target audience for the factual information questions. It frequently includes a question word.

c. Guessing vocabulary in context

Students should be able to guess the vocabulary that they do not know by connecting the word with another in order to understand the content. By linking the meaning of the unknown words in the text that is read, students might improve their ability to guess a term that is unfamiliar to them.



#### d. Reference

Repeating a word or phrase numerous times is known as a reference term, and once it has been used, pupils may usually refer to it rather than repeat it. Students will benefit from reference words to better understand the reading text. Reference words are typically short pronouns that are used frequently, including she, he, it, they, this, her/him, and a number of others.

#### e. Inference

Understanding, whether it be apparent or implicit messages from the text, is crucial to reading comprehension. Therefore, it is expected of the students to produce precise predictions. By accurately reading the cues a writer provides, prediction can be formed. In this instance, merging textual information with reader input adds to a text. According to this perspective, reading involves more than just gleaning information from the text. Instead, it is one in which the reading challenges the reader to apply a variety of knowledge that can then be expanded and polished by the new information the text provides. Additionally, readers get knowledge, new vocabulary, information, and pleasure from reading.

### 3. The Types of Reading

Brown (2004) categorized reading into silent reading and oral reading or also known as reading aloud.

#### 1. Oral Reading

In oral reading or reading aloud, the reader sometimes used to convey the information for people around him or her. Since reading aloud needs to utter the word of the text, it can be used to help and diagnose the students' learning to read.

Oral reading also provides to practice in pronouncing words and using grammatical usage. Phang (2017, p.14), gave a clear different for them: “silent reading is considered to be a “see and comprehend” process than the oral one that is a “see, say and comprehend” process”. It is clear the reason for reading is to extract the knowledge from a certain text for the reader. Phang (2017) in his book mentions: Reading aloud is a strategy in which a teacher allots time to read aloud to children regularly from materials that are above their hearing level but below their independent reading level. Reading aloud fosters interests in reading. It arouses emotions and the imagination, exposes students to a variety of literary works, and serves as an excellent reading process model.

## 2. Silent reading

Silent reading means physically reading without a voice and only relies on the visual memory. The main purpose of silent reading is to get information. It has to be realized that silent reading is the only key for every branch of knowledge. Henry quoted by Flatley (2018, p.54) mentions that “the students can enrich their vocabulary and also to get good literature knowledge by doing a silent reading”. In classroom teacher usually applies silent reading and asks students to find information in the passage. For example, we read the newspaper, novel, article or might be a journal. People are completely use silent reading. That is why silent reading is very close to many people. In learning process, the students read the text silently and answer the questions based on the text to measure their comprehension. It is learned since they are in the first grade of junior high school. Silent reading includes:

a. Intensive

Intensive reading is reading that is solely confined to a brief text and is done with the intention of fully comprehending the reading's content.

b. Extensive

Reading extensively refers to reading broadly and frequently with the primary goal of taking pleasure in reading activities.

#### 4. The Purposes of Reading

Reading is an important part of learning language at every level because it supports learning in multiple ways and the basic skill in learning any language. Walker (2019, p.33) mentioned that reading has some purposes, such as to learn the language, content information, cultural knowledge and awareness.

1. Reading for language learning: Reading material is forms of language input. Instructors supply several possibilities for students to learn vocabulary, grammar, sentence structure, and discourse structure as they appear in real-world scenarios by assigning them a variety of reading resources. Thus, students have a more thorough understanding of how the many linguistic components interact to generate meaning.
2. Reading for content information: The reason why students read in their mother tongue language is frequently to learn more regarding a topic they are learning, also that this reason can also be helpful in the language education course. Students are given authentic reading material and an authentic purpose for reading when they read for content information in language classes.

3. Reading for cultural understanding and knowledge: Students can gain knowledge of the way of life and worldview of those who speak the language they are learning by reading materials intended for native speakers. Monolithic cultural start to dissipate when students can read newspapers, magazines, and websites, which expose them to culture in all of its diversity.

### **5. Reading Comprehension**

Reading comprehension is the essence of the reading process. Reading comprehension is the ability to generate meaning from a given written material (Lems, 2010). Reading with comprehension involves deriving significance from the text. The capability and depth of grasping the concepts or information contained in reading text are used to assess a reader's reading success. Reading is therefore actually an active, cognitive process that is influenced by the reader's personal experiences and prior knowledge in addition to their ability to recognize words. As stated by Hornby (2016, p. 235), "comprehension means improving or testing one understands of a language either in written or spoken form". Besides that, comprehension has the same meaning with understanding. It can be explained that comprehension is capacity to grasp meaning from a text as well as the writer's idea. Students who are familiar with the word meanings are better able to understand the text. For greater comprehension, readers should focus more throughout reading activities. Burnes (2017) pointed out that understanding is not a distinct ability but rather requires the relationship of the student's knowledge and organization of that knowledge as it relates. This process entails combining

information onto the student's previous knowledge. Prior knowledge of the student is crucial to understanding a reading content.

Moreover, effective comprehension necessitates the capacity to connect the textual content to one's prior understanding. Understanding a text requires interaction between the text and the reader's prior knowledge. Understanding words, phrases, and full texts requires more than just having a solid linguistic knowledge of the language. As quoted from Carrel (2016, P.76) “every act of comprehension involves one's overall world knowledge”. Hornby (2016, p.163) argued that “Reading comprehension is also the essence of reading process that related to word, sentence and paragraph meaning” In reading study, Hillyard (2016) revealed that reading comprehension was not likely to be improved by conventional comprehension education, nor was it very engaging. She described the three steps of teaching reading comprehension as mentioning, practicing, and evaluating. In other words, teachers would describe the skill they desired their pupils to utilize, give them practice using workbooks or expertise worksheets, and then determine whether or not they were using the ability successfully.

### **B. Reading Test**

Reading test is a test which measure students’ ability in understanding texts (Mauli, 2014). It is conducted to assess the students’ reading skill in language subject, including English. By having reading test, the teacher can acknowledge how far the students have mastered the language and comprehend the text's content.



## 1. Aspects being tested in reading test

### a. Main idea

Main idea is the important statement which covers up the whole topic of the paragraph. Longan (2002) stated that main idea is the key to understand the text better.

### b. Inference

Inference means finding conclusion of the text. The students need to connect their background knowledge and the information from the text to help to identify the conclusion from the text (Kopitski, 2007).

### c. Details

This aspect is tested to measure how well the students understand the text. The questions will be about the information that is stated in the text.

### d. Vocabulary in context

It is known that reading means knowing the meaning of the vocabulary in the text. In reading test, students are tested whether they know the meaning of the vocabulary or not. The content of the text can help students to predict the meaning (Sharpe, 2005). However, it is undeniable that the majority of students face this reading difficulty because they lack in vocabulary.

## C. Students' Obstacles in Answering Reading Test

Reading difficulty refers to a problem with reading that was leading students to lag behind in their reading passages in the classroom (Oberholzer, 2005). It implies that pupils' difficulties understanding the text are caused by



reading difficulty. This issue may negatively impact their academic performance, particularly in terms of their reading skills. Moreover, Kuswidyastutik (2013) said that someone's understanding of a thing can be measured by whether or not he/she was able in answering questions related to it and the difficulty can be seen from the mistakes he/she did while working on the questions. The basic questions that the pupils encountered on the reading test concerned the main idea, locating references, comprehending the challenging words, and drawing conclusions from the chapter. According to the study, those queries are also the main challenges that students encounter when trying to understand the text.

The following are some common obstacles that students face when it comes to reading comprehension, namely; difficulty comprehending long sentences and texts, difficulty caused by a lack of prior knowledge, difficulty using reading strategies and difficulty focusing (Fajar, 2009) :

a. Difficulty in comprehending long sentence

The majority of students have trouble understanding long sentences with complex structures, which is a frequent issue. It is explained in a study by Barfield (1999), which found that 20% of academic texts and almost 12% of graded stories contained long sentences that were difficult for students to understand. The result of this issue is that pupils who struggle to understand long sentences are unable to grasp the main idea of the text.

b. Difficulty in Applying Reading Strategies

Students that struggle to read methods frequently have trouble understanding the topic. The lack of the strategies required to succeed on a

reading comprehension test will challenge and irritate students unfamiliar with reading strategies such as skimming and scanning (Duarte, 2015). Students that don't employ reading strategies often exhibit certain traits: First, the students read the text word by word while depending excessively on their visual cues, which significantly slows down their reading speed and impairs their understanding. Second, because the pupils concentrated so much on the details, the text's essential theme was frequently overlooked. Third, they simply paid too much attention to the form of the expense meaning. Additionally, pupils who lack efficient reading skills could find it challenging to pass a reading comprehension test (Fajar, 2009).

#### c. Difficulty in Concentration

Reading concentration problems may be brought on by a psychological issue. Lack of focus will prevent the students from understanding the content. When the pupils take reading tests, their concentration distraction can get worse. Another aspect contributing to pupils' poor reading skills is their inability to focus, as concentration is crucial for good and efficient reading. Shaw (2015) claims that focused reading is the key to understanding a text. However, most students find it difficult or impossible to focus effectively when reading.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses about the research method used in this study, the population and sample, technique of data collection, and data analysis of this study.

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

Research design is a detailed and specific plan on how to obtain, analyze, and interpret data. Nasution (2004) describes research design as the processes design from the beginning, to execute the research in a correct order, starting from the preparation stage to the last report stage.

This research was conducted by using quantitative method. According to Creswell (2012), quantitative is used to obtain the data statistically in number to observe the relationship among variables. This method is suitable for this study since the purpose is to investigate the students' obstacles in reading test. Therefore, to obtain the data, the researcher used questionnaire consists of questions that leads to the students' experience in reading test. The data derived from the result of the questionnaire were then analyze statically. The questionnaire is given to the eleventh grade students of SMA 1 Indrapuri in the academic year of 2021/2022.

## B. Population and Sample

### 1. Population

Population is the total numbers of the object study. Sugiyono (2011) defines the population as a wide are which contain objects or subjects that have certain characteristics set by the researchers. The population of this study is all the 11th grade students at SMAN 1 Indrapuri Aceh Besar, who are divided into two of IPA classes and two of IPS classes. The total number of the population is 84 students which is classified in the table below.

**Table 3. 1** Total of Students

Class	Male	Female	Number of students
Class IPA 1	10	10	20
Class IPA 2	14	6	20
Class IPS 1	12	10	22
Class IPS 2	12	10	22
Total			84 students

### 2. Sample

Sample is the representative of the population of the study. The sample is selected by using random sampling method. The sample is the eleventh grade students from SMA 1 Indrapuri who have learned English for a year in the high school. The sample is selected based on Arikunto's theory (2008), if the total population is more than 100, the sample is best taken from 10-25% Of the total

number, however, if the total population is less than 100, all of them should be taken as the sample. Therefore, because the population is less than 100 students, all the students are taken to be the sample. Therefore, the sample is 84 students from every class of second grade students.

### **C. Data Collection Technique**

The data was collected by using questionnaire distributed to the respondents. Questionnaire is a written set of questions used to obtain the participants' opinion and perspective about a certain topic (Creswell, 2012). Additionally, the questionnaire which saved the data in written form helps the research to keep the students' answer or response. The best method for gathering data from a big population or a sample was by using questionnaires. By employing the questionnaire, researchers could gather a wide range of data related to their research topic.

This research used questionnaire to record the high school students' opinion about their experience and difficulties in answering the reading test. There are two types of questionnaire, 1) open-ended questionnaire in which there is no option to the question answers and allows the participants to give their opinion in long written form and 2) close-ended in which there is options to the question answers which have to be selected by the participants therefore they are not allowed to give their personal additional answer (Leavy, 2017). This study chose to use close-ended questionnaire which consists of questions that provides fixed limited answer so that the respondent chooses one of the answers given. The

questionnaire used Likert scale which enables the respondent to show their respond indicating how much or how little they agree with the statement. It includes five options, namely: Strongly agree, Agree, Neutral, Disagree, Strongly disagree. The Likert Scale score are classified below:

**Table 3. 2** The Classified of Likert Scale Score

Statement	Score
Strongly agree	1
Agree	2
Neutral	3
Disagree	4
Strongly disagree	5

The researcher chose to use close-ended questionnaire to get the data to allow the students to choose one answer for each question in which the researcher has provided the list of questions that are related to the obstacles in reading test. Moreover, the close-ended questionnaire eases the students in answering the questionnaire because it is easy to comprehend. The questionnaire is adopted from a thesis written by Yolanda Melandita (2019) under the title “Students’ Difficulties in Comprehending the English Reading Texts at the Second Semester of Eight Grade of SMP Darul Falah Bandar Lampung”. The following are the list of statements in the questionnaire composed by the researcher in this research:



- 1) Saya mengalami kesulitan dalam memahami makna dari kosakata Bahasa Inggris yang ada pada teks saat ujian.
- 2) Saya mengalami kesulitan dalam mencari tahu makna dari kosakata yang baru saya temui dalam teks ujian
- 3) Saya kesulitan dalam menebak-nebak arti dari sebuah kosakata dan mengaitkannya dengan konteks teks
- 4) Bahasa yang digunakan dalam teks ujian reading terlalu akademis
- 5) Saya menemukan kesulitan saat saya membaca teks yang topiknya tidak familiar dengan saya.
- 6) Saya kesulitan mencari ide pokok dari teks
- 7) Saya kesulitan mencari tujuan dari teks ujian
- 8) Saya mendapat kesulitan dalam mencari rangkuman dari teks.
- 9) Saya kesulitan mengingat kosakata yang sudah saya ketahui sebelumnya
- 10) Saya kurang paham dengan tipe-tipe teks dalam ujian
- 11) Saya tidak paham makna soal terkait dengan teks yang diberikan
- 12) Saya bosan saat membaca teks ujian yang panjang
- 12) Waktu yang diberikan tidak cukup untuk mendalami teks yang panjang dan sulit
- 13) Saya merasa tidak pernah paham saat membaca teks bahasa Inggris
- 14) Saya merasa stress dan terbebani saat saya tidak dapat memahami isi dalam bacaan

#### D. Technique of Data Analysis

The researcher analyzed the quantitative measurement-based questionnaire (percentage) and entered the data to quantitative findings. In this study, the questionnaire is analyzed by using quantitative measurement by using Microsoft Excel. The data is presented in numbers and the researcher provided description to elaborate the data.

The analytical method used in this research is Descriptive Analysis Percentage. This percentage descriptive is processed by frequency divided by the number of respondents and multiplied by 100 percent, as stated by Sudjana (2001: 129) are as follow:

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

Description:

P = Percentage

f = Frequency

N = Number of Respondents

100% = Constant Number

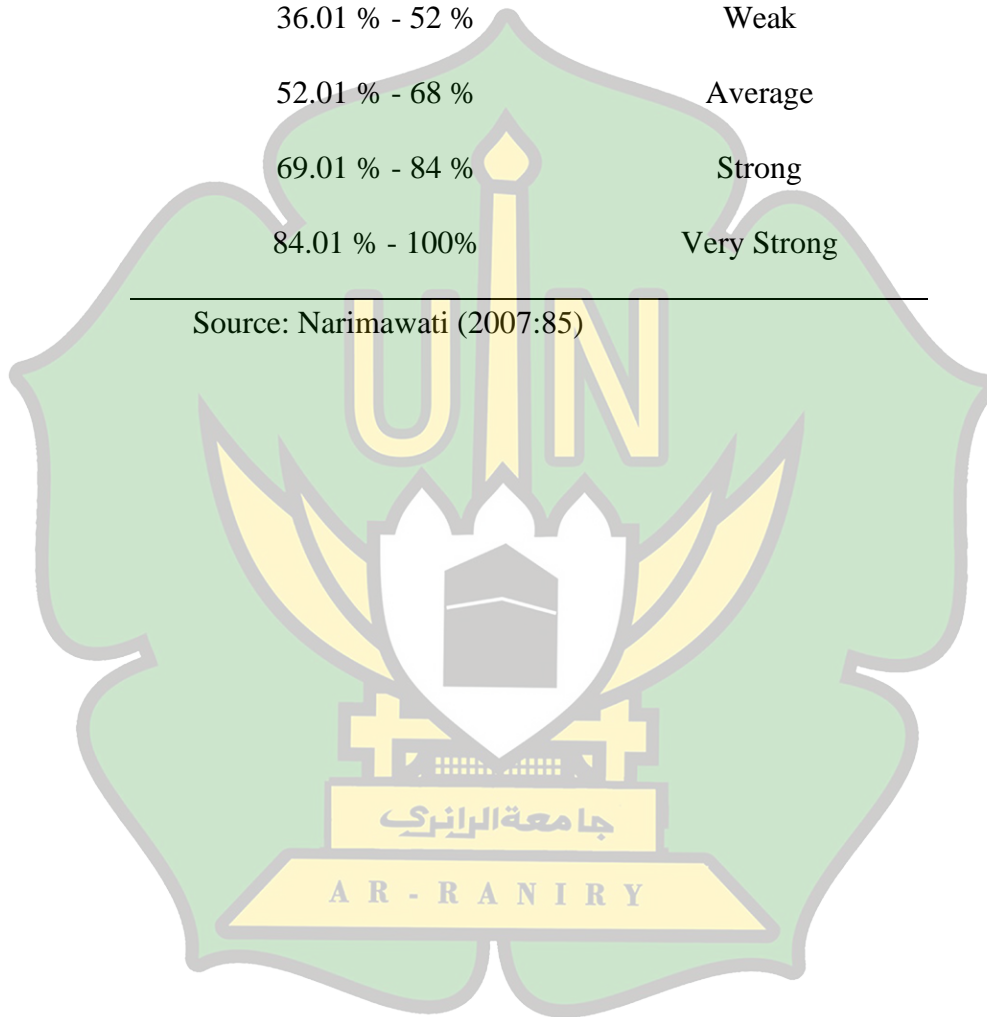
To calculate the criteria percentage, the researcher used the formula:

$$\frac{\text{The amount of total score}}{\text{the score maximum}} \times 100 \%$$

**Table 3.3** Interpretation Criteria Percentage

<b>Score Percentage</b>	<b>Criteria</b>
20 % - 36 %	Very Weak
36.01 % - 52 %	Weak
52.01 % - 68 %	Average
69.01 % - 84 %	Strong
84.01 % - 100%	Very Strong

Source: Narimawati (2007:85)



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the findings of the research and the discussion from the data collection, and the interpretation from the data which will further answers the research questions.

#### A. Findings

The set of questionnaires has been distributed to the 64 of second grade students of SMAN 1 Indrapuri. The data of the questionnaire which is in the paper form is analyzed by using Microsoft Excel accurately. The data is presented in numbers and percentage and the conclusion is drawn descriptively from each question of the questionnaire.

##### 1. The students' difficulties in reading test

To answer the research question regarding the students' difficulties in answering reading test, it is found from the data that there are four main difficulties that the students encountered, therefore the researcher categorized four main aspect of students' difficulties based on the data.

##### a. Difficulty in Vocabulary

The main problem which concerns the students during reading test is the lack of understanding in vocabulary. It is undeniable that the lack of vocabulary can cause some challenges for the students in understanding the content of the text.

From the given questionnaire, the researcher provided three statements in regard of this problem.

1) *Saya mengalami kesulitan dalam memahami makna dari kosakata Bahasa Inggris yang ada pada teks saat ujian.*

**Table 4. 1** Percentage of the first statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
1.	31%	31%	25%	11%	2%	44%	Average

From the first statement, the criterion of the percentage shows “average” from the students’ answer. It means that most of the students chose “very agree” and “agree” to the first statement as the percentage shows 31% from each of them. While, a little number of students disagree to this statement, but the researcher concluded that most of the students face the difficulty of understanding a word from the reading text during their reading examination.

2) *Saya mengalami kesulitan dalam mencari tahu makna dari kosakata yang baru saya temui dalam teks ujian*

**Table 4. 2** Percentage of the second statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
2.	27%	36%	20%	14%	3%	46%	Average

The criterion shows “average” by 46% of students’ response. Most of the students chose “Agree” by 36%, followed with 27% of “Very Agree” which describes that they experienced the problem in finding out the meaning of a new word they see in the reading text. However, 20% of students chose “Neutral” in regard of this difficulty.

3) *Saya kesulitan dalam menebak-nebak arti dari sebuah kosakata dan mengaitkannya dengan konteks teks*

**Table 4. 3** Percentage of the third statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
3.	25%	23%	28%	14%	9%	52%	Average



It has become a usual strategy that students tend to guess the meaning of a word and attempt to connect the word with the context to create a meaning. However, guessing the meaning of a word is not that easy especially when the students do not feel familiar with the topic of the text. Therefore, the data from this statement showed the percentage of students' response in 52% in "average", with 48% students chose to agree with this statement.

From the three statements, it can be concluded that the most of the students have problems with vocabulary in reading test. As a fact that vocabulary plays a vital role in the language skills. In reading, the obstacle of knowing a meaning of vocabularies is one of the most common difficulties that happen with EFL students, resulting the lack of their understanding of the text.

#### b. Language knowledge

Language knowledge refers to the students' understanding of the generic structure of the text, the language feature, and the knowledge of English in general.

From the questionnaire, three statements are given to address the students' difficulty in their knowledge of English.

4) Bahasa yang digunakan dalam teks ujian reading terlalu akademis

**Table 4. 4** Percentage of the fourth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
4.	22%	33%	23%	19%	3%	50%	Average

The table of percentage shows that most of the students chose “agree” and “very agree” in the former of 33% and the latter of 22%. Meanwhile, 23% chose “neutral” and 19% of “disagree”. However, the result of the students’ response is “average” which shows that most of the students have obstacles with the language of the text in the reading test that is way too academic for them to understand the context.

5) Saya menemukan kesulitan saat saya membaca teks yang topiknya tidak familiar dengan saya.

**Table 4. 5** Percentage of the fifth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
5.	17%	34%	28%	14%	6%	52%	Average

The statement above shows the difficulty that comes from the unfamiliarity of the topic of the text. Most of the students agree with this statement shown by the percentage of 34% and 17%. Meanwhile, 28% students chose neutral by the percentage of 28%. The result of this statement is “Average” of 52% which shows that most of the students share the same opinion on this problem.

6) *Saya kesulitan mencari ide pokok dari teks*

**Table 4. 6** Percentage of the sixth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
6.	27%	17%	31%	19%	6%	52%	Average

Finding main idea is one of the keys to ease the reading process, and not being able to do so can hinder them from understanding the content of the text. From the table above, the statement about determining the main idea of the text is one of the obstacles faced by the students in reading test. It can be seen from the 27% of students chose “very agree” to this statement. Therefore, the criterion is “average” in percentage of 52% which describes that most of the students find it hard to find the main idea.

7) *Saya kesulitan mencari tujuan dari teks ujian*

**Table 4. 7** Percentage of the seventh statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
7.	25%	28%	33%	8%	6%	48%	Average

The ninth statement of the questionnaire stated about the difficulty of finding the purpose of the text. The data showed that 25% of students totally agree to this statement and 28% of them also showed the agreement that they had problem in finding out the purpose of the text.

8) *Saya mendapat kesulitan dalam mencari rangkuman dari teks.*

**Table 4. 8** Percentage of the eighth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
8.	23%	25%	30%	9%	13%	53%	Average

From the table above, most of the students agree that they face obstacle in determining the summary of the text. Therefore, it can be inferred that many students still do not know how to find the key points of the text in reading test and therefore they cannot make a conclusion from the text. The result of this statement is “average” with the percentage of 53%.

c. Students’ background knowledge

Background knowledge is the prior knowledge which helps someone to relate his understanding toward something. In this context, the students’ background knowledge can undoubtedly help students to connect ideas or knowledge that he/she has known before.

To analyze this problem, the researcher provided 5 statements to collect the data.

9) *Saya kesulitan mengingat kosakata yang sudah saya ketahui sebelumnya*

**Table 4. 9** Percentage of the ninth statement

No	Percentage of answer					Percentage of students’ response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
9.	17%	31%	36%	5%	11%	52%	Average

From the table above, the result is “average” which means the students in average agree and disagree to this statement. The highest percentage showed in “Neutral” which explains that most of the students feel that this obstacle in reading does not affect them in general. However, the second highest percentage showed in “Agree” by 31% showed that the students do feel agree that they are having difficulty in remembering the meaning of vocabulary that they have known before.

10) *Saya kurang paham dengan tipe-tipe teks dalam ujian*

**Table 4. 10** Percentage of the tenth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
10.	17%	25%	44%	9%	5%	52%	Average

Based on the data, it was discovered that 25% of students agree to this statement, and 17% of them also stated the same as it is shown in the table 17% of “very agree”. In addition, a large amount of number shown in “Neutral” by 44% proves that most of the students feel neutral of this statement. In contrast, only a little number of students do not agree to this statement. The criterion of this



statement is 52% of “average” which means that the students have obstacles in identifying the type of the texts in reading test.

11) *Saya tidak paham makna soal terkait dengan teks yang diberikan*

**Table 4. 11** Percentage of the eleventh statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
11.	17%	42%	31%	9%	0%	47%	Average

According to the data, the majority of the students had difficulty understanding the meaning of the questions in the reading test, as evidenced by the students' 47% response, resulting “average”. Then it is seen from the percentage of 42% in “agree” and 17% of “very agree”. In addition, 0% shown in “very disagree” which explains that the students do not agree in this statement.

#### d. Reading Process

In reading process, students encounter many challenges including their mental condition such as feeling boredom, unmotivated, pressured, etc. This obstacle can distract the students while they are reading the text in reading test.

15) *Saya bosan saat membaca teks ujian yang panjang*

**Table 4. 12** Percentage of the twelfth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
12.	19%	44%	20%	8%	9%	49%	Average

One of the common obstacles that the students face during the reading test process is the boredom when they are given a long text. The data showed that 44% of students agree to this statement. Only a small number of students showed disagreement by the percentage of 9%. From this statement, it can be concluded that the length of the text can become an obstacle to the students in the reading test section.

13) *Waktu yang diberikan tidak cukup untuk mendalami teks yang panjang dan sulit*

**Table 4. 13** Percentage of the thirteenth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
13.	41%	39%	11%	3%	6%	39%	Weak

The statement above showed the students' response in the limited time given when they are doing the reading test. It showed that most of the students agree that they do not have enough time to read a long and difficult text and therefore it becomes an obstacle for them. 41% students chose "very agree" and 39% chose "agree" in which it explains that this is a real obstacle that they experienced.

14) *Saya merasa tidak pernah paham saat membaca teks bahasa Inggris*

**Table 4. 14** Percentage of the fourteenth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
14.	58%	25%	11%	5%	2%	33%	Weak

The statement above refers to the most common problem that EFL students feel when they are doing a reading test. A large number of students very agree to this statement that they never understand anything when they are reading an English text. The data can be seen from the first column of "very agree" which shows the highest percentage of 58% in which it explains that most of the students are experiencing this difficulty in reading test.

15) *Saya merasa stress dan terbebani saat saya tidak dapat memahami isi dalam bacaan*

**Table 4. 15** Percentage of the fifteenth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Agree	Agree	Neutral	Disagree	Very Disagree		
15.	30%	25%	23%	13%	9%	49%	Average

When the students read a text that seems difficult for them, they become pressured and stressed out because they cannot understand what they are reading. This is a mental state of the students which also becomes a problem in reading test. Most of the students agree to this statement as it can be seen from the percentage in “very agree” and “agree” in which the former showed 30% and the latter in 25%. Therefore, the criterion found is in “average” in the percentage of 49%.

After analyzing fifteen questions, the researcher found out that the students have difficulty in reading test due to their lack of language knowledge, their difficulty in vocabulary, their limited background knowledge, and their condition during reading process.

**Table 4. 16** The Result Percentage

Result	Percentage
Average	$\frac{13}{15} \times 100 \% = 87\%$
Weak	$\frac{2}{15} \times 100 \% = 13\%$

## B. Discussion

This study concentrated on students' obstacles that they experienced in reading test. The study investigated into the differences in reading test problems faced by the students of SMAN 1 Indrapuri into four areas:

The first common problem that most of the students face is the lack of vocabulary. In order to master any language, vocabulary comes in the first place. Many EFL students experienced the difficulty in reading test due to their lack of vocabulary which challenges them in understanding English (Nurjannah, 2018).

A student who loves reading and spends a lot of time in reading activity will help them to master vocabularies. On the contrary, a student who has low reading ability will find difficulty in learning process. From the findings above, it can be concluded that the main obstacles faced by the students of SMAN 1 Indrapuri in reading test is because of their lack in vocabulary meaning. Therefore, when they read the text, they have no clue on what the text is talking about.

Therefore, one of the solutions that the teacher can do is by exposing more vocabularies to the student in the teaching process, such as by giving them

vocabularies to memorize, asking the students to read a text aloud, or by giving them a text to translate. In addition, Hedge (2003) as cited in Alyousef (2005) the importance of teaching reading is to build the ability and knowledge of students to understand the material of reading text. Such as ability to read various texts in English, ability to adjust reading styles according to the purpose of reading (i.e. skimming, scanning), and ability to have critical perspective on the content of the texts.

The second is the student's lack of language knowledge. Reading comprehension is defined as the capacity to read, process, and comprehend text. The ability to comprehend text is influenced by a person's language knowledge, how advanced he is in the target language, and someone's ability in inferring the context of the text.

In relation to this obstacle, language knowledge refers to someone's knowledge of language which includes their ability to identify the aspects in reading. According to Nuttal (1982), there are five aspects of reading comprehension which the students should understand in comprehending a text well, such as determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words or detail information. These aspects are regarded as difficulties that the students encounter in comprehending the text.

From the findings, it is found that most of the students do not have adequate amount of knowledge of reading aspect. They do not know how to identify a main idea, to conclude a text, to make inference, and so on. Therefore,



this happens as one of the causes of why students are having problems in reading test. To tackle this problem, the students have to be taught more on how they can master and improve their language knowledge by giving them more explanation and strategies on how to find main ideas, detailed information, conclusion, etc.

The third obstacle found from the data is due to the learner's background knowledge. In reading, someone's background knowledge plays a vital in helping him/her to understand the text better because understanding a text means that one can connect the ideas of the text with his/her previous knowledge (Burner, 2017). In this case, most of the students of SMAN 1 Indrapuri admitted that they have very little background knowledge towards the topic of text since the text are not familiar with them. As a result, they could not connect the ideas in the text with their background knowledge and they could not obtain the information within the text in reading test.

The last obstacles found by the researcher experienced by the students of SMA 1 Indrapuri when they take reading test are caused within the reading process itself. During the reading process, the students felt several conditions due to several factors. From the questionnaire, the researcher provides several statements that asked about the students' difficulty during the reading process, such as the time during the test, the students' mental condition, and the students' motivation.

From the findings, it is found that all of the students agreed that they have no understanding when they read English text in reading test. In addition, they also confirmed that they feel pressured when they cannot understand the content of the

text which obstruct them when answering the questions. This situation in reading test proved that the students feel uneasy because of the pressure that they experienced during the test.

From all of the challenges, it can be concluded that all of the obstacles are related to one another. To overcome these problems, the teacher and the students themselves need to find more strategies on how to create a better way in reading test. Poor readers in foreign language studies have revealed that they lack drive to read or improve their reading skills and that this lack of motivation creates a barrier to reading comprehension. Readers also recognized the primary causes of poor performance in class, which included a lack of appealing textbooks, novels, and cartoons, as well as materials in English. To put it another way, the teacher is the one who may encourage pupils to read by selecting materials that are relevant to their interests to help to motivate their will to read more English texts.

The first of the reading test problems perceived as uncertain by respondents was surprisingly not background knowledge, but rather a lack of motivation and the pressure they were under during the reading test. The second problem perceived by the respondents was the lack of reading strategies, Respondents perceived motivation and the reading process. The respondents' last perceived issue was a lack of language knowledge.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusions

After collecting and analyzed the data, it is found that the second-grade students of SMAN 1 Indrapuri had experienced some obstacles in reading test. The Students' difficulties in the reading test include: The first was difficulty in vocabulary, the second was the lack of language knowledge, the third was learner's background knowledge, and the fourth was the reading process.

Based on the data from the questionnaire, each category shows percentage in "Average" with the percentage of 87% which can be concluded that most of the students agreed that they have obstacles in answering reading test.

In order to decrease the problems in reading test, both students and teachers need effort to find strategies. As for the teachers, they have to be able to acknowledge the students' difficulty and provide effective and helpful reading strategies during the learning process so that the students will have preparation when they take the reading test. As for the learners, they have to be able to identify their own weaknesses and try to learn harder to tackle their own challenges in reading test.

## **B. Suggestions**

Given the findings of the study, the researcher would like to make some recommendations to teachers. The students, and for the next researchers which focus on this case. For the teachers, it is important that the teachers have to observe the difficulties of reading which happens during the classroom and try to find the strategies and solutions to anticipate that problems so that the students can overcome their problems during the reading test.

For the students, the researcher hoped that the students of SMAN 1 Indrapuri will try to improve their motivation in studying English, especially in finding motivation and interest to read English texts. The researcher also suggests that the students will try to acknowledge their obstacles in reading and therefore they can increase and deepen their knowledge after learning about the difficulties of reading in order to apply and use the strategies they have learned. Lastly, the suggestion for the next researcher is that the researcher hoped that the next researchers will continue this study by conducting the further investigation, for example by finding ways on how to identify students' difficulties in reading text and providing strategies for teachers to help students overcome their challenges in reading test.

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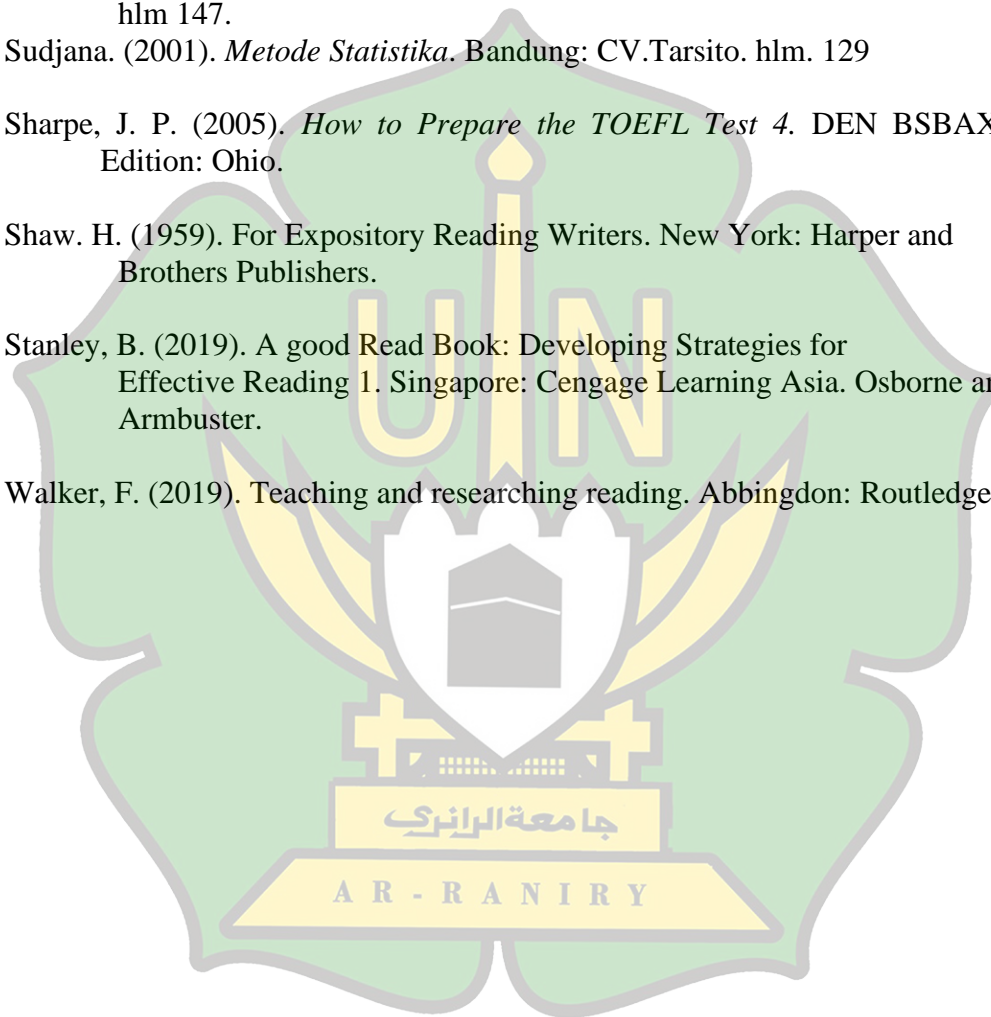
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## APPENDICES

## Appendix A : Appointment Letter of Supervisor

**SURAT KEPUTUSAN DEKAN FAKULTAS TARRBIYAH DAN KEGURUAN UIN AR-RANIRY**  
 Nomor : B-15316/Un.08/FTK/KP.07.6/07/2021

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARRBIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARRBIYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-11097/Un.08/FTK/KP.07.6/7/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;

2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;

3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;

4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;

5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;

6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;

7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI

8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;

9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;

11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2021

**MEMUTUSKAN**

Menetapkan  
 PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-11097/Un.08/FTK/KP.07.6/7/2021 tanggal 29 Juli 2021

KEDUA : Menunjuk Saudara:

1. Nidawati, M. Ag. Sebagai Pembimbing Pertama

2. Fera Busfina Zalia, MA Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Afrah

NIM : 170203011

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Students Obstacles in Answering Reading Test


KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

**AR - RANIRY**

Ditetapkan di: Banda Aceh  
 Pada Tanggal: 11 Oktober 2021  
 An. Rektor  
 Dekan,

  
 Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan ditaksir; dan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

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Appendix B: Recommendation Letter from the Fakultas Tarbiyah and  
Keguruan to conduct field research



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-3563/Un.08/FTK.1/TL.00/03/2022  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar
2. Kepala Sekolah SMAN 1 Indrapuri

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AFRAH / 170203011**  
Semester/Jurusan : X / Pendidikan Bahasa Inggris  
Alamat sekarang : Indrapuri Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Students Obstacles in Answering Reading Test***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 10 Maret 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,

A R - R A



Berlaku sampai : 03 April 2022

Dr. M. Chalis, M.Ag.

## Appendix C: The Questionnaire Answers

### Questionnaire

Nama:

Kelas:

#### I. Penjelasan

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

#### II. Isian Kuesioner

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

Keterangan :

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

### Questionnaire

Nama : *Riskan Fathia*

Kelas : *XI. IPA<sup>2</sup>*

#### I. Penjelasan

Kuesioner ini di susun untuk mengetahui pendapat anda tentang pelajaran Bahasa Inggris materi tentang belajar reading comprehension. Jawablah pernyataan ini dengan jujur dan benar.

#### II. Isian Kuesioner

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

#### Keterangan :

- Jika anda sangat setuju pada pernyataan tersebut, centang (v) pada kolom 1
- Jika anda setuju pada pernyataan tersebut, centang (v) pada kolom 2
- Jika anda netral pada pernyataan tersebut, centang (v) pada kolom 3
- Jika anda tidak setuju pada pernyataan tersebut, centang (v) pada kolom 4
- Jika anda sangat tidak setuju pada pernyataan tersebut, centang (v) pada kolom 5

No.	Pernyataan	Sangat Setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
		1	2	3	4	5
1	Saya mengalami kesulitan dalam memahami makna dari kosakata Bahasa Inggris yang ada pada teks saat ujian		✓			
2	Saya kesulitan mengingat kosakata yang sudah saya ketahui sebelumnya			✓		
3	Saya kurang paham dengan tipe-tipe teks dalam ujian			✓		
4	Bahasa yang digunakan dalam teks ujian reading terlalu akademis		✓			
5	Saya bosan saat membaca teks ujian yang Panjang			✓		
6	Saya menemukan kesulitan saat saya membaca teks yang topiknya tidak familiar dengan saya		✓			



7	Saya kesulitan mencari ide pokok dari teks			✓		
8	Saya mengalami kesulitan dalam mencari tahu makna dari kosakata yang baru saya temui dalam teks ujian			✓		
9	Saya kesulitan mencari tujuan dari teks ujian			✓		
10.	Saya kesulitan dalam menebak-nebak arti dari sebuah kosakata dan mengaitkannya dengan konteks teks			✓		
11.	Waktu yang diberikan tidak cukup untuk mendalami teks yang Panjang dan sulit			✓		
12.	Saya membaca teks berulang kali agar saya merasa lebih paham.			✓		
13.	Saya kurang memahami informasi dari setiap bagian teks sehingga saya membaca setiap kata per kata untuk memahami teks.			✓		
14.	Saya merasa stress dan terbebani saat saya tidak dapat memahami isi dalam bacaan			✓		
15.	Saya mendapat kesulitan dalam mencari rangkuman dari teks.			✓		



7	Saya kesulitan mencari ide pokok dari teks					✓	
8	Saya mengalami kesulitan dalam mencari tahu makna dari kosakata yang baru saya temui dalam teks ujian	✓					
9	Saya kesulitan mencari tujuan dari teks ujian		✓				
10.	Saya kesulitan dalam menebak-nebak arti dari sebuah kosakata dan mengaitkannya dengan konteks teks			✓			
11.	Waktu yang diberikan tidak cukup untuk mendalami teks yang Panjang dan sulit		✓				
12.	Saya membaca teks berulang kali agar saya merasa lebih paham.		✓				
13.	Saya kurang memahami informasi dari setiap bagian teks sehingga saya membaca setiap kata per kata untuk memahami teks.			✓			
14.	Saya merasa stress dan terbebani saat saya tidak dapat memahami isi dalam bacaan		✓				
15.	Saya mendapat kesulitan dalam mencari rangkuman dari teks.			✓			

### Questionnaire

Nama : ANIL SARU

Kelas : 2.1

#### I. Penjelasan

Kuesioner ini di susun untuk mengetahui pendapat anda tentang pelajaran Bahasa Inggris materi tentang belajar reading comprehension. Jawablah pernyataan ini dengan jujur dan benar.

#### II. Isian Kuesioner

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

Keterangan :

- Jika anda sangat setuju pada pernyataan tersebut, centang (v) pada kolom 1
- Jika anda setuju pada pernyataan tersebut, centang (v) pada kolom 2
- Jika anda netral pada pernyataan tersebut, centang (v) pada kolom 3
- Jika anda tidak setuju pada pernyataan tersebut, centang (v) pada kolom 4
- Jika anda sangat tidak setuju pada pernyataan tersebut, centang (v) pada kolom 5

No.	Pernyataan	Sangat Setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
		1	2	3	4	5
1	Saya mengalami kesulitan dalam memahami makna dari kosakata Bahasa Inggris yang ada pada teks saat ujian		<input checked="" type="checkbox"/>			
2	Saya kesulitan mengingat kosakata yang sudah saya ketahui sebelumnya	<input checked="" type="checkbox"/>				
3	Saya kurang paham dengan tipe-tipe teks dalam ujian		<input checked="" type="checkbox"/>			
4	Bahasa yang digunakan dalam teks ujian reading terlalu akademis					
5	Saya bosan saat membaca teks ujian yang Panjang		<input checked="" type="checkbox"/>			
6	Saya menemukan kesulitan saat saya membaca teks yang topiknya tidak familiar dengan saya		<input checked="" type="checkbox"/>			

7	Saya kesulitan mencari ide pokok dari teks		✓			
8	Saya mengalami kesulitan dalam mencari tahu makna dari kosakata yang baru saya temui dalam teks ujian		✓			
9	Saya kesulitan mencari tujuan dari teks ujian	✓				
10.	Saya kesulitan dalam menebak-nebak arti dari sebuah kosakata dan mengaitkannya dengan konteks teks		✓			
11.	Waktu yang diberikan tidak cukup untuk mendalami teks yang Panjang dan sulit		✓			
12.	Saya membaca teks berulang kali agar saya merasa lebih paham.	✓				
13.	Saya kurang memahami informasi dari setiap bagian teks sehingga saya membaca setiap kata per kata untuk memahami teks.		✓			
14.	Saya merasa stress dan terbebani saat saya tidak dapat memahami isi dalam bacaan	✓				
15.	Saya mendapat kesulitan dalam mencari rangkuman dari teks.		✓			

### Questionnaire

Nama : *SALMAN FARISI*

Kelas : *XI. IPS<sup>2</sup>*

#### I. Penjelasan

Kuesioner ini di susun untuk mengetahui pendapat anda tentang pelajaran Bahasa Inggris materi tentang belajar reading comprehension. Jawablah pernyataan ini dengan jujur dan benar.

#### II. Isian Kuesioner

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

Keterangan :

- Jika anda sangat setuju pada pernyataan tersebut, centang (v) pada kolom 1
- Jika anda setuju pada pernyataan tersebut, centang (v) pada kolom 2
- Jika anda netral pada pernyataan tersebut, centang (v) pada kolom 3
- Jika anda tidak setuju pada pernyataan tersebut, centang (v) pada kolom 4
- Jika anda sangat tidak setuju pada pernyataan tersebut, centang (v) pada kolom 5

No.	Pernyataan	Sangat Setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
		1	2	3	4	5
1	Saya mengalami kesulitan dalam memahami makna dari kosakata Bahasa Inggris yang ada pada teks saat ujian		✓			
2	Saya kesulitan mengingat kosakata yang sudah saya ketahui sebelumnya			✓		
3	Saya kurang paham dengan tipe-tipe teks dalam ujian				✓	
4	Bahasa yang digunakan dalam teks ujian reading terlalu akademis	✓				
5	Saya bosan saat membaca teks ujian yang Panjang		✓			
6	Saya menemukan kesulitan saat saya membaca teks yang topiknya tidak familiar dengan saya			✓		

7	Saya kesulitan mencari ide pokok dari teks						✓
8	Saya mengalami kesulitan dalam mencari tahu makna dari kosakata yang baru saya temui dalam teks ujian					✓	
9	Saya kesulitan mencari tujuan dari teks ujian			✓			
10.	Saya kesulitan dalam menebak-nebak arti dari sebuah kosakata dan mengaitkannya dengan konteks teks			✓			
11.	Waktu yang diberikan tidak cukup untuk mendalami teks yang Panjang dan sulit			✓			
12.	Saya membaca teks berulang kali agar saya merasa lebih paham.			✓			
13.	Saya kurang memahami informasi dari setiap bagian teks sehingga saya membaca setiap kata per kata untuk memahami teks.			✓			
14.	Saya merasa stress dan terbebani saat saya tidak dapat memahami isi dalam bacaan			✓			
15.	Saya mendapat kesulitan dalam mencari rangkuman dari teks.						✓



Appendix D The Result of Questionnaire

No	Nama	Kelas	1. Saya mengalami kesulitan dalam mencari dan mengorganisir informasi yang ada pada saat ujian	2. Saya kesulitan dalam mencari dan mengorganisir informasi yang ada pada saat ujian	3. Saya kesulitan dalam mencari dan mengorganisir informasi yang ada pada saat ujian	4. Balasan yang saya terima dari dosen/teman yang membantu saya dalam menyelesaikan tugas yang diberikan	5. Saya mengalami kesulitan dalam mencari dan mengorganisir informasi yang ada pada saat ujian	6. Saya mengalami kesulitan dalam mencari dan mengorganisir informasi yang ada pada saat ujian	7. Saya mengalami kesulitan dalam mencari dan mengorganisir informasi yang ada pada saat ujian	8. Saya mengalami kesulitan dalam mencari dan mengorganisir informasi yang ada pada saat ujian	9. Saya mengalami kesulitan dalam mencari dan mengorganisir informasi yang ada pada saat ujian	10. Saya mengalami kesulitan dalam mencari dan mengorganisir informasi yang ada pada saat ujian	11. Saya mengalami kesulitan dalam mencari dan mengorganisir informasi yang ada pada saat ujian	12. Saya mengalami kesulitan dalam mencari dan mengorganisir informasi yang ada pada saat ujian	13. Waktu yang saya butuhkan untuk menyelesaikan tugas yang diberikan	14. Saya mengalami kesulitan dalam mencari dan mengorganisir informasi yang ada pada saat ujian	15. Saya mengalami kesulitan dalam mencari dan mengorganisir informasi yang ada pada saat ujian
1	Nur Fitri Mawatih	XI-IPA 1	3	4	3	2	4	3	5	4	2	3	4	2	3	3	2
2	Zaltron Adia	XI-IPA 1	3	3	4	4	4	4	4	4	4	3	3	1	3	1	1
3	Adha Eliana	XI-IPA 1	4	3	4	4	4	4	4	4	4	3	3	1	3	2	2
4	Nash Sulhaya	XI-IPA 1	4	5	4	4	4	4	4	4	4	4	4	4	4	4	5
5	Dede Andha	XI-IPA 1	1	2	2	1	2	2	3	3	2	2	2	2	2	2	2
6	Adha Yanti Nisa	XI-IPA 1	2	2	1	4	4	4	3	3	3	3	3	2	2	2	2
7	Panahul Jannah	XI-IPA 1	2	2	2	4	4	4	3	3	3	3	3	2	2	2	2
8	Kalimas	XI-IPA 1	4	3	4	4	4	4	3	3	3	3	3	2	2	2	4
9	Sadra Sant	XI-IPA 1	4	3	4	4	4	4	3	3	3	3	3	2	2	2	4
10	Dwi Asmi	XI-IPA 1	4	3	4	4	4	4	3	3	3	3	3	2	2	2	4
11	Fasa Akbar	XI-IPA 1	4	3	4	4	4	4	3	3	3	3	3	2	2	2	4
12	Rani Wadim	XI-IPA 1	4	3	4	4	4	4	3	3	3	3	3	2	2	2	4
13	Della Rizka	XI-IPA 1	4	3	4	4	4	4	3	3	3	3	3	2	2	2	4
14	Dea Rastriani	XI-IPA 1	3	2	1	3	3	3	3	3	3	3	3	2	2	2	1
15	Sima Marito Fianah	XI-IPA 1	5	2	3	4	4	4	2	2	2	2	2	2	2	2	5
16	M. Rizki Alhamdulillah	XI-IPA 1	1	1	1	2	2	2	4	4	4	4	4	3	3	3	4
17	Hannah Rifa Anjani	XI-IPA 2	3	5	3	5	5	5	4	4	4	4	4	3	3	3	4
18	Fitri Yanti	XI-IPA 2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
19	Zam Adhina Anura	XI-IPA 2	3	2	4	4	4	4	3	3	3	3	3	2	2	2	2
20	Sophaul Bahuman Ma	XI-IPA 2	3	4	3	4	4	4	3	3	3	3	3	2	2	2	2
21	Fera Yurnalis	XI-IPA 2	3	4	3	4	4	4	3	3	3	3	3	2	2	2	2
22	Sifa Feulha	XI-IPA 2	3	2	2	1	1	1	2	2	2	2	2	2	2	2	3
23	Fazani Rina	XI-IPA 2	1	2	5	1	1	1	3	3	3	3	3	2	2	2	4
24	Fuzanti Almondia	XI-IPA 2	1	2	2	2	2	2	4	4	4	4	4	2	2	2	4
25	Suzani Ramadhani	XI-IPA 2	1	3	1	3	3	3	2	2	2	2	2	2	2	2	5
26	Affia Saura	XI-IPA 2	3	1	3	5	5	5	3	3	3	3	3	2	2	2	5
27	Bahma Muli	XI-IPA 2	1	1	5	1	1	1	4	4	4	4	4	2	2	2	1
28	Kadha Fajardi	XI-IPA 2	3	3	3	3	3	3	3	3	3	3	3	2	2	2	4





**Appendix D: Students Pictures of Research**



