STUDENTS DIFFICULTIES IN READING COMPREHENSION AT
THE FIRST GRADE OF SMAN 1 DARUSSALAM
ACEH BESAR

THESIS

Submitted by:

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Jumadil Awwal 13th, 1439 H

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ACKNOWLEDGEMENT

In the name of Allah SWT., the Most Grateful and Beneficial

All praise are due to Allah SWT., the almighty of the universe, and the owner of all knowledge who has given me health and chance to experience this life. My praises also belong to the beloved prophet Muhammad SAW who led us to this brilliant world which full of knowledge, who mankind from the darkness to the brightness.

This research would not have been possible without the support of many people. I wishes to express my gratitude to supervisors; Khairil Razali, S. Pd. L., MA., MS and Yuni Setianingsih, M. Ag who were abundantly helpful and offered invaluable assistance, support, and guidance in completing my study. My sincere and special gratitude toward my beloved parents; M. Husni RA and Samsinar for their endless love, prayer, financial, understanding, and never ending support. Special thanks also to all my friends at English Department of academic year 2013. There was no such a great present except your truly friendship. I really appreciate the days we spent together and the knowledge we shared together as well. Whole of you mean a lot for me, especially to my twin Dasril Hidayat, and my friends (Fitrianizar and Fahrizal Riski) who supported me in the fulfilment of this study. Thank you very much.

Banda Aceh, 2 January 2018

[Signature]

Dasril Hidayati
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SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Dasrul Hidayati
NIM : 231324339
Tempat/Tanggal Lahir : Kuta Tinggi, 29 November 1995
Alamat : Jl. Labaro Angan, Desa Lam Anan, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “Students Difficulties in Reading Comprehension at The First Grade of SMA 1 Darussalam” adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 31 Desember 2017
Saya yang membuat pernyataan,

(Dasrul Hidayati)
This study focuses on the difficulties faced by the first grade students of senior high school in reading comprehension. The purposes of the study were to find out the difficulties faced by the first grade students of SMAN 1 Darussalam, Aceh Besar and to find out the factors of difficulties in reading comprehension. The method applied was descriptive quantitative, where the test and questionnaire were used as the instrument data collection methods. The test consisted of 20 question items divided into five types of questions, which were main idea, detail information, making inferences, locating reference, and vocabulary. Index difficulty and percentage were used to analyze the data. The result of the test showed that the majority of the first grade students of SMAN 1 Darussalam, Aceh Besar found difficulties including answering main idea, making inference, and locating reference questions. The most difficult aspect that encountered by the students of SMAN 1 Darussalam, Aceh Besar was finding main idea questions, because the located main idea was difficult to find. In addition, based on the students’ responses in questionnaire, they mostly got difficulties in understanding vocabulary, poor mastery of grammar, the difficulty in understanding long sentences, lack of media learning, less support from the family, lack of knowledge of strategies in reading comprehension.

Keyword: Students difficulties, Reading comprehension.
CHAPTER I
INTRODUCTION

A. Background of the Study

Reading is the basic skill that is closely related to other skills such as writing, speaking and listening. Students are required to read lots and understand the reading material in order to achieve better result in learning process. According to Grabe and Stoller (2002), reading can be taught as a way to draw information from text and to form an interpretation of that information. It means reading is also a gateway for students to get information and knowledge in educational process.

A student who loves reading and spends a lot of time in reading activity also has ability to write well. By reading, students can improve their vocabulary and writing skill. On the contrary, a student who has low reading ability will find difficulty in learning process. Moreover, the students will feel ashamed in adapting themselves with their school environment. Conversely, a good teacher must be more skilled in mastering grammar and vocabulary understanding. 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 (Hedge, 2003, as cited in Alyousef, 2005).
Reading well means to understand what writer tries to present in his/her writing. This means that a reader needs background knowledge and competence while reading. Razali and Razali (2013) stated that some readers use their background of knowledge and experience to compose meaning from the text in reading process, then the readers will connect the ideas in the text to what they already know in order to get the comprehension of the text. Even most people can comprehend the material what they read after reading word-by-word and they are spending a lot of time repeating the difficult term of the text.

Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text (Grabe and Stoller, 2002). It means that reading comprehension is the ability to read text, process and understand its meaning. An individual’s ability to understand text is influenced by their natures and skills, one of which is the ability to make inferences.

Reading comprehension also can improve vocabulary and writing skill. 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.

At senior high school, teaching reading intends to develop students’ skill in reading comprehension. All schools implement a curriculum which is relevant to the needs of their specific pupils. Curriculum is more positive in nature, which
could achieve the objective of motivating learning, enhancing knowledge and abilities and developing positive values or even attitudes. Nowadays, most schools implements Curriculum 2013 as the current curriculum.

Based on Basic Competence which is issued by *Kementerian Pendidikan dan Kebudayaan* 2013 that basic competence 2013 of the first grade senior high school, the students are expected to comprehend social function, texts structure, and language features in reading text (descriptive, narrative, recount text, and so on) in oral and written form. However, in a real situation, the students have not achieved the curriculum expectation and have low ability in reading comprehension. Obviously, text such as English magazines, newspaper and article as an authentic material has the important role such as improving students reading ability and their knowledge of current issues. But it is not easy to be read for students and to comprehend.

There is a previous study that has similarity to this research which was conducted by Zuhra (2015). The research is about *Senior High School Students Difficulties in Reading Comprehension*. Her study aims at finding out the most difficult types of reading comprehension questions faced by students in reading tests and why they face these difficulties in the national examinations. Her thesis was a case study at second grade of senior high school Lhokseumawe. In result, she found that most difficult type of reading comprehension question faced by the students was an inference question because they did not comprehend the questions asked. It is because of their weaknesses in differentiating between the nature of different types in reading comprehension questions.
However, to know the difficulties in reading comprehension is important. The problems are faced by the students might be different in one school to another school. Based on the observation, in fact, most of the students in SMAN 1 Darussalam, they still have difficulties in comprehending the reading materials text, such as they have difficulties in making inference, determining main idea and locating reference. Some of the reasons are that they do not understand to use reading comprehension strategies and lose of concentration in reading comprehension. However, most of the students have difficulties in reading English text from materials that adopted from newspapers, articles, textbooks and magazines. Due to this situation, the researcher is interested in analyzing the students’ difficulties in reading comprehension and find out what are the difficulties factors that the students faced in reading comprehension.

**B. Research Questions**

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

1. What are the most difficult aspects of reading comprehension that encountered by students of SMAN 1 Darussalam, Aceh Besar?
2. What are the difficult factors that the students faced in reading comprehension?
C. Research Aims

The purposes of the study are:

1. To find out what the most difficult aspects that encountered by the students of SMAN 1 Darussalam, Aceh Besar in reading comprehension.
2. To know what the difficult factors that the students faced in reading comprehension

D. Limitation of the Study

In this study, the researcher limited study on the difficulties faced by students into three categories: 1). The difficulty in making inference, 2). The difficulty in getting main idea, 3). The difficulty in locating reference. The researcher also focuses on the factors that influence the difficulties faced by students in reading comprehension.

E. Significant of the Study

This study would give positive contribution for the English teachers of senior high school, in order to create and find innovation methods and teaching activities which applied in teaching reading in order to help the students to overcome their difficulties in English reading text. This study result is expected that students can improve their reading and motivation in learning English.
F. Terminology

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

1. Difficulty

Difficulty is state or quality of being hard to do or to understand (Hornby, 2001). The difficulty is the mistakes which are faced by the students in teaching and learning process. It occurs because the students are confused or do not know or understand about the material which the teacher has explained. In this case, difficulty is the state that the students are hard to comprehend English reading text.

2. Definition of Reading Comprehension

Pang et al. (2003) stated that reading is about understanding written texts. It involves both perception and thought. It is also an interactive process that goes on between the reader and the text, resulting in comprehending the text. The text present letter, words, sentences, and paragraph that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning. So, it means reading is one of the skills which has to be mastered, because by reading, the students can understand what the writer informs to the reader.

According to Grabe and Stoller (2002), reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading without comprehension is nonsense and useless. They are related to each other and cannot be separated. Comprehend has the same meaning with understanding. It means
reading comprehension is the essence of the reading process from what is being read and to find out the meaning from the text.
CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

Reading is an activity to understand the content of the text that we read. By reading, reader can get any message and information which can increase knowledge. According to Pang et al. (2003), reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. Readers will use background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text. It means reading is a process of communication between the writer and the reader. The writer has a message such feeling, facts, ideas, and arguments they want to share. Then, the writer puts the message into the words. So, reading is a way in which something interpreted or understood. Reading does not only mean to understand the words or the grammar. It is not just translating but reading is thinking, in order to read well in English reading material text, and the reader must think what the text means.

English is a foreign language for Indonesia students. It is certainly not easy for students to interpret the meaning or the idea from written text. Because to understand the reading text, the students must have a good competence in knowing the meaning of words, sentences, contents, and the most important is to know about the writer ideas.
From the explanation above, the researcher concludes that reading comprehension is the process of getting the meaning of the content and all information about the topic in the text. In fact, comprehending an English text is not easy to do for students because English is a foreign language. Many readers are not able to catch the author’s idea because of the limitation of thinking and analyzing the meaning of words and sentences. Therefore, the reader should have good concentration in reading text to get the meaning of the author’s idea.

**B. Reading Comprehension Strategies**

In improving reading skills, the students have to practice reading a lot, and use certain strategies. The student ability to comprehend the text depends on their ability to use strategy to understand what writer say. It means that strategy helps the students to comprehend the text they read. Nuttal (1982) classifies reading strategies into four types. Those are skimming, scanning, extensive and intensive readings.

a. Skimming

Skimming is a useful skill to be applied in reading. Grellet (1999) stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every word in a text. Skimming assists the readers to understand the main idea of the text before reading it carefully. Students can do skimming in several ways such as reading the title or the other heading and look at
the picture, reading the first and the last paragraph of the text (Islam and Steenburgh, 2009).

b. Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information (Grellet, 1981). It means that scanning is the ability to read a text quickly in order to find specific information that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scan the list of name in a telephone directory to find a phone number. Scanning helps the reader find information quickly without reading the whole text.

c. Extensive Reading

In extensive reading, the readers usually face a longer text. In reading, the readers need a total understanding of writing. According to Brown (2001), extensive reading is carried out to achieve a general understanding of a text. Long and Richards (1987) identify extensive reading as occurring when the students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words. So, the aims of extensive reading are to build the readers’ confidence and enjoyment.

d. Intensive Reading

Intensive reading is reading for detail. It usually has a shorter text. A reader usually wants to get some specific information. According to Macleod (2011), intensive reading exercises may include looking at main ideas versus details,
understanding of what the text implies, making inferences, looking at the order of information and how it affects the message, identifying words that connect one idea to another and identifying words that indicate change from one section to another.

C. Reading Comprehension Aspects

According to Nuttal (1982), there are five aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. These aspects are regards as difficulties that the students encounter in comprehending the text.

a. Determining Main Idea

The main idea is a statement that tells the author’s point about the topic. According to Longan (2002), said that finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence (Vener, 2002). Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

b. Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers (Sharpe, 2005). In identifying reference, the students...
are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

c. Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning (Sharpe, 2005). It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

d. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Kopitski (2007) stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. These questions are often stated in one the following form:

“From the passage, we can conclude that ..”,

“It can be inferred from the passage…”,

“what the meaning of the statement above?”. 
Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

e. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text. Some example of detail question fall in the following pattern:

“According to the passage, who were fighting for the conversation in the forest?”,

“All of the following are the true except..”,

“A person, date, or place is,”.

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question, and then scan the passage for that words synonym.

D. Reading Comprehension Challenges

Difficulty is something that complicated to do (Richard 2007, as cited in Wahab 2012). It will be seen from students’ mistake or error learning process. In fact, many senior high school students often find the difficulties in reading comprehension. These difficulties result the student’s poor performance in reading test. Thus, from these factors arise some difficulties in reading comprehension.
Factors difficulties that faced by students divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments (Rahim, 2006). There are some internal factors that influence the students in reading comprehension that are generally found by the reader during reading, namely; difficulty in understanding long sentence and text, difficulty that is caused by limited background knowledge, difficulty in using reading strategies and difficulty in concentration (Fajar: 2009).

a. Difficulty in understanding long sentence

In a common problem that most of students finds difficulty in understanding the long sentence with complicated structure. It is supported by report of Barfield (1999) that shows almost 12 percent of students had difficulty in understanding long sentences in graded story and 20 percent in academic text. Therefore, the effect of this problem is the students who cannot comprehending long sentence they fail to understand the main idea presented in the text.

b. Difficulty in Using Reading Strategies

The students who lack of reading strategies often fails in understanding the text. The students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lack of tool necessary to succeed in reading comprehension test (Duarte, 2005). There are characteristics of the students who lack in use of reading strategies. First, the students 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,
the students spent a lot attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning. Furthermore, the students who do not possess effective reading strategies may be difficulty to deal with reading comprehension test. (Mei-yu, 1998 as cited by Fajar, 2009).

c. Difficulty in Concentration

Difficulty in concentration during reading can be caused by a psychological factor. Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do reading test. Difficulty in concentration is another reason for students’ poor reading because concentration is an important factor for a good and effective reading. Shaw (1959) states that comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading.

According to Peter (2001), there are external factors that influence the students in reading comprehension are reader environment. The environment factors can also influence the students in mastering and in learning English. Home and school are the two kinds of learners’ environment that can influence their learning reading achievement.

a. House environment

It cannot be neglected that parents play important role in the home. Freeman and Long (1990) stated that every students needs attention from their parents to reach their learning achievement. Since learning English is not the same
as learning Indonesia, children’s need parents or his/her family attention to learn about English. Learning reading without family attention will make students feel difficult in learning. They can feel down if no one support them to learn English text.

b. School environment

The school environment also can be a cause of students learning difficulties in reading comprehension, such as school with lack of learning media. The lack of learning media such as English books, magazines or newspapers make reading learning process become ineffective and will be impeding students in understanding the material.

E. Reading Comprehension at Senior High School

Reading comprehension means to understand what has been read. English has been taught as a foreign language in Indonesia. However, it does not mean that the result of teaching English in the school was satisfying, even though the fact is teaching reading process are continuously being taught within three years at senior high school. Reading makes students enjoy their learning process and gives several advantages in finding some information that is needed. It is an unlimited area that makes students learn about many things, such as education, politic, social, culture, religion, and health. All of that information can be obtained by reading.

Nowadays, at senior high school, teaching reading intends to develop students’ skill in reading comprehension. Based on the basic competence 2013 of
the first grade senior high school, the students are expected to comprehend social function, text structure, and language features in reading descriptive, narrative, recount texts, expository texts and so on in oral and written form. However, in a real situation, the students do not achieve the curriculum expectation and have lower ability in reading comprehension. In addition, to overcome the difficulties of students in reading, teachers must first find out or know what difficulties experienced by students during the reading process and factors that cause difficulty in reading.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The methods that was used in this research was descriptive quantitative. Descriptive quantitative research is scientific investigation which explains phenomena by using numbers. In this study, the researcher will described the students difficulties in reading comprehension at the first grade of senior high school.

B. Sampling

The population of the study was the first grade of Senior High School 1 Lambaro Angan. The researcher chose IPA class which consist of 19 students. There were just only one class of the first grade; IPA. The researcher used total sampling.

C. Data Collection Methods

In this research, the writer collected data by using reading comprehension test and questionnaire as the instrument to collect the data.

a. Test

The researcher gave reading test to the students to measure the students’ comprehensibility in reading. By giving the reading test, the researcher tried to find out whether the students can answer the test well or not. The right and the wrong answer from the students were used as an indicator whether the students
find the difficulties or not. In order to get the data, the writer adopted two text from the English magazine “HighEndTeen”. The researcher conducted a test which consists of 10 multiple choice questions in two cycle. The researcher also used five aspects of reading comprehension in this test. The five aspects of reading comprehension were determining main idea, making inference, identifying reference, finding specific information, and the understanding meaning of words or vocabulary.

b. Questionnaire

Spreading questionnaire to the students was a way to get more concrete data students’ factors difficulty in reading comprehension. Questionnaire was one of the ways to know the factor difficulties faced by students in reading comprehension. In this case, the form of questionnaire was closed with the alternative answer that would be chosen by the students.

D. Data Analysis

a. The analysis of the Test

The procedure of data analysis is as following. First, the researcher calculated the result of the students’ test by using the scale that used by Arikunto (1989):

\[ S = \frac{R}{N} \times 100\% \]

Where,

\[ S = \text{Correct Percentage} \]
R = Correct answers

N = Total Questions

The researcher calculated the index of difficulty of the question items using analysis of difficulty index adopted in Arikunto (2008):

\[ P = \frac{B}{JS} \]

Where,

\( P = \) Proportion or index of difficulty

\( B = \) Number of the students who answer the item correctly

\( JS = \) The total number of the students

And the interpretation for index of difficulty was classified as follow:

<table>
<thead>
<tr>
<th>Interval</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 – 0.30</td>
<td>Difficult</td>
</tr>
<tr>
<td>0.3 – 0.70</td>
<td>Fair</td>
</tr>
<tr>
<td>0.71 – 1.00</td>
<td>Easy</td>
</tr>
</tbody>
</table>

The classification of value difficulty, adopted in Arikunto (1998:246)

<table>
<thead>
<tr>
<th>Interval</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 30</td>
<td>Easy</td>
</tr>
<tr>
<td>30 – 70</td>
<td>Fair</td>
</tr>
<tr>
<td>71 – 100</td>
<td>Difficult</td>
</tr>
</tbody>
</table>

Then, to find which question types were difficult for students, the researcher divided the question items based on its type. Finally, the researcher also used the measurement of percentage to know the percent of difficult item of
each question types. It used the following formula as Sudijino (2001: 40) suggested:

\[ P = \frac{F \times 100\%}{N} \]

Where,

\[ P = \text{Proportion or index of difficulty} \]

\[ F = \text{Number of the students who answer the item incorrect} \]

\[ N = \text{The total number of the students} \]

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

\[ A = \frac{\sum p}{N} \]

Where,

\[ A = \text{Average} \]

\[ \sum p = \text{The total percentage of incorrectness} \]

\[ N = \text{The total of the students} \]

b. The analysis of questionnaire

Questionnaire was one of supporting techniques the researcher aimed to identify students’ perception, opinion, problem, and their ability in reading comprehension. In this case, the form of questionnaire was closed with the alternative answer that would be chosen by the students. Students chose only the
best answer which are suitable to themselves. Questionnaire contained 8 questions that need to be responded correctly by the students. To analyze the questionnaire, the researcher used the following formula as Sudjono (2001: 43):

\[ P = \frac{F \times 100\%}{N} \]

Where,

P= Percentage

F= Frequency

N= The total number of the respondents
CHAPTER IV
DATA ANALYSIS AND DISCUSSION

A. Research Demography

a. The School

This research was conducted at SMAN 1 Darussalam which is located at Lambaro Angan, Aceh Besar. At this time, the school is led by Dr. Husna Husen M. Pd.

Table 4.1 The Facilities of the School

<table>
<thead>
<tr>
<th>No.</th>
<th>Facilities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class Room</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Teachers’ Room</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Head master’s office</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Administration Office</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Library</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Multimedia Room</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Science Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Toilet</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>Prayer room</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

Archive: Administration’s Office

Based on the data given by the administration officer, the school has six classes: two of the classes are for the first grade students, then two classes are for the second grade students, and other two classes are for the third grade students. It has also a science laboratory, and two sport arena; basketball and volley ball field.
b. The school staff

The total of the teacher at SMAN 1 Darussalam are 16 teachers. Eight of the teachers are non-permanent teachers, and eight of the teachers are permanent teachers. There are two English teachers.

c. The Students

SMAN 1 Darussalam has 74 students. They are classified into three classes. The first grade consists of 19 students. The second grade consists of 34 students, and the third grade consist 23 of students. The following table shows more detail about the students of the school.

Table 4.2 Class classification in the school

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VII 1</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>VIII 1</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>VIII 2</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>IX 1</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>IX 2</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>74</strong></td>
</tr>
</tbody>
</table>

B. The Analysis of the Test

Finding of the research conducted by the researcher focuses in the difficulties faced by the students in reading comprehension. The following table presents the frequency of the students’ correct answer and score in reading comprehension test.
Table 4.3 The Frequency of the Students’ Correct Answer and Score of Reading Comprehension Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Correct answer</th>
<th>Frequency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>17</td>
<td>2</td>
<td>89</td>
</tr>
<tr>
<td>2.</td>
<td>15</td>
<td>4</td>
<td>79</td>
</tr>
<tr>
<td>3.</td>
<td>14</td>
<td>3</td>
<td>74</td>
</tr>
<tr>
<td>4.</td>
<td>13</td>
<td>5</td>
<td>68</td>
</tr>
<tr>
<td>5.</td>
<td>12</td>
<td>2</td>
<td>63</td>
</tr>
<tr>
<td>6.</td>
<td>10</td>
<td>2</td>
<td>52</td>
</tr>
<tr>
<td>7.</td>
<td>9</td>
<td>1</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td><strong>Mean score</strong></td>
<td></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

Based on the above table, it shows that the first grade students of SMAN 1 Darussalam could not answer all of questions correctly. Only 6 of 19 students who could answer 17 reading comprehension’s question correctly from the total of 20 questions. Moreover, the mean score of all students is 70%. Thus, it indicates that the students have difficulties in answering reading comprehension test. It shows that the student cannot achieve the minimum criterion of completeness (KKM) score of English subject.

The lowest score of the minimum criteria of completeness (KKM) is 75 and highest score is 100. It means only six students achieved the KKM score; two of students got 89 and four of students got 79. Therefore, based on the explanation above, it can be stated that the students’ reading skill is still low.

From the calculation of index of difficulty, it found that there are 5 question items categorized as easy question, 7 question items categorized as fair questions
and 8 questions items categorized as difficult questions. Furthermore, the most difficult question item is the question number 6 which the index of difficulty is 0.15 and the easiest question item are the question number 10 and 17 which the index of difficulty for this question is 0.94. To find which types of question items are difficult for the students, the question items were divided into five types that are main idea, locating reference, vocabulary, making inference, and detail information questions.

a. The Students’ Difficulty in Answering Main Idea Questions

The writer created four questions for finding main ideas of the passages. The question items for getting the main idea are questions 6, 9, 1 and 4.

Table 4.4 The Calculation of the Percentage of Difficult in Answering Main Idea Questions.

<table>
<thead>
<tr>
<th>No.</th>
<th>Question items’ number</th>
<th>The number of incorrect answer</th>
<th>Percentage of difficulty per question item (%)</th>
<th>The percentage of reading for main idea difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6</td>
<td>16</td>
<td>84%</td>
<td>74%</td>
</tr>
<tr>
<td>2.</td>
<td>9</td>
<td>14</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>1</td>
<td>12</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>4</td>
<td>15</td>
<td>78%</td>
<td></td>
</tr>
</tbody>
</table>

The result reveals that 16 of the students (84%) answered question number 6 incorrectly. It shows that the questions are categorized difficult. Furthermore, it is 14 of the students (73%) answered question number 9 incorrectly. It means that it is categorized difficult. Moreover, 12 (63%) of the students answered question number 1 incorrectly. It means that it is categorized fair. Question number 4 are answered by 15 of the students (78%). It means that it is categorized difficult. Based on the calculation of percentage of difficult, it found that the difficult item
percentage for this type of question only 74% out of four questions items. It means that the questions are categorized difficult for students in answering main idea questions.

b. The Students’ Difficulty in Answering Locating Referency Questions

For locating reference questions, there are four questions. The questions items for locating reference appeared in question 4, 8, 3 and 5. For detail, it is at the following table.

Table 4.5 The Calculation of the Percentage of Difficult in Answering Locating reference Questions.

<table>
<thead>
<tr>
<th>No.</th>
<th>Question items’ number</th>
<th>The number of incorrect answer</th>
<th>Percentage of difficulty per question item (%)</th>
<th>The percentage of reading for locating reference difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>4</td>
<td>11</td>
<td>58%</td>
<td>71%</td>
</tr>
<tr>
<td>2.</td>
<td>8</td>
<td>14</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
<td>14</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>5</td>
<td>15</td>
<td>78%</td>
<td></td>
</tr>
</tbody>
</table>

The result shows that 11 of the students (57%) answered question number 4 incorrectly. It means that the level of difficulty is fair. Otherwise, 14 (73%) of the students answered question number 8 and 3 incorrectly. It means that the questions are difficult to answer for students. Besides, question number 5 could not be answered by 15 of the students (78%). It means that the questions is difficult to answer. Based on the table above, the difficulty item percentage that the students have for locating reference is 71% of four question items. It can be concluded that the questions are difficult for students in answering locating references.
c. The Students’ Difficulty in Answering Vocabulary Questions

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

Table 4.6 The Calculation of the Percentage of Difficult in Answering vocabulary Questions.

<table>
<thead>
<tr>
<th>No.</th>
<th>Question items’ number</th>
<th>The number of incorrect answer</th>
<th>Percentage of difficulty per question item (%)</th>
<th>The percentage of reading for understanding vocabulary difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2</td>
<td>6</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>7</td>
<td>8</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>8</td>
<td>4</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>10</td>
<td>11</td>
<td>57%</td>
<td></td>
</tr>
</tbody>
</table>

The percentage of the students’ difficulty in understanding vocabulary of the passage varied from 21% to 57%. There are 6 of the students (31%) answered question number 2 incorrectly. It means that the question is categorized fair for students. Otherwise, 8 of the students (42%) answered question number 2 incorrectly. It means that the question is categorized fair. Besides, 4 of the students (21%) answered number 8 incorrectly. It means that the question is categorized easy question for students. 11 of the students (57%) answered question number 10 incorrectly. It means that it is also categorized fair. In short, it is 37% of difficulty faced by the students in understanding vocabulary of reading
comprehension. It can be concluded that the questions are categorized fair questions for students in answering vocabulary questions.

d. The Students’ Difficulty in Answering Making Inference Questions

The researcher provided four question items to find out the difficulty in making inference of the passage. The question items number for making inference appeared in question 1, 5, 6 and 9. The following table presents the difficult item percentage for making inference questions.

Table 4.7 The Calculation of the Percentage of Difficult in Answering Making inference Questions.

<table>
<thead>
<tr>
<th>No.</th>
<th>Question items’ number</th>
<th>The number of incorrect answer</th>
<th>Percentage of difficulty per question item (%)</th>
<th>The percentage of reading for making inference difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>12</td>
<td>63%</td>
<td>56%</td>
</tr>
<tr>
<td>2.</td>
<td>5</td>
<td>14</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>6</td>
<td>10</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>9</td>
<td>7</td>
<td>36%</td>
<td></td>
</tr>
</tbody>
</table>

The result shows that 12 of the students (63%) answered question number 1 incorrectly. It means that the question is categorized fair. Otherwise, 14 of the students (73%) answered question number 5 incorrectly. It means that the question is difficult question for students. There are question number 6 could not be answered correctly by 10 of the students (52%). It means that the question is categorized fair. Furthermore, 7 of the students (36%) who answered question number 9 incorrectly. It means that the question is categorized easy. Moreover, the percentage of difficult item for this types is 56% of four question items. It
means that the question is categorized fair. It can be concluded that the students have fair level of difficulty in answering making inferences questions.

e. The Students’ Difficulty in Answering Detail Information Questions

For detail information, there are four questions provided by the researcher (question 3, 10, 2, and 7). The following table provides the percentage of difficulty item for detail information questions.

Table 4.8 The Calculation of the Percentage of Difficult in Answering Detail Information Questions.

<table>
<thead>
<tr>
<th>No.</th>
<th>Question items’ number</th>
<th>The number of incorrect answer</th>
<th>Percentage of difficulty per question item (%)</th>
<th>The percentage of reading for detail information difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3</td>
<td>3</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>10</td>
<td>1</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>2</td>
<td>2</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>7</td>
<td>1</td>
<td>5%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Based on the table above, it found that 3 of the students (15%) answered question number 3 incorrectly. It means that the question is easy for students. There are 2 of the students (10%) answered the questions number 2 incorrectly. It means that the question is easy question. Moreover, question number 10 and 7 got the same percentage 5%. It means that the level questions of difficulty is easy. Furthermore, the calculation of the percentage of difficult item that the students have for detail information questions is 9% of four question items. It means that the students do not have a lot difficulties in answering detail information questions.
In order to simplify the distribution of the percentage of difficulty item in reading comprehension text questions, the researcher presents the percentage of the difficulty item in the following chart.

Chart of The Percentage of Difficulty Question Items of Reading Comprehension

Based on the percentage of difficult item in the chart above, the writer summarizes that three types are categorized as difficult question types with the percentage of difficult item above 56%. Those the question types are reading for main idea, making inferences, and locating reference. Moreover, reading for main idea question is the most difficult question type which the percentage of difficult item is 74%. Meanwhile, understanding vocabulary and detail question is considered as fair question types with the percentage item below 9%.
C. The analysis of Questionnaire

The questionnaires is one of data collection methods. The purpose of questionnaire is to find out the factors difficulties faced by students in reading comprehension at the first grade of SMAN 1 Darussalam. In the process of giving questionnaire to the students, the researcher provided 20 minutes to answer it. Then, the writer guided the students how to answer the questions and suggested them to choose the suitable answer based on their opinion. In analyzing the data, the writer used frequency distribution formula, as mentioned in the previous chapter. The result can be seen in the table below.

Table 4.9 Students’ understanding about vocabulary of the text

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Often</td>
<td>16</td>
<td>84%</td>
</tr>
<tr>
<td>Seldom</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 5.1 indicates that 16 of the students (84%) answered “often”, it means that it is easy for the students in understanding vocabulary of the text. In addition, 3 of the students (16%) answered “seldom”. It means that it is categorized difficult for the students in understanding vocabulary of the text. However, none of them answered always and never. It can be concluded that the most students have problem in understanding vocabulary of text.
Table. 4.10 Students’ understanding about the intent of the text.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>15</td>
<td>79%</td>
</tr>
<tr>
<td>Often</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The table explains that 15 of the students (79%) answered “always”, it means that it is difficult for the students in understanding the intent of the text. Moreover, 4 of the students (21%) answered “seldom”, it means that it is categorized easy for students in understanding the intent of the text. However, none of the students chose never. It can be concluded that the students have difficulty in understanding the intent of the text.

Table. 4.11 Students’ difficulty in concentration of the text

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>15</td>
<td>79%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>Seldom</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based on the text above, there are 15 of the students (79%) answered “always”. It means that it is difficult for students in concentration of the text. In addition, 4 of the students (21%) chose “often”. It means that it is categorized easy for students in concentration of the text. However, none of the students chose “seldom” or “never”. It can be concluded that all of the students have difficulty in concentration of the text.
According to the table, it shows that 17 of the students (89%) answered “never”. It means that it is difficult for students in understanding the strategies of reading text. Furthermore, 2 of the students (11%) answered “often”. It means that it is easy for some students to understand strategies of reading text. However, none of the students answered “seldom” or “always”. From this result, it can be concluded that the students have difficulty in understanding the strategies of reading text.

Table 4.13 Students’ motivation from family in reading English text

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>Often</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>15</td>
<td>79%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, it shows that 15 of the students (79%) chose “seldom”, it means that it is categorized difficult because the students do not get the support from their family in learning English especially in learning reading text. Moreover, 4 of the students (21%) chose “always”. It means that it is categorized easy for the students because the students have support from their family. However, none of the students answered “never” or “often”. From this
result, it can be concluded that students have difficulty influenced by the family factor in supporting the student in reading English text.

Table. 4.14 Students’ perception about availability of learning media at the library

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>often</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>16</td>
<td>84%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>19</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The table shows that 16 of the students (84%) chose “seldom”, it means that it is categorized difficult for students in learning English because the library do not provide the English book for students. Moreover, 3 of the students (16%) chose “always”. It means that it is categorized easy for students in learning English because the library provide the English book. However, none of them chose “often” or “never”. It means that most students have difficulty in the school exactly library.

Table. 4.15 Students’ difficulty in determining main idea of the text.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>18</td>
<td>95%</td>
</tr>
<tr>
<td>Often</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Seldom</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>19</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The table above shows that the most of the students have difficulty in determining main idea of the text. In detail, 18 of the students (89%) chose “always”. It means that it is categorized difficult for students in determining main idea of the text. Furthermore, 1 (5%) of the students chose “often”. It means that it
is categorized easy for students in determining main idea of the text. However, none of the students chose “seldom” or “never”. It can be concluded that most of the students have difficulty in determine main idea of the text.

Table. 4.16 Students’ understanding of grammatical structure of the text

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>Seldom</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>16</td>
<td>84%</td>
</tr>
</tbody>
</table>

Table 4.16 indicates that 16 of the students (84%) chose “never”. It means that the students have difficulty in understanding grammatical structure of the text. In addition, 3 of the students (16%) answered “often”. It means that the students pretending that it is easy for students in understanding grammatical structure of the text. However, none of them answered always and seldom. It can be concluded that the most students have problem in understanding grammatical structure of the text.

Table. 4.17 Students’ understanding about the context of the text

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>Seldom</td>
<td>15</td>
<td>79%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 4.17 indicates that 15 of the students (79%) answered “seldom”. It means that it is categorized difficult for students in understanding the context of the text. Moreover, 4 of the students (21%) answered “often”. It means
that it is categorized as easy for students in understanding the context of the text. However, none of the students answered “seldom” or “never”. From this result, it means that the students who have difficulty in understanding the contexts of the text.

**Table. 4.18 Students’ difficulty in determining inferences of the text**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>16</td>
<td>84%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>Seldom</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 5.10 indicates that 16 of the students (84%) answered “always”. It means that the students have difficulty in determining inferences of the text. In addition, 3 of the students (16%) answered “sometimes”. It means that it is easy for students in determining inferences of the text. However, none of them answered “seldom” and “never”. It can be concluded that the most students have difficulty in determining inferences of the text.

**D. Discussion of the Result**

The result of the test to 19 of the first year students of SMAN 1 Darussalam showed that the students have difficulty in answering the reading comprehension test. In general, from the result of the students’ test score (see table 4.3) only two students could answer correctly 17 question items of 20 question items with the test score of 89, 4. Meanwhile, most of the students got the score below 56%. Therefore, the students’ mean score is only 70.
Moreover, based on the calculation of index difficulty of each question item (see Appendix 4) it is found that there are 5 question items categorized as easy question, 7 question items categorized as fair questions and 8 questions items categorized as difficult questions. Specifically, the calculation of index difficulty showed that the test item number 5, 6, 8, 9, 1, 3, 4, and 5 are categorized as difficult question for the students. Then, some students from 19 students could answer these questions correctly. Only five students could answer question number 5, 8, 9, and 13. Only 3 students could answered the item number 6 correctly. Moreover, 4 students could answer number 1, 4, and 5. The question number 6 is categorized as the most difficult question with the index of difficulty 0, 15 as only 3 students could answer this question correctly.

The question item number 1, 5, 6, and 9 are making inference questions (see table 4.7). The students found difficulty to answer this type of question as the percentage of difficulty item for this question is 56%. The students need to look and use context clue in the passage since the answer of making inference question is not directly stated within the passage in order the students could answer the inference question correctly.

Furthermore, for main idea questions, most of the question items of this type are considered as difficult question for the students (see Appendix 4). Moreover, the percentage of difficulty item of this type is 74%. Based on the percentage of all difficulty item presented in table 4.4, main idea question is the most difficult question for the students.
The test item number 4, 8, 3 and 5 are locating reference questions. Three question items of four questions are categorized difficult question. Those item number 8, 3 and 5 (see appendix 4). Locating reference question is considered as difficult question for the students since the percentage of difficulty item for this question is 71% (see table 4.5).

Meanwhile, vocabulary questions and detail information question are not considered as difficult question because the percentage of difficulty item this questions is below 37%. For vocabulary questions, the percentage of difficult item is 37% since only one question of four question items is categorized difficult question for the students (see appendix 4). For detail question, four question items are categorized easy question for the students (see appendix 4). Therefore, the percentage of difficulty item for detail information question is 9%.

From the discussion above, some difficulties faced by the first year students of SMAN 1 Darussalam in reading comprehension test are difficulty in answering main idea questions, difficulty in answering making inference, and difficulty in answering locating reference questions. The most difficult aspect encountered by the first grade students in reading comprehension is finding main idea questions, because the located of main idea it is difficult to find.

Based on the review of literature in the chapter two, the research finding of questionnaire, the researcher also concluded that there are some factors that influence the students in comprehending English text. First, the students are difficult to know grammatical of sentence like using subject pronoun, object
pronoun, and possessive pronoun of sentences in the text. Second, the students are
difficult to understand long sentences, it made the students difficult to concentrate.
Third, the effect of poor of learning media and support from the family which
make imped the students in understanding about the material, and lack of
knowledge about the strategies of reading comprehension.
A. Conclusion

In the previous chapter the researcher had stated that the purpose of this research was to find out the difficulties faced by the first grade students of SMAN 1 Darussalam in reading comprehension. The students’ difficulties were related to the question types of reading comprehension test. After analyzing the data gained from the test, the writer concluded that the first grade students of SMAN 1 Darussalam have difficulties in answering reading comprehension test. From five types of reading comprehension question, three types of them are categorized as difficult question types for the students.

The difficulties faced by the students are difficulty in answering main idea questions (74%), making inferences questions (56%), and locating reference questions (71%). Therefore, the most difficult aspect faced by the first grade students is reading for getting main idea with (74%). As the result, most of the students had difficulty in achieving the standard grade for reading comprehension test. This can be seen from the mean score of the students (70) for reading comprehension test.

This study also provided reasons factors why the students faced difficulties with these questions. Mostly, the students failed in the reading comprehension tests because of poor vocabulary, poor mastery of grammar, difficult to
understand long sentences and text, poor of media learning or support from the family, and lack of knowledge about strategies of reading comprehension.

B. Suggestion

From the conclusion above, the writer tries to formulate some recommendations for both the teachers and the first grade students of SMAN 1 Darussalam which can be useful for them in preparation to face the test reading comprehension. For the students, they should learn more about the reading comprehension such as reading skills, reading strategies, and test-taking strategy for reading test that can be useful when they deal with reading comprehension test.

Moreover, frequent practice in reading and doing reading comprehension test may assist the students to have reliable comprehension and be familiar with the reading test, so it may minimize the students’ difficulties in reading comprehension test. Meanwhile, for the teachers, it is expected that they teach the students how to improve their ability in reading comprehension, especially skill and strategies in reading comprehension test in order to help the students to overcome difficulties in reading comprehension of English text. The teacher should provide an interesting material to improve students reading ability, such as providing the students with authentic material. It is suggested that teachers need to apply various teaching techniques in teaching reading in order to achieve better reading comprehension. The teachers need to teach their students about the
different types of reading comprehension question to make these questions more comprehensible and more understood by the students.
References


SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANYIR
Nomor: UN/88/FTK/PP/30.08/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANYIR

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANYIR

Menimbang:

a. bahwa untuk kelancaran pembimbingan skripsi dan ajaran minagayasa mahasiswa di Fakultas Tarbiyah dan Keguruan UIN Ar-Ranyir Banda Aceh, maka dipindahkan perlu menunjuk pembimbing skripsi tersebut yang disahkan dalam Surat Keputusan Dekan;
b. bahwa sertifikat yang bersangkutan dalam surat keputusan ini dipindahkan eskay dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi;

Mengingat:

1. Undang-undang Nomor 20 Tahun 2003, tentang Sisten Pendidikan Nasional;
2. Undang-undang Nomor 44 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2011; tentang Perubahan IAIN Ar-Ranyir Banda Aceh Menjadi UIN Ar-Ranyir Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Status UIN Ar-Ranyir;
11. Keputusan Rektor UIN Ar-Ranyir Nomor 01 Tahun 2015, tentang Pendekatan Wawasan kepada Dekan dan Direktur Pasca Sarjana di Lingkungan UIN Ar-Ranyir Banda Aceh;

Mempertimbangkan:

Kepustusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Ranyir tanggal 28 December 2016

MEMUTUSKAN

Menetapkan PERTAMA:

Menunjuk Saudara:
1. Khairi Bazzi, S.Ag., MA., MS
2. Yasti Setiawangiri, M.Ag

Untuk memimpin skripsi:

Nama: Dosen Pulih Suryadi
NIK: 231122439
Program Studi: Pendidikan Bahasa Inggris
Judul Skripsi: Student's Difficulties in Reading Comprehension at The First Grade of SMA 1 Darussalam, Aceh Barat

KEDUA:

Pemberian honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Ranyir Banda Aceh Tahun 2017

KEEMPAT:

Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

Dietapkan di: Banda Aceh
Pada Tanggal: 16 Januari 2017

Dekan,

[Signature]

NIP. 757149872/001121001

Tambahan:

1. Rektor UIN Ar-Ranyir (sebagai laporan);
2. Ketua Prodi P hacking dan Keguruan dan Pembimbing yang bersangkutan untuk diaminkan dan dilaksanakan;
3. Mahasiswa yang bersangkutan;
KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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Jl. Syekh Abdul Qadir Kupelas Darussalam Banda Aceh
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Nomor: B-10023 /Un.08/TU-FTK/ TL.00/10/2017
Lamp: 
Hal: Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Yth,

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

Nama: Dasril Hidayati
NIK: 281302435
Prodi: Pendidikan Bahasa Inggiris (PBI)
Semester: IX
Alamat: Desa Lamboro, Kec. Aseu Siem, No.10, Kab. Aceh Besar

Untuk mengumpulkan data pada:

SMA 1 Darussalam Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students Difficulties in Reading Comprehension at The First Grade of SMA 1 Darussalam, Aceh Besar

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih.

Atas Demi,
Raharta Bagian Tata Usaha,

M. Said Farahah Ali
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Nomor: 424/11/208/2017
Lampiran: -
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Nama: Dasril Hidayati
NIM: 231324339
Jurusan: Pendidikan Bahasa Inggris
Fakultas: Tarbiyah dan Keguruan
Universitas: Ar-Raniry


Demikian surat ini kami buat agar dapat dipergunakan sepuhnya.

Benerjaya, 20 November 2017
Kepala sekolah,

Drs. Husen, M.Pd
HP: 081967062719/99702 2001

Tembusan:
1. Dinas Pendidikan
2. Bersangkutan
3. Pertinggal
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Email: smadarusslam@yahoo.com Website: smadarusslam.wordpress.go.id

Nomor: 424/11/208/2017
Lampiran: -
Hal: Izin Pengumpulan Data

Sehubungan dengan surat An. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: B-10023/Un.08/TU-FTK/TL.00/20017 tanggal 26 Oktober 2017, kepala sekolah
SMA Negeri 1 Darussalam menerangkan bahwa:

Nama: Dasril Hidayati
NIM: 231324339
Jurusan: Pendidikan Bahasa Inggris
Fakultas: Tarbiyah dan Keguruan
Universitas: Ar-Raniry

Bahwa nama yang tersebut diatas telah mengumpulkan data untuk penelitian dengan judul
“STUDENTS DIFFICULTIES IN READING COMPREHENSION AT THE FIRST
GRADE OF SMA 1 DARUSSALAM ACEH BESAR” pada SMA Negeri 1 Darussalam

Demikian surat ini kami buat agar dapat dipergunakan seperlunya.

Darussalam, 20 November 2017
Kepala sekolah,
Dr. H. Nasruddin Husen, M.Pd
No HP: 0817670527 199702 2 001

Tembusan:
1. Dinas Pendidikan
2. Bersangkutan
3. Pertinggal
## Text 1

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## Text 2

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Appendix V

GAPSCO Futsal Tournament

GAPSCO, which stands for “PSKD 3 Competition”, is an annual tournament held by all PSKD schools in turn. This year, it’s PSKD 3’s turn to host. Seventeen participating schools from all over Jakarta were grouped into two categories: Junior High and Senior High. Through the Futsal matches, the event aims to build sportsmanship among students from various schools.

With more crowds digging Futsal, it’s no surprise that many schools, including PSKD 3, are holding an annual Futsal Tournament. Derived from the Portuguese futebol de salao and Spanish futbol de salon, Futsal is an indoor football sport. Different from soccer, it’s played between two teams of five players, including a goalkeeper. Also, Futsal is played with a smaller ball which bounces less than the normal soccer ball.

GAPSCO 2011 was held from March 28 to April 1. This three-day event was opened with a dance to pump up the scene. During the Futsal tournament, all teams were in high spirit to compete and focused on winning the trophy. Using the competition schema, the teams advance after defeating opponents through preliminaries, quarter-final, semifinals, and finals. Participants say, winning is more than trying to get the Rp. 750,000 cash prize for the winner or the Rp. 500,000 for the runner up. They all had great time.

HET chatted with one of the student council member, our very own STARTEEN finalist, Destanya Zefanya, about her school event. “it was not an
easy task to do, especially finding sponsors to support this event”, said Tanya. “We went through a couple of changes in our proposal, which is a good experience for us (students council), as we get to learn how to make a good proposal and negotiate with companies, etc. “HET witness how the PSKD 3’s hard work paid off with four sponsors, and how they made GAPSCO 2011 a success! GAPSCO 2012 will be held in the same venue, PSKD 3.


Choose one the correct answer based on the text!!!

1. What can be inferred from the first paragraph?
   a. PSKD 3 Competition is an annual tournament which held by PSKD school
   b. PSKD 3’ is turn to host in tournament schools
   c. Futsal matches is to build sportsmanship among students from different school
   d. The participants are several school from Jakarta between junior and senior high.

2. What the word “different” in line 9 means…
   a. Similar c. Same
   b. Identical d. Dissimilar

3. What is the purpose of the tournament based on the next?
   a. To maintain sportsmanship among students from different school
b. To get the cash prize of the futsal tournament

c. To have a great time of the futsal tournament

d. To learn how to make a good proposal and negotiate with companies

4. The word “it’s” in line 9 refers to…
   a. Futsal
   b. PSKD 3
   c. GAPSCO
   d. Football

5. What does the second paragraph imply?
   a. GAPSCO 2011 was held on 28 March
   b. All teams want to be a winner in competition
   c. There are 17 teams in GAPSCO Futsal tournament
   d. All teams do not make a foul in competition

6. What is the main idea of the third paragraph?
   a. The futsal competition was held in 3 days was opened with a dance
   b. During the competition all teams had a fantastic situation
   c. All teams want to be a winner in the competition
   d. The winner will get the Rp. 750,000-cash prize in the competition

7. The word “spirit” in line 14 means...
   a. Show up
   b. Performance
   c. Sprite
   d. Enthusiasm

8. The word “they” in line 18 refers to….
   a. Students’
   b. The winner
   c. Participants
   d. GAPSCO

9. What is the main idea of the fourth paragraph?
a. Destanya Zefanya is one of the student council members
b. PSKS 3’s students had made the competition successfully
c. The students try to find sponsors to support competition
d. The students learn to make a good proposal of the competition

10. How many players in a Futsal team?
   a. 5                      c. 7
   b. 6                      d. 11
Kecak and Fire Dance

It’s always good when your flight on holiday is on time. After a 1.5-hour flight from Jakarta to Denpasar, the first thing in mind was trying to catch up the Kecak and Fire Dance at the Pura (Balinese Hindu Temple) Uluwatu. Located at the southwest tip of Bali, Uluwatu takes about an hour drive from Ngura Rai Airport.

As the sun sets in the majestic background of the arena, show starts. A group men made around formation and began to chant “cak...cak...cak...” and made other sounds. This must be the world’s most colossal acapella group. The Kecak in Uluwatu adopt the Hindu epic, Rama and Sinta – a story of love, friendship, and courage. The dialogues use Balinese. To keep up with the story, the visitors receive handouts in their own languages from English Japanese, Russian, Korean, and Chinese.

As the breathtaking background of the sun meets the horizon and its magical colors appear, the story comes to its climax. The mystical aura provided by the chants is topped off with a spectacular scene as Hanoman, the monkey god and the guy in this story, escapes a ring of fire set the evil characters. At the end of the day, good always prevails against evil.

The dancer from Sanggar Karang Boma were spectacular and entertaining, with several comical acts interaction to entertain the audience, to make them as part of the show too, “I made Leper, the dancer club’s spokesman explained.
Made added that by doing so, they have done their part of preserving the culture, and promoting tourism at the same time.


Choose one the correct answer based on the text!!!

1. What is the main idea of the second paragraph?
   a. The performance of Kecak and Fire dance
   b. The dancer made around formation
   c. The visitor receive the handouts
   d. Kecak and Fire dance are colossal acapella group

2. How many times to reach the Pura Uluwatu from the airport?
   a. 1.5- hour
   b. 2 hours
   c. 1 hour
   d. 3 hours

3. The word “their” in line 10 referes to….
   a. The dancer
   b. The visitors
   c. Rama and Sinta
   d. Hanoman

4. What is the main idea of the third paragraph?
   a. The story comes to its climax
   b. The mystical aura was providing
   c. The sun meets the horizon
   d. The ending of Kecak and Fire dance
5. The word “it’s” in line 3 refers to….
   a. The story       c. The dancer
   b. The sun        d. The horizon

6. What can be inferred from the third paragraph?
   a. The lesson which can be taken that Hanoman is a monkey good
   b. Hanoman is escapes a ring of fire set the evil characters in the story
   c. The lesson which can be taken that good always prevail against evil
   d. The monkey god and the guys with a spectacular scene

7. Kecak and Fire Dance are the traditional dance from?
   a. Aceh          c. Lombok
   b. Padang       d. Bali

8. The word “Spectacular” in line 14 could be replaced by….
   a. Amazing       c. Big
   b. Magic         d. Legendary

9. What does the last paragraph infer?
   a. The dancer presented the traditional dance from Bali
   b. Sanggar Karang Bomang isn’t a dancer club
   c. I made Leper entertained the visitors
   d. The dancers and visitors are part of the show

10. The word “evil” in line 16 could be replaced by….
a. Iniquitous  
b. Ugly  
c. Good  
d. Hideous
Appendix V

The Answer Key

<table>
<thead>
<tr>
<th>Text 1</th>
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<td>8. A</td>
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</tr>
</tbody>
</table>
Appendix VI

**QUESTIONNAIRE**

I. **Identitas Siswa**
   a. Class : 
   b. No. Reg : 
   c. Male/ Female :

II. **Petunjuk**
   - Jawablah pertanyaan dibawah ini dengan memberikan tanda silang (X) pada salah satu pilihan yang kamu anggap paling tepat.
   - Jawaban diberikan sesuai dengan keadaan sebenarnya.

1. Apakah saat membaca suatu teks Anda mengetahui semua arti dari teks tersebut?
   a. Selalu 
   b. Sering 
   c. Jarang 
   d. Tidak pernah

2. Apakah ketika membaca sebuah teks yang panjang Anda mengalami kesulitan dalam memahami maksud teks tersebut?
   a. Selalu 
   b. Sering 
   c. Jarang 
   d. Tidak pernah

3. Apakah ketika membaca teks tersebut Anda merasa ada hal yang membuat Anda tidak konsentrasi dalam memahami bacaan?
   a. Selalu 
   b. Sering 
   c. Jarang 
   d. Tidak pernah
4. Apakah ketika Anda membaca sebuah teks Anda mengerti strategi dalam membaca teks tersebut?
   a. Selalu  c. Jarang
   b. Sering  d. Tidak pernah

5. Apakah keluarga Anda memberikan dukungan motivasi ketika Anda membaca teks-teks berbahasa inggris?
   a. Selalu  c. Jarang
   b. Sering  d. Tidak pernah

6. Apakah buku-buku bahasa Inggris yang berada diperpustakaan sekolah Anda tersedia lengkap?
   a. Selalu  c. Jarang
   b. Sering  d. Tidak pernah

7. Apakah ketika membaca sebuah teks Anda mengalami kesulitan dalam menentukan letak main ideanya?
   a. Selalu  c. Jarang
   b. Sering  d. Tidak pernah

8. Apakah ketika dalam sebuah teks Anda menghadapi kesulitan dalam memahami struktur grammatikal yang ada dalam teks tersebut?
   a. Selalu  c. Jarang
   b. Sering  d. Tidak pernah

9. Apakah ketika dalam sebuah teks Anda memahami semua konteks yang ada dalam teks tersebut?
10. Apakah ketika membaca sebuah teks Anda mengalami kesulitan dalam menentukan kesimpulannya?

a. Selalu
c. Jarang
d. Sering
d. Tidak pernah

c. Selalu
c. Jarang
d. Sering
d. Tidak pernah
Appendix VII

The students test score

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Appendix VIII

The calculation of index difficulty for each question item

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Appendix IX

List chart of index Difficulty

1. Index of difficulty for main idea questions

   1. Index of difficulty for locating reference questions

   3. Index of difficulty for vocabulary questions
4. Index of difficulty for making inference questions

![Chart Title](chart1)

5. Index of difficulty for detail information questions

![Chart Title](chart2)
APPENDIX X

AUTOBIOGRAPHY

Personal Identity

Name: Dasrul Hidayati
Place and Date of Birth: Kuta Tinggi, November 29th 1995
Sex: Female
Religion: Islam
Nationality: Indonesian, Acehnese
Marital Status: Single
Occupation: Student
Address:
Email: Dasrulhidayati95@gmail.com

Parent

Father’s Name: M. Husni RA, S. Pd
Mother’s Name: Samsinar M. Ad
Occupation: Civil Servant
Address: Tgk. Dileubok, No. 10 Desa Mata Ie. Blangpidie, Aceh Barat Daya

Educational Background

Primary School: SDN 1 Mata Ie, Blangpidie (2001-2007)
Junior High School: MTsN Unggul Susoh (2007-2010)
Senior High School: SMAN Unggul Harapan Persada (2010-2013)

Banda Aceh, December 29th 2017

[Signature]

Dasrul Hidayati