ISSUES FACED BY STUDENTS IN COMPREHENDING TOEFL READING TEXTS

THESIS

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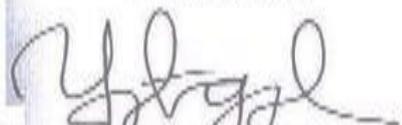
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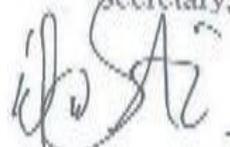
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

This study entitled "Issues Faced by Students in Comprehending TOEFL Reading Text" (A Study at English Department UIN Ar-Raniry) was intended to (1) find out the most difficulties TOEFL reading text question type faced by the students in TOEFL reading text and (2) to know the students' opinion toward TOEFL reading text. To obtain the data, the writer used test, questionnaire, and interview. It is analyzed through quantitative research and qualitative research method. The populations of this research are English Department students in 2015/2016 year. The technique in taking sample is random sampling technique. The sample of this study was the sixth semester students of English Department (Tarbiyah Faculty) of the Islamic State University (UIN) Ar-Raniry, that consist of 31 students from unit one. Based on the analysis of the test, the writer found that, the most difficult TOEFL reading texts question type faced by the students was supporting details questions type. This question was also classified into the most difficult question based on index difficulty formula. Then from the questionnaire, the writer found that most of the students faced the difficulties if the text used is long. From the interview, the writer found that, most of the students faced the difficulties in TOEFL reading text, because they did not have an adequate number of words' mastery. So they do not understand the meaning of words in the text. It was also influenced by reading text that used is too long and it is not supported by the time. Furthermore, the students did not face the difficulties in TOEFL reading text if many vocabularies in the text had already known by them, they familiar with question type, and the text used is shorter than other text. As result they have no difficulties in comprehending TOEFL reading text.

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is a very complex mental activity that contains vision, dubbing, thought, and rendition (Çelenk, 2001: 77). Besides, Nuttal (1996) also said that reading is an activity that essentially concerned with the transfer of meaning from mind to mind, a message from a writer to a reader. Reading needs comprehension to understand the context, based on the syllabus of (2013) curriculum, the students able to understand the meaning in the forms of English texts (kemdikbud, 2016, p. 1). In other words, the reader's background knowledge are useful to comprehend the text.

Furthermore, Jakpim (1992) said that "among the four skills students will have a chance to use, reading skill is the most. Reading skill means students' reading texts they encounter in their daily lives properly and fluently by using right methods (Özbay, 2006: 5). Reading is the most important skills for the students learning development because students basically use written texts in searching for information and acquiring new data of knowledge (Khruawan & Nutprapha, 2017). Through the reading the students can get a lot of knowledge, information, enjoyment, or even problem solution, Inability to comprehension the reading materials the students will be left behind to obtain the information or in following the learning in school.

Undoubtedly, TOEFL test is hard. Many students failed in answering TOEFL test or many of them do not reach the standards passing grade. It is caused by many problems. According to Taglieber (1988), there are major problems that interfere with reader's comprehension. First is lack of vocabulary. Second is difficulty in using language cues to meaning, last is lack of conceptual knowledge. It means that a reader's background knowledge and competence are needed when the readers read a reading material because do not understand what they read. It is a big problem for the students.

To support this study, the writer read previous thesis related to the difficulties in TOEFL reading comprehension. The first study was at the English Education Department of Syiah Kuala University. The result shows that the most difficult skill in TOEFL reading comprehension section for the students is skill answer implied detail questions correctly (Iskandar, jannah & siti, 2017).

Another relevant study was conducted by Mahmud (2014) at the university in Makassar. His study shows that, based on the intensive interview and classroom observation, the main reasons were due to several conflicting factors, such as the less basic skills in English, less practice on the test, less motivation, and students' individual differences such as age and social status.

From the related studies above, it showed that, the issues in TOEFL reading comprehension are important to be known and analyzed. The statement from educational testing service gives a reality that, TOEFL is used in all over the world included in Indonesia to test English proficiency of people who live in non-

English speaking countries. Because of widely used and internationally recognized test. In this case, TOEFL is useful for the students who want to master English as well as possible to improve their skills of answering the questions of TOEFL test.

The TOEFL tests consisted of one hundred and forty questions. In TOEFL test, there are three parts tested namely 50 listening questions, 40 about structure and written expression, and 50 reading questions. It mean, that more than a third of TOEFL test is reading test.

In The TOEFL certificate, there will be issued for the students, who were able to reach the passing grade, which then become the requirement for them to finish their study. Besides that, considering the students' successful in TOEFL test, it is necessary to overcome the aforementioned problems.

This is of the reasons why the writer wants to study about the students issues, especially in TOEFL reading test question. It is expected that learning process can be effective and the writer hope an improvement for the students' TOEFL test results. In accordance with the statement above, the writer is interested to find out   the difficulties faced by students in TOEFL reading text and the causes of the difficulties faced by students of English Department in improving their TOEFL score especially reading comprehension section.

B. Research Questions

Based on the background of study presented above, there are two research questions as follows:

1. What kind of difficulties are faced by students in Comprehending TOEFL reading text?

2. What are the students' opinion toward TOEFL reading text?

C. Aim of Study

The purpose of the study are:

1. To find out the most difficulties face by students in comprehending TOEFL reading text.

2. To know the students' opinion toward TOEFL reading text.

D. Limitation of the study

Due to time, knowledge and financial limitation that the writer has, in conducting this study the writer limited his study on the issues faced by the students into nine categories: 1). The difficulty in understanding vocabulary, 2). Find the main idea, 3). The difficulty in detail information, 4). Seeking supporting details, 5). Exceptions, 6). Inferences, 7). Reference, 8). Paraphrased sentences, 9). Sentence Insertion.

E. Research Benefits

a. For the researcher

Through this research, the researcher will be able to improve his knowledge about the strategies in reading comprehension. This research is expected the researcher can add insight and knowledge on the implementation of

learning models. And able to provide a quality of learning. In addition the results of research can be used as research experience in TOEFL reading text.

    b.   For the Teachers

For the teachers, can be an alternative selection of effective learning techniques to improve students' ability in reading comprehension of English text. This research is expected to provide information for teachers to develop the students' reading comprehension.

    c.   For the learner

For the students, research results can improve skill especially reading comprehension of English and through this research, the learners will be able to comprehend the reading text based this research.

F. Research Terminology

    a.   Comprehension

Comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text (Pardo, 2004). According to Hudoyo (in Susanto, 2011) "comprehension is a phase in learning activities". In this case, the writer term of comprehension is the active process of constructing meaning from text entirely and can answer the questions of reading.

b. Reading

Reading is the recognition of words, from simple recognition of the individual letters and how these letters form a particular word to what each word means not just on an individual level, but as part of a text (Tennant, 2013). Moreover reading is a complex, dynamic process that involves the bringing of meaning to, and the getting of meaning from, the printed page (Rubin 1993, 5). In this case, the writer term of reading is an attempt to translate the writing symbol, able to achieve understanding from activities of thinking from reading texts, and able to obtain information from reading material.

c. TOEFL

Test of English as a Foreign Language (TOEFL) is used to evaluate the English proficiency of foreign language learners (ETS, 2006, p. 3). This test is highly recognized as a standard language testing in English language and had been "internationally recognized and respected" (Warfield et al., 2013). In this case, the writer term of TOEFL is the reading material that consist of reading comprehension questions section. It use to evaluate English language proficiency of students of English Teacher Education Department.

d. Issue

According to Jenn (1999) Issue is a problem often used as an excuse for some weird psychological problem. Cambridge Business English Dictionary *(2018)* define issue as a difficulty or disagreement with someone or something. In

this case, the writer term of issue is the difficulties that are faced by the students

in comprehending TOEFL reading text.

CHAPTER II

LITERATURE REVIEW

A. Kind of TOEFL Tests

The official TOEFL test is currently administered around the world in different types:

a. The Paper-Based Test (PBT)

b. The Computer-Based Test (CBT)

c. The Internet-Based Test (iBT)

d. Institutional Testing Program (ITP)

(Liu et al., 2009)

1. Paper-Based Testing (PBT)

The Paper Based Test is one of the international testing programs. It includes four sections which are as follows (Phillips, 2003: xv-xvi):

a. Listening Comprehension

It is used to evaluate the examinees' ability to understand spoken English. The examinees must listen to different types of recorded passages and answer multiple choice questions about these passages.

b. Structure and Written Expression

It is used to evaluate the examinees' ability to recognize grammatically correct English sentences. In this section, they have to choose the correct way to complete sentences and to identify grammatical errors in sentences.

c. Reading Comprehension

It is used to measure the examinees' ability to understand written English passages. Then, the examinees must answer multiple choice questions concerning the ideas and the meaning of words in those reading passages.

d. Test of Written English (TWE)

It is used to evaluate the examinees' ability to write correct, organized and meaningful English essays. The examinees must write a certain essay on a given topic in only thirty minutes.

The format of these four sections, the number of items for each of them, and the time which is assigned for each of them can be clarified in the following table (Gear and Robert, 2002:8):

Table (2.1) The Paper-Based TOEFL Test (PBT) format

Sections	Number of Items	Time
Listening: Part A questions about short conversations Part B questions about longer conversations Part C questions about lectures or talks Total	30 8 12 50	30-40 Minutes
Structure and written expression: Completing sentences correctly Identifying errors Total	15 25 40	25 Minutes
Reading comprehension: Questions about reading passages Total	50 50	55 Minutes
Test of Written English (TWE): One essay, 250 -300 words		30 Minutes

2. Computer-Based Testing (CBT)

The Computer-Based TOEFL Program. The writing section in this test is equivalent to the Test of Written English (TWE) in the Paper-Based TOEFL Test. In addition, everyone who takes the TOEFL during the same administration may not see or answer the same questions. These questions are selected according to the level of the student's proficiency. In this test, there are three sub –scores: listening, structure / writing, and reading. Actually, the total score is limited on a scale of (0 – 300) (Sharpe, 2009:11).

The format, the number, and types of questions that can be seen in the Computer-Based TOEFL Test are shown in the following table (Gear and Robert, 2002:2):

Table (2.2) The Computer-Based Test (CBT) format

Listening:	Number of passages	Number of questions per passage	Total number of questions	Time
Short dialogues Short conversation lectures and discussions	11-17 2-3 4-6	1 2-3 3-6	30-59	40-60 Minutes
Structure:		**Number of items**	**Total number of questions**	**Time**
Completing sentences correctly identifying errors		10-15 10-15	20-25	15-20 Minutes
Reading Comprehension	**Number of passages**	**Number of questions per passage**	**Total number of questions**	**Time**
	4-5	10-12	44-55	70-90 Minutes
Writing	**Number of essays**			**Time**
	1			30 Minutes

3. The Internet-Based TOEFL program (IBT)

In The Official Guide to the New TOEFL (iBT), (2006: 2-5), this test is described as a new version of the TOEFL test. It is delivered in secure testing

centers around the world. It replaces the Computer-Based TOEFL Test and the Paper‑Based TOEFL Test. Its main concern is to measure the examinees' ability to communicate successfully in an academic setting. It includes a new section which is the speaking section. This section is used to evaluate the examinees' ability to speak English. Moreover, there are new integrated writing and speaking tasks. These tasks are used to evaluate the examinees' ability to combine and communicate information which is from different sources. To sum up, this test consists of four sections: reading, listening, speaking and writing. It tests all the four skills that are influential for effective and successful communication, i.e. listening, speaking, reading and writing.

The format of these sections, the number of questions for each of them, and the time which is allotted for each of them can be seen in the following table:

Table (2.3) The Internet-Based Test (IBT) format

Test Section	Number of Questions	Timing
Reading	3-5 passages, 12-14 questions each	60-100 Minutes
Listening	4-6 lectures, 6 questions each 2-3 conversations, 5 questions each	60-90 Minutes
BREAK		
Speaking	6 tasks: 2 independent and 4 integrated	20 Minutes
Writing	1 integrated task 1 independent task	20 Minutes 30 Minutes

4. The Institutional Testing Program (ITP)

In The Institutional Testing Program (2005:2), it is clear that ITP Test, i.e. (the Institutional Testing Program) began in 1965 and is still administered throughout the world. Actually, it differs from other TOEFL Test Programs because it gives qualified universities, English language institutes, and other agencies the opportunity to use older forms of International Testing Program Paper-Based TOEFL Test or the preliminary test of English as a foreign language

(Pre-TOEFL) to their own students using their own facilities and staff and setting their own test dates.

As for the Institutional Testing Program (2006:3), it is mentioned that the purpose of ITP TOEFL Test is to measure English proficiency of people whose native language is not English. In fact, it consists of three sections. Each section contains a multiple - choice format in order to evaluate the ability to understand North American English. It is given in a single session of about two and a half hours to complete it besides completing the admission procedures. These sections are:

1. **Listening Comprehension**

It is used to evaluate the examinees' ability to understand English as it is spoken in North America.

2. **Structure and Written Expression**

It is used to evaluate the examinees' ability to recognize language that is appropriate for standard written English.

3. **Reading comprehension**

It is used to evaluate the examinees' ability to read and understand short passages. The format of these sections, the number of questions for each of them, and the time which is given for each of them can be seen in the following table (see TOEFL Practical Tests (2003) :

Table (2.4) The Institutional Testing Program (ITP) Format

Sections	Number of Items	Time
Listening: Part A questions about short conversations Part B questions about longer conversations Part C questions about lectures or talks Total	30 7 13 50	 30-40 Minutes
Structure and written expressions: Completing sentences correctly Identifying errors Total	 15 25 40	 25 Minutes
Reading comprehension: Questions about reading passages Total	50 50	 55 Minutes

Zaidoon & Nagham (2011)

B. Text Types in TOEFL Reading Text

Reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction (Pardo, (2004). Calfee and Drum indicates that the power of reading comprehension consists of three components. These are interpretation of reading material (text), the reader and the text by the reader (Referred: Demirel, 2006). For Readers text to understand the differences often caused from insufficiencies seen in the analysis of the words of the text. (Torgesen, Rashotte, Alexander, Alexander and MacPhee, 2003). Karatay (2007: 17), stated that the text is a meaningful, logical and related structure composed of

all structures based on language. Addition, the text is to express an opinion or experience in writing (Hartman and Hartman, 1996).

Text is divided into two: that is, non-continuous text and continuous text. Non continuous text, for example: brochure label, graphic, table, map, and diagram. Continuous text for example: narrative, descriptive, exposition, and spoof (Tangguh et al. 2015).

The following classification of texts used in PISA is adapted from the work of Werlich (1976):

1. Description

It is the type of text where the information refers to properties of objects in space. The typical questions that descriptive texts provide an answer to are what questions. Impressionistic descriptions present information from the point of view of subjective impressions of relations, qualities, and directions in space. Examples of text objects in the text type category description are a depiction of a particular place in a travelogue or diary, a catalogue, a geographical map, an online flight schedule or a description of a feature, function or process in a technical manual.

2. Narration

It is the type of text where the information refers to properties of objects in time. Narration typically answers questions relating to when, or in what sequence. Narratives present change from the point of view of subjective selection and emphasis, recording actions and events from the point of view of subjective

impressions in time. Examples of text objects in the text type category narration is a novel, a short story, a play, a biography, a comic strip, and a newspaper report of an event.

3. Exposition

It is the type of text in which the information is presented as composite concepts or mental constructs, or those elements into which concepts or mental constructs can be analyzed. The text provides an explanation of how the different elements interrelate in a meaningful whole and often answers questions about how Expository essays provide a simple explanation of concepts, mental constructs, or conceptions from a subjective point of view. Definitions explain how terms or names are interrelated with mental concepts. In showing these interrelations, the definition explains the meaning of words. Examples of text objects in the text type category exposition are a scholarly essay, a diagram showing a model of memory, a graph of population trends, a concept map and an entry in an online encyclopedia. (Schleicher, 2009)

4. Spoof

According to Gerot and Wignell (1994) spoof text is a text type retell an event with a humorous twist. It means spoof text is a text which tell factual story with unpredictable ending. According to Budi (2004) the purpose of spoof text is to tell an event with a humorous twist and entertain the reader in spoof text. So if there is no twist in the end of the text, it will not be a spoof text. Moreover, the

story usually has a moral message for the readers. Sudarwati and Grace (2007, p. 178) state that a spoof has a generic structure/text organization and language features. Dealing with text organization, Djuharie (2007, p. 43) explains as follows:

a. Orientation: orientation appears as an introductory part of the text. It will guide the readers to show what kind of a text that he will be reading and it is also the beginning of the story.

b. Events: events are included as part of the text that recite the events that happened in the story usually in chronological order.

c. Twist: the twist is a part of text near the end of the story that tells about something that was unpredictable that make the readers smile and laugh. This is the funniest part of the story.

According to Sudarwati and Grace (2007, p. 178), a spoof text has the following language features:

a. Noun: deals with people, animals or certain things in the text.

b. Action verb: deals with the verbs that show events (examples: ate, ran, stayed, etc.).

c. Connectives: connectives with a sequence of events (examples: first, then, after, before, finally, etc.).

d. Adverbs of time and place: explain when and where the events happened (examples: in the garden, two days ago, etc.).

e. Simple past tense: simple past tense deals with activities that happened in the past, and uses verbs in the past form. (Nurma, & Harha, 2016)

5. Argumentation Enright et al. (2000, p. 30):

It is the type of text that presents the relationship among concepts or propositions. Argument texts often answer why questions. An important sub classification of argument texts is persuasive and opinionative texts, referring to opinions and points of view. Comment relates the concepts of events, objects, and ideas to a private system of thoughts, values, and beliefs. Scientific argumentation relates concepts of events, objects, and ideas to systems of thought and knowledge so that the resulting propositions can be verified as valid or non-valid. Examples of text objects in the text type category argumentation are a letter to the editor, a poster advertisement, the posts in an online forum and a web-based review of a book or film. (Schleicher, Zimmer, Evans, & Clements, (2009, p. 33)

C. Theories of TOEFL Reading Text Strategy

TOEFL reading test depends on many strategies to get the meaning of the text. According to Afflerbach at al. (2008), reading strategies help the readers to decode text, understand the words, and construct or derive meanings of the text. It means that, the readers will lose much information, when they do not understand the meaning of reading material.

There are different types of learning strategies which help the learners to solve their problems and improve their language competency. Reading strategies

are more useful and beneficial for them. In Cambridge preparation for the TOEFL test (2006), have a very good list called "Strategies to Use for the Reading Section of the TOEFL iBT test". These include:

1. Read the entire passage first.

The reading passage are too long to fit on one computer screen. Use the scroll bar to move the passage up and down the screen. You must scroll through the entire passage before you can go on to the questions. The main topic is usually stated at the beginning of the passage. Understanding the main topic and looking for the ideas that support that topic will help you answer questions concerning the organization of the passage. Don't spend time trying to understand every detail. You can return to the passage to search for specific details when you come to those questions.

2. Use context clues to understand the passage.

Even native speakers do not always understand the meaning of all the words used or the implications made in the passages. Instead, they use other words in the passage (context clues) to determine the meaning of unfamiliar words, the organization of the passage, and the supporting details of the text.

3. Read the passage even if you are familiar with the topic.

Sometimes you will come across a passage about a topic you are already familiar with. Read the passage anyway. Never try to answer the questions

without reading the passage first. It might contain new information concerning the topic or concepts that are different from your ideas about the topic.

4. Read the questions and the information carefully.

The reading section contains different question types. Read each question carefully and pay attention to any special instructions. Study the four basic question types that you will encounter and the examples of each type.

5. Try to answer all the questions following a passage before going on to the next one.

Although the test allows you to return to any question you have already seen, it is best to focus your attention on one passage and its set of questions at a time. Jumping around to questions in different passages requires rereading and refocusing your attention – something that you should try to avoid.

6. Use your time wisely.

The reading section has a time limit of 60-100 minutes, depending on how many passages appear on your particular test. Pacing yourself in order to make good progress is essential. Check the clock on the screen when you start the reading section to know how much time you have. The following suggestions will help you use your time wisely:

➢ Be familiar with the question type and test directions so that you don't have to spend time trying to understand what to do. If you are well

prepared for the test, you will be able to click on the **Dismiss Directions** icon the moment the directions appear, giving yourself more time to focus on the question items themselves.

➢ Pay attention to the number of questions displayed on the computer screen and the amount of time remaining on the clock. Pace you're self-according to the number of questions and the time you have left.

➢ Be familiar with scrolling techniques. Be sure to scroll down to read the entire passage before you go on to the questions. The passage will be available to you if you need to refer to it once you have started answering the questions. Use the **View Text** icon if you need to see the entire passage

➢ Be familiar with the use of the **Next, Back**, and **Review** icons to move back and forth among the questions.

➢ Some questions are more difficult than others, but it is important that you answer them all – even if it means guessing. Rather than spending a lot of time on an answer that you are not sure of, quickly eliminate the answer choices you know are wrong, then decide which answer is best and move on. If you have time at the end of the section, you can go back to questions you were unsure of.

While Strategies to Use for Building Reading Fluency are:

1. Read extensively

The more you read, the better reader you will become. Read on a variety of topics in order to build your vocabulary. The larger your vocabulary, the less time

you will need to spend trying to understand unfamiliar words and the more time you will have to understand the material presented in the text.

2. Read challenging material.

Read material that challenges you. If you always read things that are easy for you, you will not develop your ability t read more difficult material.

3. Read about topics commonly found on the TOEFL test.

The reading passages on the test concern subjects taught in colleges and universities: science, technology, the social sciences, and the humanities. Choose reading material that will give you experience reading about these subjects and help you become familiar with the concepts and vocabulary commonly used in these fields.

4. Read actively.

Think about what you are reading. Ask yourself what the text is about. Ask yourself how the material is organized and how the ideas presented are supported.

5. Increase your formal and academic vocabulary.

Increase your vocabulary by reading extensively and practicing the strategies taught in vocabulary.

(Gear & Gear, 2006)

In the line of though (Tangguh et al., 2015) there are some tricks to answer the TOEFL reading test as follow:

a. Using the adjective clause

b. Using the word of reference

c. Using words or phrases that indicate contradictions

d. Using one form of the verb "to be"

e. Punctuation

f. Use of the word "or"

g. Use of example

h. Use of certain expressions.

D. Reading Comprehension Question Types in TOEFL Reading Test

There are many type of TOEFL reading question test. In order to understand and finish the reading test on the TOEFL exam the reader be able to distinguish the types of questions that are used. There are nine categories of frequently asked questions on the TOEFL reading test.

a. Find the Main Idea

This type of query asks the reader to find the main idea of a section of text or paragraph. Example:

1. Which sentence best summarizes the main idea of the passage?

2. What is this paragraph mainly about?

3. What is the author's main purpose in this passage?

4. What would be the best title for this passage?

b. Seeking Supporting Details

Questions like this, the reader are asked to identify specific facts or important details that explain in writing in the reading. Example:

1. What cause type II diabetes?

2. How many people in the United States have Type II diabetes?

c. Exceptions

For this question, the reader are asked to identify specific facts or details that are not mentioned in the text. Example:

1. Which characteristic does not describe the cuttlefish?

2. The author mentions all of the following as important causes of acid Except:

d. Location of Information

These model questions ask the reader to find out where specific information can be found. Example:

1. Where in the passage does the author define the term ecosystem?

e. Vocabulary

There are two models of vocabulary questions that often arise, asking the reader to find the meaning of a vocabulary based the word is used in the reading, and asking the reader to choose a synonym of a word in the text. Example:

1. The word intrinsic in paragraph 2 most likely means....

2. The word commotion in paragraph 5 could best be replaced by......

f. Inferences

For this question, the reader are required to draw a logical conclusion based on the information contained in the text. Example:

1. The author suggests that cloning will lead to

2. This passage suggest that racial profiling is discriminatory because:

g. Reference

These questions require the reader to find out phrases or words are referred by a pronoun. Example:

1. The word it line 7 refers to:

2. The word they in line 25 refers to:

h. Paraphrased Sentences

This type of question asks you to identify the sentence with the most appropriate paraphrase pattern, and also be required to reiterate, one or more, important information in a passage of the reading text. Example:

1. What does the author mean by the sentence Woodstock should have been a colossal failure?

2. What does the author mean by the statement unfortunately, many state governments have not only permitted but sponsor it through lotteries?

i. Sentence Insertion

For this question, the reader are required to put a new sentence to the appropriate place in the text. Example:

1. The following sentence can be added to paragraph 1.

2. Where would this sentence best fit in the paragraph?

(Tangguh et al., 2015).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study to get the best result in doing the research, the writer prepare everything needed in this research. In this chapter, the researcher pointed out the approach used for this research was mix- mode approach. It means that to gain the data which was needed, the methods used in this study was using both quantitative research and qualitative research method, because the researcher used interview questionnaire and test as techniques in collecting the data.

According to Glesne (2006, p. 4), "qualitative research methods are used to understand phenomena from the perspectives of those involved, to contextualize issues in their particular socio-cultural-political milieu, and sometimes to transform or change social conditions". Sandelowski (2000, p.1) argues that a "qualitative descriptive design is the method of choice when straight descriptions of phenomenon are desired". The purpose of qualitative research is not solely to seek the truth, but rather on the subject's understanding of the surrounding world (Sugiyono, 2015).

Gay et al. (2006:9) asserted that "quantitative research is the collection and analysis of numerical data in order to explain, predict, and/or control phenomena of interest". Addition that, the quantitative research is grounded upon a "hypothetical-deductive model" driven by the testing of general a priori propositions (Gephart, 2004: 455). In this study the writer use the test and

questionnaire before interview the students, to determine the ability of students in comprehending TOEFL reading test. The writer uses this research design because feels fit with the title of research taken. At the end of the study the writer interview the students. Furthermore, the test collected will be analyzed by looking at student's learning mastery.

B. Population and Sample

The population is needed in conducting a research. Senam and Akpan 2014) state that "a population is the universe of the study or the entire entity within which all the subjects of the study are found". Population refers to all the elements (individuals, objects or substances) that meet certain criteria for inclusion in a given universe" (Bums & Grove, 2005:40). Then, the researcher decided the populations of this research are English department students in year of 2016/2017, or the sixth semester students of English department (Tarbiyah faculty) of the Islamic State University (UIN) Ar-Raniry who were studying English curriculum development subject, that consist of 201 students with each class approximately consisted of 30 students, and divided into 6 units. In other word, 201 students became the population of this study.

Sampling is the process of selecting a proportion of the population to represent the entire population, and is acritical aspect of design in quantitative research especially survey research (Lohr, 1999). According to Osuala (2007, p.114), "Sampling is taking any portion of a population or universe as representative of that population or universe." In other word sample is a small

part of the total that is taken for representative of the entire totals that become the object of the research.

In this study the sample was chosen by using simple random sampling technique to choose the class. In this technique, each member of the population has an equal chance of being selected as subject. The entire process of sampling is done in a single step with each subject selected independently of the other members of the population (Sharma, 2017).

In this research the writer used random sampling, where the writer has to choose one class of the students of sixth semester as the sample. Of this research, there are some steps that should apply to choose the sample. The first step done by the researcher was by numbering all of units of English curriculum development class, from no 1 until no 6, second, the writer chooses one of the numbers, the chosen number will be the sample of this research. Finally, unit 1 was chosen as the sample, the class consist of 31 students. The class was held at 09.30 to 11.10 p.m. This class was taught by Mrs. Qudwatin Nisak M. Isa. M.Pd., M.Ed. And their schedule for the English curriculum development class was on Tuesday in the room of 17 in Tarbiyah or Teacher Training Faculty of UIN Ar-Raniry.

C. Research Instruments

In this study the writer used test, questionnaire, and interview technique. The test and questionnaire used to answer the first research question and the use the test was to obtain the data about what kind of TOEFL reading text questions

types the difficult for the students. Then collecting the data by using interview to find out why the students faced the difficulties in TOEFL reading text.

D. Technique of Data Collection

In order to collect the data for this study, research instruments are needed. The data was obtained by using test and non-test instruments. It means that the instrument that was used depended on objective of research itself. In collecting the data, the writer prepared three instruments: interview, questionnaire, and test which designed to collect the information about the students' issues.

1. Test

In this study, test was one of the techniques used to collect the data and information in this research. The writer held the test to the students by giving the questions of TOEFL reading text questions that appropriate to the students. In this study, the writer conducted tests to find out the data and the information about the students' difficulties in answering questions in TOEFL reading text, the test here was some sets of TOEFL reading text questions. The instrument used by the writer in doing the research was a written test in the form of multiple choice, and has nine aspects tested, in this case, a number of reading questions were of twenty seven questions for 29, 7 minutes to obtain their score in TOEFL reading text.

2. Questionnaire

A questionnaire (or form) is a group or sequence of questions designed to obtain information on a subject from a respondent (Ivan, 2003). In addition,

Questionnaire refers to a set of question that is written in a piece of paper in order to get the response or information from the respondents.

Based to find out the students' difficulties, closed questions was used in this study, Ivan (2003) states that "closed questions are those where response categories are listed with the question". In this case, the researcher prepares seven questions that were needed to obtain information about students' perceptions and one ways to gain data about their problems in TOEFL reading text questions. In order, the students' choose one or more of the available answers in the questionnaire based their opinions during answer the TOEFL reading text questions. The type of questionnaire used was the checklist question. According to Ivan (2003) "the checklist question is asks the respondent to pick one or more responses from the list". In this study, the writer choose these type of questionnaires because it were could be more specific and fit with the title of research taken.

3. Interview

The interview was used to obtain more accurate data deeply, in order to verify the data that the writer found from test and questionnaire. The researcher asking several questions which correlate to the research topic directly to them. The data collection not only aimed to find out their problems in order to gather specific information from several students in TOEFL reading text to support the primary data, but also to find out the personal information about the students' opinion on their problems in TOEFL reading text and to find out the students'

solution in TOEFL reading test based their opinions and to find out why the students face the difficulties in TOEFL reading text.

In this study, the students who had the low score in the ability to understanding the TOEFL reading text, would be selected to interview. Interview is "a specialized form of communication between people for a specific purpose associated with some agreed subject matter" (Anderson, 1990). Esterberg (2002), state that "interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic". Esterberg (2002) also said "interviewing is at the heart of social research. Besides, Esterberg (2002) suggests that there are several kinds of interviews, such as structured, semiterstructure, and not terstructure. In this study, the type of interview used was semiterstructured interviews. Semi- structured interviews was applied in this data collection. Semi-structured interview, which is a more flexible version of the structured interview as "it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses" (Rubin & Rubin, 2005: 88). This type of interview has been included in the category of in-depth interview, which in implementation is freer when compared with structured interviews. The purpose of this type of interview is to find the problem more openly, in which the interviewee is asked for opinions, and ideas. In conducting the interview, the researcher needs to listen carefully and record what the informant has to say (Sugiyono, 2005).

E. Technique of Data Analysis

1. Technique of Analyzing the Test

This research was intended to find out the difficulties in TOEFL reading test for the students of English Department at UIN Ar- Raniry. Therefore, to analyze the data, index difficulty of question item formula was needed. This following formula was used to find what kind the difficulties in TOEFL reading question types for students as suggested by Arikunto (2012):

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

Where:

P = Proportion or index difficulty

B = Number of students who answer the item correctly

JS = Total number of students.

After finding the proportion of each question items, the classification of index difficulty was needed in order to know the difficulties TOEFL reading test types. The classification of index difficulty was used to classify the most difficult TOEFL reading question types for the students.

The interpretation of index difficulty was in the following table:

Table 3.1: The Classification of Index Difficulty

Interval	Classification
0.00 - 0.30	Difficult
0.31 - 0.70	Fair
0.71 – 1.00	Easy

(Arikunto, 2012)

2. Technique of Analyzing the Questionnaire

The next step done in analyzing the data is measuring the students' answers in the questionnaires. In this study the analysis was based on the percentage formula, to know the percentage point or the dominant response of students' responses on the questionnaire, then the data collected from questionnaire were calculated as mentioned in Sudjana (2001):

$$P = \frac{f}{N} \text{ x } 100\%$$

Where

P: Percentage

F: Frequency (number of students who respond on the option)

N: Total of frequency (the total students' number who respond on the option)

3. Technique of Analyzing Interview

In interview process, the writer used a device to record the responses from the students. The device was recorded by a record application of Samsung Galaxi J2 Prime from the beginning until the end of interview. The data collection techniques ware based on self- reports, or at least the knowledge or personal beliefs.

In this research, the writer asked the students some questions related to the students' opinion through TOEFL reading test. The writer interviewed the students through face-to-face. The writer would give different code while transcribing and encoding the data from the interview. The writer gave "W"

symbol as the code for the interviewer, and "S" symbol as the code for the students.

In this study after the researcher hear their statement, the writer write the transcript from the recording to find out what is on their minds, what do they think or how do they feel about the test, then result of thematic analysis reported in Descriptive way. And there were some sample being interview, they were selected because they had the low score of the test. In this study, the time for interviewing each students will be as long as needed, in order to get the detail information. Firstly, the researcher drew the numbers of the group who answer the question. Then, the writer chose one sample from each group one by one. Besides that, the analysis was based on the students' responds of interview to verify impression of participants to represent them.

CHAPTER IV

RESULTS AND DISCUSSIONS

A. Test Result

To answer the questions in this research, this chapter present the data and finding of the study. To collect the data, test, questionnaire, and interview guide were used in this study. The test used in this study was intended to obtain the data about the difficulties in TOEFL reading text face by students of English Department (Tarbiyah faculty) of the Islamic State University (UIN) Ar-Raniry. The Test was held on May 8th. Time 10.30-11.00 am, In Fathun Qarib Mosque. Test held in Fathun Qarib Mosque because there was a test in the class 17. After gathering the data, the data were put into table to calculate the students' score. Then the writer analyzed the students' results by using index difficulty formula. Here the writer explained the finding of students' answer toward the test. Each types of TOEFL reading test were described from the difficulties to the least difficult faced by the students.

Table 4.1: Students' Answers to Exceptions Questions

NO	Exceptions		
QUESTIONS' NUMBER	13	14	15
RESULTS	7	7	2
INDEX DIFFICULTY	0,33	0,33	0,04
	F	F	D
TOTAL	15		

Exceptions questions were in number 13, 14, and 15. The students face the difficulty to answer the correct answer of the question of this type. The students faced the difficulties in question number 15. These question were classified into difficult questions based on index difficulty formula.   These question reached point 0, 04 of index difficulty point. There were only 2 students who answer the question no. 15 correctly

However, the question number 13 and 14, were classified into average questions' category which higher point 0, 33 of index difficulty point.

Table 4.2: Students' Answers to Supporting Details Questions

NO	Supporting Details		
QUESTIONS' NUMBER	24	26	27
RESULTS	3	5	3
INDEX DIFFICULTY	0,14	0,23	0,14
	D	D	D
TOTAL	11		

For the supporting details questions were in number 24, 26, and 27. The students face the difficulties to answer the correct answer of the questions. There were 3 students who answer the question no. 24. 5 students answer the correct answer for number 26, and 3 students answer the correct answer for number 27. Based on index difficulty formula, the supporting details question, were classified into difficult questions faced by the students. All questions were on difficult point. These three questions reached point 0, 14, 0, 23, and 0, 14 of index difficulty point.

This TOEFL reading text question type, was classified into the most question type faced by the students of English Department (Tarbiyah Faculty) of the Islamic State University (UIN) Ar-Raniry. The date was calculated based on the students' answers to the questions and classified by using index difficulty formula.

Table 4.3: Students' Answers to Main Idea Questions

NO	Main Idea		
QUESTIONS' NUMBER	19	23	25
RESULTS	9	12	5
INDEX DIFFICULTY	0,42	0,57	0,23
	F	F	D
TOTAL	26		

For the main idea questions were in number 19, 23, and 25. The students face the difficulty to answer the correct answer of the question of this type. The students faced the difficulties in question number 25. These one question were classified into difficult questions based on index difficulty formula. These question reached point 0, 23 of index difficulty point. There were 5 students answer the correct answer for number 25.

But, for questions number 19 and 23, were classified into average questions' category which reached higher point 0, 42 and 0, 57 of index difficulty point. A number of 9 students answer the correct answer for number 19 and 12 students answer the correct answer for number 23.

Table 4.4: Students' Answers to Inference Questions

NO	Inference		
QUESTIONS' NUMBER	10	11	12
RESULTS	10	6	6
INDEX DIFFICULTY	0,47	0,23	0,28
	F	D	D
TOTAL	21		

For the inference questions were in number 10, 11, and 12. The students face the difficulty to answer the correct answer of the question of this type. The students faced the difficulties in question number 11 and 12. These two questions were classified into difficult questions based on index difficulty formula. These question reached point 0, 23 and 0, 28 of index difficulty point. There were 5 students answer the correct answer for number 11 and 6 students answer the correct answer for number 12.

However, the question in number 10, was classified into average questions' category. These questions reached higher point 0, 47 of index difficulty point. There were 10 students answer the correct answer for number 10.

Table 4.5: Students' Answers to Vocabulary Questions

NO	Vocabulary		
QUESTIONS' NUMBER	1	2	3
RESULTS	7	17	12
INDEX DIFFICULTY	0,33	0,80	0,57
	F	E	F
TOTAL	36		

The vocabulary questions were in number 1, 2, and 3. The question of number 1 and 3 were classified into average questions. These question reached point 0, 33 and 0, 57 of index difficulty point. There were 7 students who choose the correct answer for number 1 and 12 students' answer correctly for number 3.

The question, in number 2, was classified into easy questions' category which reached higher point 0, 80 of index difficulty point. A number of 17 students answer the correct answer for number 2.

Table 4.6: Students' Answers to Location Information Questions

NO	Location Information		
QUESTIONS' NUMBER	20	21	22
RESULTS	5	5	3
INDEX DIFFICULTY	0,23	0,23	0,14
	D	D	D
TOTAL	13		

For the location information questions were in number 20, 21, and 22. The students face the difficulties to answer the correct answer of the question of this type. A number of 5 students answer the correct answer for number 20. 4 students answer the correct answer for number 21, and 3 students the answer correct answer for number 22. Based on the index difficulty formula, the location Information questions, were also classified into difficult questions faced by the students. All questions were on difficult point. These three questions reached point 0, 23, 0, 23, and 0, 14 of index difficulty point.

Table 4.7: Students' Answers to Sentence Insertion Questions

NO	Sentence Insertion		
QUESTIONS' NUMBER	7	8	9
RESULTS	3	5	7
INDEX DIFFICULTY	0,14	0,23	0,33
	D	D	F
TOTAL	15		

For the Sentence Insertion questions were in number 7, 8, and 9. The students face the difficulty to answer the correct answer of the question of this type. The students faced the difficulties in question number 7 and 8. These two question were classified into difficult questions based on index difficulty formula. These question reached point 0, 14 and 0, 23 of index difficulty point. A number of 2 students answer the correct answer for number 7 and 5 students answer the correct answer for number 8.

However, this question, in number 9, was classified into average questions' category which reached higher point 0, 33 of index difficulty point. A number of 7 students answer the correct answer for number 9.

Table 4.8: Students' Answers to Paraphrased Sentence Questions

NO	Paraphrased Sentence		
QUESTIONS' NUMBER	16	17	18
RESULTS	4	7	1
INDEX DIFFICULTY	0,19	0,33	0,04
	D	F	D
TOTAL	12		

For the Paraphrased Sentence questions were in number 16, 17, and 18. The students face the difficulty to answer the correct answer of the question of this type. The students faced the difficulties in question number 16 and 18. These two question were classified into difficult questions based on index difficulty formula. These question reached point 0, 19 and 0, 04 of index difficulty point. A number of 4 students answer the correct answer for number 16 and 1 students answer the correct answer for number 18.

But, the question in number 7 was classified into average question's category which higher 0, 33 of index difficulty point. A number of 7 students answer the correct answer for number 17.

Table 4.9: Students' Answers to Reference Questions

NO	Reference		
QUESTIONS' NUMBER	4	5	6
RESULTS	14	16	12
INDEX DIFFICULTY	0,66	0,76	0,57
	F	E	F
TOTAL	42		

For the reference questions were in number 4, 5, and 6. The question in number 4 and 6 were classified into average question, these questions reached point, 0, 66 and 0, 57 of index difficulty point. A number of 14 students answer the correct answer for number 4 and 12 students answer the correct answer for number 6.

However, this question number 5 was classified into easy questions' category. These questions reached higher point 0, 76 of index difficulty point. A number of 16 students answer the correct answer for number 5.

Indeed, based on the descriptions about the students' results to the test, which was described from the most difficult TOEFL reading text question types to the least difficult, one above showed that the most difficult TOEFL reading text type faced by the students was supported detail type. It was classified into the most difficult type face by the students, because there were only two, three or four students who can answer each question of this type correctly.

B. Questionnaire Result

The questionnaire was used in this study. It aimed at finding out the answer why the students faced the difficulties. The questionnaire's classifications or options in which the students should respond to the options to reveal their difficulties in TOEFL reading text.

All of students' responses to the questionnaire were put in table. The table used to let the writer be easy in analyzing the data. All of the students' responses

Table 4.10: The Students' Responses to the Q 1.

No	Question	Option	Total Responses	Percentage
Q 1	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	3	14,28%
		b. Because the question like that has never been discussed before	1	4,76%
		c. Because many new words in the text so do not know the meaning of the text	9	42,85%
		d. Because the sentences in the text are complicated	4	19,04%
		e. Because the text used is too long	1	4,76%
		f. Because has no background knowledge about the text	3	14,28%
		g. Because the students never read the text like this before	6	28,57%

From the table above, the most of the students' responds to the (c) option, it achieves the highest percentage that is 42, 85% responses. It means that the students faced the difficulties because they do not know the meaning of many new word in the text. Then the students also faced the difficulties because the text used for question number 1 had never read by students before, the students showed their responses to this point by 28, 57% responses. Next reasons why the students also faced the difficulties to answer the questions because they do not have good grammar comprehension, the students' responses to this category are 19, 04%. Another difficult faced by students are the students do not comprehend the questions asked to them, in this case, 14,28% of the students' responded to them. And 4, 76% of the students also faced the difficulties because the lesson has never been learnt before, and length of the text used.

For question number 1, it can be concluded that, the most of the students faced the difficulties because they do not know the meaning of many new words in the text. Consequently, the students do not know what the text tells about and they fail to answer the question correctly.

Table 4.11: The Students' Responses to the Q 2.

No	Question	Option	Total Responses	Percentage
Q 2	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	1	4,76%
		b. Because the question like that has never been discussed before	0	0%
		c. Because many new words in the text so do not know the meaning of the text	8	38,09%
		d. Because the sentences in the text are complicated	3	14,28%
		e. Because the text used is too long	1	4,76%
		f. Because has no background knowledge about the text	3	14,28%
		g. Because the students never read the text like this before	7	33,33%

From the table above, the most of the students' responds to the (c) option, it achieves the highest percentage that is 38, 09% responses. It means that the students faced the difficulties in pertaining to the vocabulary mastery. Then, the students also faced the difficulties because they never read the text like this before, the students' responses to this category is 33, 33%. Next reasons why the students also faced the difficulties to answer the questions because they do not have good grammar comprehension and they have no background knowledge about the text. The students' responses toward those reasons are 14, 28%. Another difficulty faced by students are they do not comprehend the question asked to

them and the text used is long. They showed that they faced the difficulties by responding to categories by 4, 76%.

In accordance with the students' responses to the questionnaire above, it can be concluded that most of the students faced the difficulties because they do not know the meaning of many new words in the text. Consequently, the students do not know what the text tells about and they fail to answer the question correctly.

Table 4.12: The Students' Responses to the Q 3.

No	Question	Option	Total Responses	Percentage
Q 3	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	1	4,76%
		b. Because the question like that has never been discussed before	0	0%
		c. Because many new words in the text so do not know the meaning of the text	7	33,33%
		d. Because the sentences in the text are complicated	4	19,04%
		e. Because the text used is too long	1	4,76%
		f. Because has no background knowledge about the text	2	9,52%
		g. Because the students never read the text like this before	4	19,04% %

From the table above, the most of the students' responds to the (c) option, it achieves the highest percentage that is 33, 33% responses. It means that the students faced the difficulties in pertaining to the vocabulary mastery. Then, the students also faced the difficulties because they do not have good grammar comprehension and they never read the text like this before. The students'

responses toward those reasons are 19, 04%. Next, the students also faced the difficulties to answer the questions because they do not have background knowledge about the text, it can be seen from the table above that there are 9, 52% of the students who faced the difficulties. And 4, 76% of the students faced the difficulties because they do not comprehend the questions asked to them and the length of the text used.

In accordance with the students' responses to the questionnaire above, it can be concluded that most of the students faced the difficulties in answering the questions because they do not know the meaning of many new words in the text. Consequently, the students do not know what the text tells about and they fail to answer the question correctly.

Table 4.13: The Students' Responses to the Q 4.

No	Question	Option	Total Responses	Percentage
Q 4	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	4	19,04%
		b. Because the question like that has never been discussed before	0	0%
		c. Because many new words in the text so do not know the meaning of the text	3	14,28%
		d. Because the sentences in the text are complicated	3	14,28%
		e. Because the text used is too long	0	0%
		f. Because has no background knowledge about the text	2	9,52%
		g. Because the students never read the text like this before	2	9,52%

From the table above, the most of the students' responds to the (a) option, it achieves the highest percentage that is 19, 04% responses. It means that the students faced the difficulties because they do not comprehend the questions asked to them. Then the students also faced the difficulties because they do not know the meaning of many new words in the text and they do not have good grammar comprehension. The students' responds to these difficulties' options are 14, 28%. And 9, 52% of the students faced the difficulties to answer the question because they have no background knowledge about the text and they never read the text like this before.

For question number 4, it can be concluded that the most of the students faced the difficulties because they do not comprehend the question which asked to them. Consequently, so that they failed to answer the question correctly.

Table 4.14: The Students' Responses to the Q 5.

No	Question	Option	Total Responses	Percentage
Q 5	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	4	19,04%
		b. Because the question like that has never been discussed before	1	4,76%
		c. Because many new words in the text so do not know the meaning of the text	6	28,57%
		d. Because the sentences in the text are complicated	3	14,28%
		e. Because the text used is too long	5	23,80%
		f. Because has no background knowledge about the text	4	19,04%
		g. Because the students never read the text like this before	2	9,52%

From the table above, the most of the students faced the difficulties to answer the question correctly because they do not know the meaning of the words. For the students, there are many new words in the text. It is shown by their responses to this category by 28, 57%. It is the highest percentage of the students' responses in this table. Then, the students also faced the difficulties because the text used is long. It is shown by their responses to this category by 23, 80%. Next, reasons why the students faced the difficulties because the students do not comprehend the question which asked to them, they have no back ground knowledge about the text. The students' responses to these category achieved 19, 04%. Another difficulty faced by students to answer the questions because length of the text used, the students showed their responses to this point by 14, 28%. The students also faced by students to answer the questions because the students never read the text like this before, it can be shown by 9, 52% of their responses to that point. And 4, 76% of the students faced the difficulties because the lesson that has never been learnt before.

For question number 5, it can be conclude that the most of the students faced the difficulties because they do not know the meaning of many new words in the text. Consequently, so that they failed to answer the question correctly.

Table 4.15: The Students' Responses to the Q 6.

No	Question	Option	Total Responses	Percentage
Q 6	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	1	4,76%
		b. Because the question like that has never been discussed before	0	0
		c. Because many new words in the text so do not know the meaning of the text	2	9,52%
		d. Because the sentences in the text are complicated	2	9,52%
		e. Because the text used is too long	4	19,04%
		f. Because has no background knowledge about the text	4	19,04%
		g. Because the students never read the text like this before	2	9,52%

For question number 6, generally the students faced the difficulties because the length of text used and they have no background knowledge about the text. It is shown by the percentage of students' responses that is 19, 04%. It is the highest percentage of the students' responses in this category. Then, the students also faced the difficulties to answer the questions because they do not know the meaning of the words in the text, do not have good grammar comprehension, and never read the text like this before. The students responded to these categories by 9, 52%. Next the students also faced the difficulties because they do not comprehend the questions asked to them. For these reasons the students' responds to 4, 76%.

For question number 6, it can be concluded that the most of the students faced the difficulties because the length of text used and they have no background

knowledge about the text. Consequently, so that they failed to answer the questions correctly.

Table 4.16: The Students' Responses to the Q 7.

No	Question	Option	Total Responses	Percentage
Q 7	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	10	47,61%
		b. Because the question like that has never been discussed before	4	19,04%
		c. Because many new words in the text so do not know the meaning of the text	3	14,28%
		d. Because the sentences in the text are complicated	3	14,28%
		e. Because the text used is too long	3	14,28%
		f. Because has no background knowledge about the text	1	4,76%
		g. Because the students never read the text like this before	2	9,52%

Based on the table above, most of the students faced the difficulties because they do not comprehend the question asked to them. The students' responses to this category achieved the highest percentage that is 47, 61% of students' responses. Then the students also faced the difficulties because the lesson has never been learnt before .The students' responses to these categories achieve 19, 04%. Next reasons why the students faced the difficulties to answer the question, because they do not know the meaning of many new words in the text, do not have good grammar comprehension, and the text used is long. In this case, 14, 28% of the students' responds to them. Another difficulties why the students also faced the difficulties to answer the question because they never read

the text like this before. The students showed their responses to this point by 9, 52%. And 4, 76% they have no background knowledge about this text.

In accordance with the students' responses to the questionnaire above, it can be concluded that most of the students faced the difficulties in answering the questions because they do not comprehend the questions which asked to them so that they failed to answer the question correctly.

Table 4.17: The Students' Responses to the Q 8.

No	Question	Option	Total Responses	Percentage
Q 8	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	8	38,09%
		b. Because the question like that has never been discussed before	4	19,04%
		c. Because many new words in the text so do not know the meaning of the text	4	19,04%
		d. Because the sentences in the text are complicated	1	4,76%
		e. Because the text used is too long	4	19,04%
		f. Because has no background knowledge about the text	1	4,76%
		g. Because the students never read the text like this before	1	4,76%

From the table above, the most of the students faced the difficulties because they do not comprehend the question asked to them. We can see that from the table above, the students responded to this category by 38, 09%. Then, the students also faced the difficulties because the lesson never been learnt before, weakness in vocabulary, and text used is long. In this case, 19, 04% of the students' responds to them. And 4, 76% students faced the difficulties because

they are poor in grammar, do not have background knowledge about the text and never read the Text like this before.

For question number 8, it can be conclude that the most of the students faced the difficulties because they do not comprehend the question which asked to them, so that they failed to answer the question correctly.

Table 4.18: The Students' Responses to the Q 9.

No	Question	Option	Total Responses	Percentage
Q 9	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	9	42,85%
		b. Because the question like that has never been discussed before	3	14,28%
		c. Because many new words in the text so do not know the meaning of the text	5	23,80%
		d. Because the sentences in the text are complicated	0	0%
		e. Because the text used is too long	6	28,57%
		f. Because has no background knowledge about the text	4	19,04%
		g. Because the students never read the text like this before	3	14,28%

From the table above, the most of the students faced the difficulties because they do not comprehend the question asked to them. From the table above, the students' response to this category achieved the highest percentage that is 42, 85%. Then, the students also faced the difficulties because length of the text used the students showed their responses to this point by 28, 57%. Next reasons why the students also faced the difficulties in answering the questions because they do not know the meaning of many new word in the text. It can be shown by

23, 80% of their responses to that point. Another difficulties faced by the students in answering the questions because they do not have background knowledge about the text. The students' responds to this category are 19, 04%. And 14, 28% of the students faced the difficulties because they do not know the meaning of many new words in the text and they never read the text like this before.

In accordance with the students' responses to the questionnaire above, it can be concluded that most of the students faced the difficulties in answering the questions because they do not comprehend the question which asked to them, so that they failed to answer the question correctly.

Table 4.19: The Students' Responses to the Q 10.

No	Question	Option	Total Responses	Percentage
Q 10	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	6	28,57%
		b. Because the question like that has never been discussed before	1	4,76%
		c. Because many new words in the text so do not know the meaning of the text	2	9,52%
		d. Because the sentences in the text are complicated	4	19,04%
		e. Because the text used is too long	5	23,80%
		f. Because has no background knowledge about the text	3	14,28%
		g. Because the students never read the text like this before	5	23,80%

From the table above, the most of the students faced the difficulties because they do not comprehend the question asked to them. From the table above, the students' responses to this category achieved the highest percentage

that is 28, 57%. Then, the students also faced the difficulties because the text used is long and the text used for question number 10, had never read by students before. They showed that, they faced the difficulties by responding to categories by 23, 80%. Next reasons why the students faced the difficulties to answer the questions because they do not have good grammar comprehension, the student responses to this reasons are 19, 04%. Another difficulties faced by students to answer the questions because they do not have background knowledge about the text. The students showed their responses to this point by 14, 28%. Next reasons why the students also face the difficulties to answer the questions because. They do not know the meaning of many new words in the text. It can be shown by 9, 52%   of their responses to that point and 4, 76% of the students faced the difficulties because the lesson has never been learnt before.

For question number 10, it can be concluded that the most of the students faced the difficulties because they do not comprehend the question which asked to them, so that they failed to answer the question correctly.

Table 4.20: The Students' Responses to the Q 11.

No	Question	Option	Total Responses	Percentage
Q 11	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	1	4,76%
		b. Because the question like that has never been discussed before	1	4,76%
		c. Because many new words in the text so do not know the meaning of the text	6	28,57%
		d. Because the sentences in the text are complicated	5	23,80%
		e. Because the text used is too long	1	4,76%
		f. Because has no background knowledge about the text	1	4,76%
		g. Because the students never read the text like this before	1	4,76%

From the table above, the most of the students faced the difficulties because they do not know the meaning of many new words in the text. From the table above, the students' responses to this category achieved the highest percentage that is 28, 57%. Then, the students also faced the difficulties because they do not have good grammar comprehension, the students' responses toward these reasons are 14, 28%. Next reasons why the students faced the difficulties because the students do not comprehend the question asked to them, the lesson has never been learnt before, the text used is long, do not have background knowledge about the text, and they never read the text like this before, their responses achieved 4,76%.

In accordance with the students' responses to the questionnaire above, it can be concluded that the most of the students faced the difficulties in answering

the questions because they do not know the meaning of many new words in the text. Consequently, the students do not know what the text tells about and they fail to answer the question correctly.

Table 4.21: The Students' Responses to the Q 12.

No	Question	Option	Total Responses	Percentage
Q 12	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	3	14,28%
		b. Because the question like that has never been discussed before	0	0%
		c. Because many new words in the text so do not know the meaning of the text	2	9,52%
		d. Because the sentences in the text are complicated	3	14,28%
		e. Because the text used is too long	3	14,28%
		f. Because has no background knowledge about the text	2	9,52%
		g. Because the students never read the text like this before	3	14,28%

From the table above, the most of the students faced the difficulties because they do not comprehend the question asked to them, poor in grammar, length of the text used, and they never read the text like this before. From the table above, the students responses to this category by 14, 28%. The students also face the difficulties because they are lack in vocabulary, and do not have background knowledge about the text. The students' responses to this category are 9, 52%.

For the question number 12, it can be concluded that the most of the students faced the difficulties because they do not comprehend the question which

asked to them, poor in grammar, length of the text used, and they never read the text like this before. So that they failed to answer the question correctly.

Table 4.22: The Students' Responses to the Q 13.

No	Question	Option	Total Responses	Percentage
Q 13	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	2	9,52%
		b. Because the question like that has never been discussed before	2	9,52%
		c. Because many new words in the text so do not know the meaning of the text	5	23,80%
		d. Because the sentences in the text are complicated	4	19,04%
		e. Because the text used is too long	9	42,85%
		f. Because has no background knowledge about the text	5	23,80%
		g. Because the students never read the text like this before	4	19,04%

From the table above, the most of the students faced the difficulties because they do not have good grammar comprehension. The students' responses to this category achieved the highest percentage that is 42, 85%. Then, the students also faced the difficulties because they do not know the meaning of many new words in the text and do not have background knowledge about the text. In this case, 23, 80% of the students' responses to them. Next reasons why the students faced the difficulties because the students do not have good grammar comprehension and they never read the text like this before. They showed that they faced the difficulties by responding to categories by 19, 04% and 9, 52% of the students faced the difficulties because they do not comprehend the question is asked to them and the lesson has never been learnt before. For question number

13, it can be concluded that the most of the students faced the difficulties in answering the questions because the text used is long, so that they failed to answer the question correctly.

Table 4.23: The Students' Responses to the Q 14.

No	Question	Option	Total Responses	Percentage
Q 14	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	2	9,52%
		b. Because the question like that has never been discussed before	1	4,76%
		c. Because many new words in the text so do not know the meaning of the text	6	28,57%
		d. Because the sentences in the text are complicated	2	9,52%
		e. Because the text used is too long	6	28,57%
		f. Because has no background knowledge about the text	3	14,28%
		g. Because the students never read the text like this before	4	19,04%

From the table above, the most of the students faced the difficulties because they do not know the meaning of many new words in the text and length of the text used. The students' responses toward those reasons are 28, 57%. Then, the students also faced the difficulties because the text used for the question number 14 had never read by students before. The students' responses to this category are 19, 04%. Next reasons why the students faced the difficulties in answering the questions because the students do not have background knowledge about the text. They showed that they faced the difficulties by responding to categories by 14, 28%. Another difficult that is faced by the students in answering the questions because they do not comprehend the question asked to them and

they do not have good grammar comprehension. It achieves 9, 52% of the students' responses and 4, 76% of the students who faced difficulties because the lesson has never been learnt before.

In accordance with the students' responses to the questionnaire above, it can be concluded that most of the students faced the difficulties in answering the questions because they do not know the meaning of many new words in the text. Consequently, the students do not know what the text tells about and they fail to answer the question correctly.

Table 4.24: The Students' Responses to the Q 15.

No	Question	Option	Total Responses	Percentage
Q 15	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	4	19,04%
		b. Because the question like that has never been discussed before	3	14,28%
		c. Because many new words in the text so do not know the meaning of the text	3	14,28%
		d. Because the sentences in the text are complicated	4	19,04%
		e. Because the text used is too long	14	66,66%
		f. Because has no background knowledge about the text	4	19,04%
		g. Because the students never read the text like this before	4	19,04%

For question number 15, the most of the students faced the difficulties because the text used is long. The students frequently responded to this category by 66, 66%. It is the highest percentage of all the students' responses. Then, the students also faced the difficulties because they do not comprehend the questions

asked to them, do not have good grammar comprehension, do not have background knowledge about the text, and the text used for question number 15 had never read by students before. The students' responses toward those reasons are 19, 04%, and 14, 28% of the students faced the difficulties because the lesson has never been learnt before and they never read the text like this before. For question number 15, it can be concluded that the most of the students faced the difficulties because length of the text used. So that they failed to answer the question correctly.

Table 4.25: The Students' Responses to the Q 16.

No	Question	Option	Total Responses	Percentage
Q 16	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	3	14,28%
		b. Because the question like that has never been discussed before	2	9,52%
		c. Because many new words in the text so do not know the meaning of the text	3	14,28%
		d. Because the sentences in the text are complicated	3	14,28%
		e. Because the text used is too long	2	9,52%
		f. Because has no background knowledge about the text	5	23,80%
		g. Because the students never read the text like this before	3	14,28%

From the table above, the most of the students faced the difficulties because they do not have background knowledge about the text. The students' response to this category achieved the highest percentage that is 23, 80%. Then, the students also faced the difficulties because they do not comprehend the questions asked to them, they do not know the meaning of many new words in the

text, do not have good grammar comprehension, and the text used for question number 16 had never read by students before. In this case, 14, 28% of the students' responds to them and 9, 52% of the students who faced difficulties because the lesson has never been learnt before and the text used is long.

For question number 15, it can be concluded that the most of the students faced the difficulties because they do not have background knowledge about the text. So that they failed to answer the question correctly.

Table 4.26: The Students' Responses to the Q 17.

No	Question	Option	Total Responses	Percentage
Q 17	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	4	19,04%
		b. Because the question like that has never been discussed before	0	0%
		c. Because many new words in the text so do not know the meaning of the text	3	14,28%
		d. Because the sentences in the text are complicated	1	4,76%
		e. Because the text used is too long	7	33,33%
		f. Because has no background knowledge about the text	3	14,28%
		g. Because the students never read the text like this before	4	19,04%

From the table above, the most of the students faced the difficulties because they do not have background knowledge about the text. The students' responses to this category achieved the highest percentage that is 33, 33%. Then, the students also faced the difficulties because they do not comprehend the questions asked to them, and the text used for question number 17 had never read

by students before. They showed that they faced the difficulties by responding to categories by 19, 04%. Next reason why the students faced the difficulties because they do not know the meaning of many new words in the text and they do not have background knowledge about the text. The students' responds toward those reasons are 14, 28% and 4, 76% of the students who faced difficulties because they do not have good grammar comprehension.

For question number 17, it can be concluded that the most of the students faced the difficulties because they do not have background knowledge about the text. So that they failed to answer the question correctly.

Table 4.27: The Students' Responses to the Q 18.

No	Question	Option	Total Responses	Percentage
Q 18	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	4	19,04%
		b. Because the question like that has never been discussed before	0	0%
		c. Because many new words in the text so do not know the meaning of the text	2	9,52%
		d. Because the sentences in the text are complicated	4	19,04%
		e. Because the text used is too long	6	28,57%
		f. Because has no background knowledge about the text	3	14,28%
		g. Because the students never read the text like this before	6	28,57%

From the table above, the most of the students faced the difficulties because length of the text used and the text used for question number 18 had never read by students before. The students' responses toward those reasons are

28, 57%. Then, the students also faced the difficulties because they do not comprehend the question asked to them and do not have background knowledge about the text. In this case, the students' responses are 19, 04%. Next reason why the students face the difficulties in answer the questions because they do not have background knowledge about the text. The students' responds toward those reasons are 14, 28% and 9, 52% of the students who faced difficulties because they do not know the meaning of many new words in the text. For question number 18, it can be concluded that the most of the students faced the difficulties because length of the text used and they never read the text like this before. So that they failed to answer the question correctly.

Table 4.28: The Students' Responses to the Q 19.

No	Question	Option	Total Responses	Percentage
Q 19	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	4	19,04%
		b. Because the question like that has never been discussed before	0	0%
		c. Because many new words in the text so do not know the meaning of the text	2	9,52%
		d. Because the sentences in the text are complicated	0	0%
		e. Because the text used is too long	6	28,57%
		f. Because has no background knowledge about the text	5	23,80%
		g. Because the students never read the text like this before	4	19,04%

From the table above, the most of the students faced the difficulties because length of the text used. The students' responses to this category achieved

the highest percentage that is 28, 57%. Then, the students also faced the

difficulties because they do not have background knowledge about the text. They

showed that they faced the difficulties by responding to categories by 23, 80%.

Next reasons why the students faced difficulties In answer the question, because

The students do not comprehend the question asked to them and they never read

the text like this before, in his case, the students' responses are 19, 04% and 9,

52%   of the students who face difficulties because they do not know the meaning

of many new words in the text. For question number 19, it can be concluded that

the most of the students faced the difficulties because the text used is long. So that

they failed to answer the question correctly.

<div align="center">Table 4.29: The Students' Responses to the Q 20.</div>

No	Question	Option	Total Responses	Percentage
Q 20	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	4	19,04%
		b. Because the question like that has never been discussed before	0	0%
		c. Because many new words in the text so do not know the meaning of the text	2	9,52%
		d. Because the sentences in the text are complicated	2	9,52%
		e. Because the text used is too long	5	23,80%
		f. Because has no background knowledge about the text	3	14,28%
		g. Because the students never read the text like this before	4	19,04%

From the table above, the most of the students faced the difficulties

because length of the text used. The students' responses to this category achieved

the highest percentage that is 23, 80%. Then, the students also faced the

difficulties because they do not comprehend the questions asked to them and the text used for question number 19 had never read by students before. The students' responses toward those reasons are 19, 04%. Next reasons why the students faced difficulties because the students do not have background knowledge about the text. The students' responses to this category is 14,28% and 9,52% of the students who faced difficulties because they do not know the meaning of many new words in the text and do not have good grammar comprehension. For question number 20, it can be concluded that the most of the students faced the difficulties because the text used is long. So that they failed to answer the question correctly.

Table 4.30: The Students' Responses to the Q 21.

No	Question	Option	Total Responses	Percentage
Q 21	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	3	14,28%
		b. Because the question like that has never been discussed before	3	14,28%
		c. Because many new words in the text so do not know the meaning of the text	4	19,04%
		d. Because the sentences in the text are complicated	5	23,80%
		e. Because the text used is too long	3	14,28%
		f. Because has no background knowledge about the text	3	14,28%
		g. Because the students never read the text like this before	4	19,04%

From the table above, the most of the students faced the difficulties because they do not have good grammar comprehension. The students' responses

to this category achieved the highest percentage that are 23, 80%. Then, the students also faced the difficulties because they do not know the meaning of the many new words in the text and they do not have good grammar comprehension. In this case, 19,04% of the students responded to them and 14,28% of the students who faced difficulties because they do not comprehend the questions asked to them, the lesson has never been learnt before, the text used is long and do not have background knowledge about the text. For question number 21, it can be concluded that most of the students faced the difficulties because they do not have good grammar comprehension. So that they failed to answer the question correctly.

Table 4.31: The Students' Responses to the Q 22.

No	Question	Option	Total Responses	Percentage
Q 22	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	1	4,76%
		b. Because the question like that has never been discussed before	0	0%
		c. Because many new words in the text so do not know the meaning of the text	2	9,52%
		d. Because the sentences in the text are complicated	4	19,04%
		e. Because the text used is too long	8	38,09%
		f. Because has no background knowledge about the text	6	28,57%
		g. Because the students never read the text like this before	4	19,04%

From the table above, the most of the students faced the difficulties because length of the text used. The students' responses to this category achieved the highest percentage that is 38, 09%. Then, the students also faced the

difficulties because they do not have background knowledge about the text. The students' responses to this category is 28, 57%. Next reasons why the students faced the difficulties because the students do not have good grammar comprehension and they never read the text like this before In this case, 19, 04% of the students responded to them. Another difficulties faced by students in answer the questions because they do not know the meaning of many new words in the text, the students showed their responses to this point by 9, 52% and the students also faced the difficulties because they do not comprehend the questions asked to them. It can be shown by 4, 76% of their response to that point. For question number 22, it can be concluded that the most of the students faced the difficulties because the text used is long. So that they failed to answer the question correctly.

Table 4.32: The Students' Responses to the Q 23.

No	Question	Option	Total Responses	Percentage
Q 23	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	3	14,28%
		b. Because the question like that has never been discussed before	1	4,76%
		c. Because many new words in the text so do not know the meaning of the text	2	9,52%
		d. Because the sentences in the text are complicated	2	9,52%
		e. Because the text used is too long	11	52,38%
		f. Because has no background knowledge about the text	3	14,28%
		g. Because the students never read the text like this before	3	14,28%

From the table above, the most of the students faced the difficulties because length of the text used. The students' responses to this category achieved the highest percentage that is 52, 38%. Then, the students also faced the difficulties because they do not comprehend the questions asked to them, they do not have background knowledge about the text, and they do not have good grammar comprehension. In this case, 14, 28% of the students responded to them. Next reasons why the students faced the difficulties are they do not know the meaning of many new words in the text, do not have good grammar comprehension. The students' responses toward those reasons are 9, 52% and 4, 76% of the students faced difficulties because the lesson has never been learnt before. For question number 23, it can be concluded that most of the students faced the difficulties because the text used is long. So that they failed to answer the question correctly.

Table 4.33: The Students' Responses to the 24.

No	Question	Option	Total Responses	Percentage
Q 24	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	1	4,76%
		b. Because the question like that has never been discussed before	2	9,52%
		c. Because many new words in the text so do not know the meaning of the text	3	14,28%
		d. Because the sentences in the text are complicated	2	9,52%
		e. Because the text used is too long	9	42,85%
		f. Because has no background knowledge about the text	3	14,28%
		g. Because the students never read the text like this before	4	19,04%

From the table above, the most of the students faced the difficulties because length of the text used. The students' responses to this category achieved the highest percentage that is 42, 85%. Then, the students also faced the difficulties because they never read the text like this before the students' responses toward those reasons are 19, 04%. Next reasons why the students faced the difficulties because they do not know the meaning of many new words in the text and they do not have background knowledge about the text. They showed that they faced the difficulties by responding to categories by 9, 52% and 4, 76% of the students who faced difficulties because they do not comprehend the questions asked to them. For question number 24, it can be concluded that most of the students faced the difficulties because the text used is long. So that they failed to answer the question correctly.

Table 4.34: The Students' Responses to the Q 25.

No	Question	Option	Total Responses	Percentage
Q 25	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	0	0%
		b. Because the question like that has never been discussed before	3	14,28%
		c. Because many new words in the text so do not know the meaning of the text	6	28,57%
		d. Because the sentences in the text are complicated	2	9,52%
		e. Because the text used is too long	10	47,61%
		f. Because has no background knowledge about the text	1	4,76%
		g. Because the students never read the text like this before	4	19,04%

From the table above, the most of the students faced the difficulties because length of the text used. The students' responses to these category achieved the highest percentage that is 47, 61%. Then, the students also faced the difficulties because they do not know the meaning of many new words in the text. It was showed by 28, 57% of the students' responses. Next reasons why the student's faced the difficulties are the text used for question number 25 had never read by students before. The students' responses toward those reasons are 19, 04%. Another difficult faced by students in answer the questions because the lesson has never been learnt before. It achieve 14, 28% of the students' responses and 4, 76% of the students also face the difficulties because they have no background knowledge about the text. For question number 25, it can be concluded that the most of the students faced the difficulties because the text used is long. So that they failed to answer the question correctly.

Table 4.35: The Students' Responses to the Q 26.

No	Question	Option	Total Responses	Percentage
Q 26	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	1	4,76%
		b. Because the question like that has never been discussed before	1	4,76%
		c. Because many new words in the text so do not know the meaning of the text	5	23,80%
		d. Because the sentences in the text are complicated	4	19,04%
		e. Because the text used is too long	8	38,09%
		f. Because has no background knowledge about the text	4	19,04%
		g. Because the students never read the text like this before	5	23,80%

From the table above, the most of the students faced the difficulties because length of the text used. The students' responses to this category achieved the highest percentage that is 38, 09%. Then, the students also faced the difficulties because they do not know the meaning of many new words in the text and the text used for question number 26 had never read by students before. In this case, 23, 80% of the students responded to them. Next reasons why the students face the difficulties are they do not have good grammar comprehension. The students' responses toward those reasons are 19, 04% and 4, 76% of the students also faced the difficulties because they do not comprehend the question asked to them and the lesson has never been learnt before. For question number 26, it can be concluded that the most of the students faced the difficulties because the text used is long. So that they failed to answer the question correctly.

Table 4.36: The Students' Responses to the Q 27.

No	Question	Option	Total Responses	Percentage
Q 27	Do you think this question is hard for you? The reason is...	a. Because the question is difficult to understand / does not comprehend of the question asked	1	4,76%
		b. Because the question like that has never been discussed before	1	4,76%
		c. Because many new words in the text so do not know the meaning of the text	4	19,04%
		d. Because the sentences in the text are complicated	3	14,28%
		e. Because the text used is too long	7	33,33
		f. Because has no background knowledge about the text	6	28,57%
		g. Because the students never read the text like this before	6	28,57%

From the table above, the most of the students faced the difficulties because length of the text used. The students' responses to this category achieved the highest percentage that is 33, 33. Then, the students also faced the difficulties because they do not have background knowledge about the text and they never read the text like this before. In this case, 28, 57% of students responded to them. Next reasons why the students faced the difficulties are they do not have good grammar comprehension. The students' responses toward those reasons are 14, 28% and 4, 76% of the students also faced the difficulties because they do not comprehend the question asked to them and the lesson has never been learnt before. For question number 27, it can be conclude that the most of the students faced the difficulties because the text used is long. So that they failed to answer the question correctly.

Based on the students' responses to all number of questionnaire above, it can be concluded that the most of the students faced the difficulties because the texts used were long. It can be proved by the most of the students responded to the option of questionnaire and this option achieve the highest score of the students' responses. Then the students faced the difficulties because they have poor in vocabulary mastery. Besides, the students have poor in vocabulary mastery, they are also inadequate in grammar. To understand the reading texts the students need to understand the meaning of words and they also should have good grammar comprehension. As the result of having poor vocabulary mastery and poor in grammar, the students faced the difficulties to get the meaning of the texts and they failed to answer the questions correctly, in this case, the students should

acquire an adequate number of words and should know how to use them accurately in context in order to overcome their difficulties.

In accordance with vocabulary mastery the students also face the difficulties because they did not know the meaning of many words in the texts. If the students have an adequate number of vocabulary and good grammar comprehension, the length of the text used in the test will not be the problem for the students and they can comprehend the text easily.

Thus, based on the students' responses to the questionnaire, the most of the students faced the difficulties to comprehend the questions asked to them were caused by their weakness in reading comprehension question types, vocabulary and grammar.

Another difficulties that faced by the students in answer the questions because they do not comprehend the questions or they do not know what kind of question asked to them. In this case, the students do not have knowledge or skills to recognize the reading comprehension question type, in other words, the students failed to answer the questions correctly and faced difficulties because they do not have knowledge about reading comprehension question type and do not know how to recognize what kind of reading comprehension questions which were asked to them. Other reasons why the students faced the difficulties are the students do not have background knowledge about the text, and the lessons had not learnt yet.

The students also have difficulties in answer the questions because they never read the text before. The students respond to these problems only in some text that were not familiar to them. The description above also can be seen in the following chart:
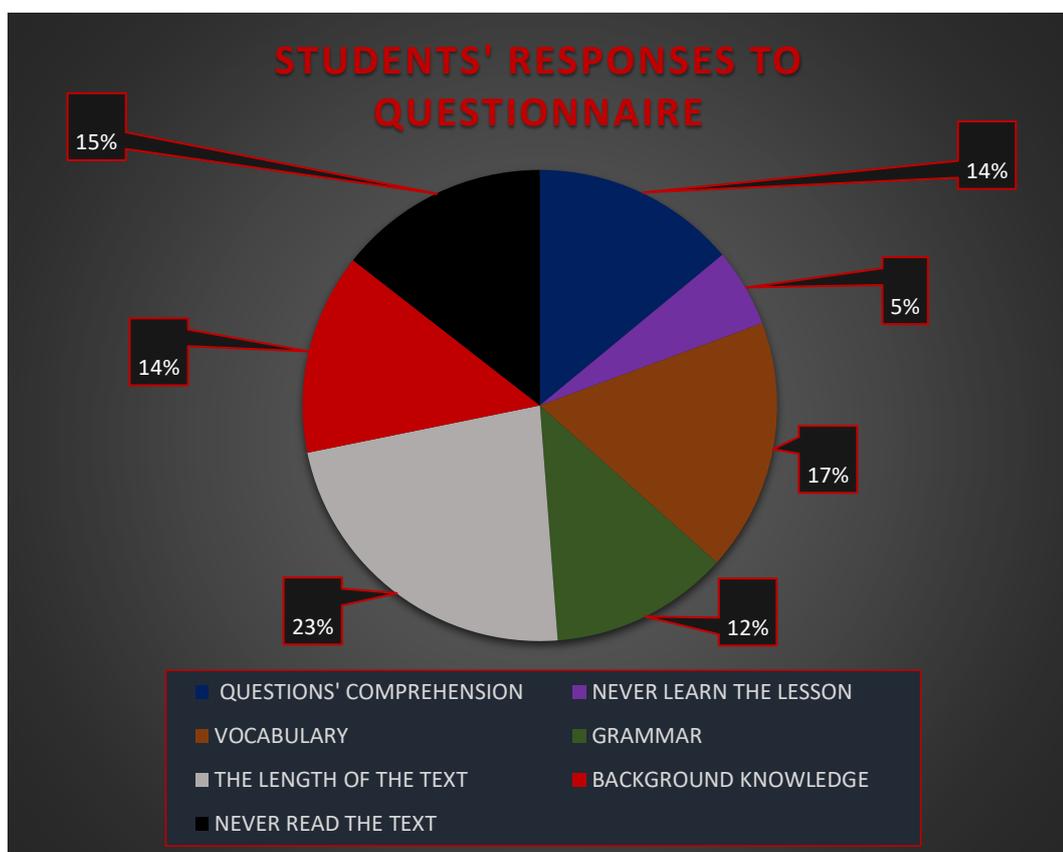
Chart. 4.1: The students' Responses to the Questionnaire

C. Interviews Result

This interview was conducted to obtain more accurate information from the respondents about their difficulties and also the students' easiness in TOEFL reading text. In this research, the researcher only interview five students of all sample because of time limitation or time efficiency. The researcher used some

questions to gather the data not only about the students' difficulties in TOEFL reading text, but also the students' easiness in TOEFL reading text.

Furthermore, the first of the students' interview results, stated that the text question 5-7, text question 8, and text question 9, became the problem in TOEFL reading text. It was because the respondent did not understand the question given, never answer the model of question like this before, Just a little time period in answer that question, and the text has long paragraph, she also stated that text question 12 was easy for her, it was because the respondent feel that, the text has short paragraphs, thus the text has familiar question because she often practiced with the questions like this.

The second respondent argue that the text question 5-7, and text question 8, became the problem in TOEFL reading text. It was because the text is longer than other text, the topic is less familiar, there is a few a new vocab in the text which she do not found it before, and she never read the text like this before. She also stated that the text in question 11 and text question 12 was easy for her, it was because the text has just one paragraph, the text shorter than other text, so it explained to the point, the word in the text was so familiar for her, and did not need to join 2 paragraphs to get 1 idea.

The next participant also said that, the text question 8, became the problem in TOEFL reading text. It was because the text used is too long, until take many time for scanning and scamming, the text difficult to understand because of the sentence phrase, there are a few of new words in the text that make the respondent

difficult answer reading text. She also stated that the text question 1-3 is easy for her. It was because the text used is short and easy to understand, and it was using simple language or using the common rule.

The next sample state that, the text question 8 and text question 13 became the problem in TOEFL reading text. It was so difficult because never be discussed previously and many unfamiliar vocabularies, she also stated that the text question 1-3 and text in question 5-7 was easy for her, because it was ever be discussed previously, In this text many vocabularies are already known, and some close meaning that she has heard before.

The last participant confirmed that, text question 5-7, the text question 8, text question 9, and text in question 13 became the problem in TOEFL reading text. It was because the vocab used is a little bit high, the explanation also was not familiar or not common, the explanation was a little bit profound, text is too long, so not enough time to read the text as a whole, and do not all info gets. She also stated that the text question 18-20, text question 21, and text question 22 is easy for her. It was because in the text used was easy to understand, using words that are often heard, such as asking where the incident was, or on what line, it so easy to get the answer.

Based on the transcriptions of interview result above, it can be said that, the students faced the difficulties in TOEFL reading text, because they did not master wide range of vocabulary, the text used is longer than other text, lack of background knowledge about TOEFL reading text question types, and the time is

so short in answer the test. Accordance with those problems the students failed in TOEFL reading text questions.

Furthermore, the students did not face the difficulties in TOEFL reading text if many vocabularies in the text had already known by them, they familiar with question type, and the text used is shorter than other text. As result they have no difficulties in comprehending TOEFL reading text.

D. Discussions

This section presents the discussion based on the findings of the study. This discussion at least will give some ideas to the writer and the readers regarding the difficulties of the TOEFL reading text faced by the students.

After collecting and analyzing the data, the writer found that, the result of the students' achievement in answering some TOEFL reading text question types which were use in TOEFL reading text. All of the students face the difficulties in answered TOEFL reading text except vocabulary, and reference questions. The most difficulties in TOEFL reading question type faced by the students is supporting details question type. The questions' distribution of supporting details questions are in number 24, 26, and 27. There were 3 students found the correct answer for number 24, 5 students found the correct answer for number 26, and 3 students found the correct answer for number 27.

Moreover, based on the index of difficulty analysis, the writer found that all the supporting details questions and it was followed by location information questions are difficult for the students.

Since the most difficult reading comprehension question faced by the students are supporting details questions, the writer needs to refer to the students' responses to the questionnaire above. Based on the students' responses to each number of supporting details questions, 24, 26, and 27. The writer found that, the students frequently responded to the option (e). It represented that, the most of the students failed to answer the supporting details questions and location information correctly because the text used is long.

Then based on another result, that is interview, the writer found that, the most of the students faced the difficulties to understand the text, also to identify the meaning of the words, then just a little time period in answer that question, and text used is long. Furthermore, the students did not face the difficulties in TOEFL reading text if many vocabularies in the text had already known by them, they familiar with question type, and the text used is shorter than other text. As result they have no difficulties in comprehending TOEFL reading text.

Based on some instruments which were used in this study, it can be said that:1) based on the results of the test, the writer found that, the most difficult TOEFL reading text question type faced by the students was supporting details questions and it is followed by location information questions, 2) based on the students' responses to questionnaire, the writer found that, the most of the students faced the difficulties and failed to answer those question because length of the text used, and based on the interview all the participants have the problem when answer the TOEFL reading text, because they lack in vocabulary. As states

above, the most of the students failed to answer all TOEFL reading text questions. It is caused by the students' weaknesses in vocabulary and the text used is long.

The results of this study are also supported by some previous researches. In 1996, Cain had argued that of all sources of comprehension failure, the most pervasive are lexical-based problems with vocabulary or decoding print. Moreover reading comprehension depends on reader's experience and knowledge about the language, sentence structure and repetition of reading text, difficulty and length of the reading text (Kintsch and Kozminki, 1977; Lipson and Wixson, 1991; Diakidoy, Stylianou, Karefillidou and Papageorgiou, 2005).

Here, the difficulties faced by advanced Iraqi foreign learners in passing ITP TOEFL Test. Found that, "to prepare for the reading comprehension section, read a variety of materials in English including newspapers, magazines, and excerpts from textbooks and articles from American and English encyclopedias. Moreover, try to read a variety of topics concerning American history, culture, social sciences and natural sciences. What's more, students must collect words and develop their own vocabulary list ". (Zaidoon & Nagham, 2011).

In addition, the literature has reported many students find reading difficult because of several factors, one of them is their lack of ability to understand a particular text (Ali, 2012, p. 5). Their limitation of vocabulary and some phrases could hinder them from understanding the meaning of English texts (Fitriani, 2015). This impacts on the students' ability in answering questions in reading comprehension section of TOEFL test (Antoni, 2014). In a study conducted by

Alghail In a study conducted by Alghail and Mahfoodh (2016), there is a number of difficulties encountered by foreign students in a Malaysian university. The difficulties are in paraphrasing, note-taking, supporting ideas and managing the time for the reading test. Another researcher, Chawwang (2008) states that the most critical problems are in identifying difficult words, topic, the main idea of the passage, and lack of vocabulary. Similar research has been conducted by Nezami (2012) in EFL Saudi learners. In her research, she finds that their students are difficult to comprehend the text due to limited knowledge and skills.

Then, Mahmud (2014), in his study, shows that students' lack of skills and motivation hinder them from being able to comprehend a text. The result of research conducted by Antoni (2014) also reveals that in reading section, students face difficulties to understand the meaning of the passage and they could not catch all ideas from the passage given. According to her, the problems arise due to their limitation of vocabularies, some phrases, and time available for the section. Interestingly, our study extends the findings of previous studies conducted by Alghail and Mahfoodh (2016), Mahmud (2014), Antoni (2014), Chawwang (2008) and Samad and Fitriani (2016). In our study, we reveal more problematic skills for students, which are: (1) identifying implied detail questions correctly, (2) identifying stated detail questions correctly, (3) determining meanings of difficult words by using context, (4) identifying main idea questions correctly, and (5) determining meanings from word parts.

In relation to those previous studies, it can be concluded that the results of this study are consistent with the previous studies' results. Those results proved

that vocabulary was needed in reading the text. It means that having high level of word knowledge is needed in order to be able to draw an assumption of the text. The students who had poor vocabulary knowledge would face the difficulties in reading the text and they failed to answer the questions correctly because of their weaknesses regarding vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the result of study and explanation in the previous chapters, this chapter discusses several conclusion and suggestions delivered from the research result and discussions elaborated in the previous chapter. The conclusions deal with what kind of difficulties are faced by the students in TOEFL reading text and the causes of the difficulties faced by students in TOEFL reading text, particularly in answering some TOEFL reading text questions.

As the result of this study, it can be concluded that all of question of TOEFL reading text question type so difficult for them except Vocabulary and Reference questions type. The writer also found that the most difficult question type in TOEFL reading text section for the students are supporting details questions type, it is followed by location information questions type. Moreover, based on the index of difficulty analysis, the writer found that, all of the supporting details questions are difficult for the students.

Based on the students' responses to the questionnaire of supporting details questions, particularly, to each number of questions, the writer found that the students frequently responded to the option (e). It represented that most of the students failed or faced the difficulties to answer the supporting details questions correctly because the text used was longer. The students' responses to this category achieved 42, 85 %.

Based on the students' responses to all the questions, it can be concluded that, most of the students faced the difficulties because length of the text used. The students also faced difficulties because they poor in vocabulary. To understand the reading texts the students need to understand the meaning of words, as a result of having poor vocabulary, the students had difficulties in understanding the texts and accordingly they failed to answer the questions correctly. In this study, many students failed to find the correct answers to the supporting details questions and location information questions. In these case, the students faced the difficulties when the texts used were long. This can be proved as the most of the students responded to the options in the questionnaire.

In addition, based on the result of the interview, the most of the students revealed that, they faced the difficulties in TOEFL reading text, because they did not have an adequate number of words' mastery, do not understand the meaning of words in the text, the students also faced the difficulties if the text used is long, just a little time period in answer that question, and lack of background knowledge about TOEFL reading text question types. As the result, the most of the students in understanding TOEFL reading texts generally difficult for them and most of the students failed to answer the TOEFL reading text question types which are asked to them. It is characterized by the students' inability to answer questions from the TOEFL reading texts. Furthermore, the students did not face the difficulties in TOEFL reading text if many vocabularies in the text had already known by them, they familiar with question type, and the text used is shorter than

other text. As result they have no difficulties in comprehending TOEFL reading text.

B. Suggestions

Based on the conclusion above, the students need skill to comprehend TOEFL reading texts or strategies that be achieved by the students, such as be familiar among many types of the TOEFL reading text questions type. It helps the students to make the students understand in TOEFL reading text questions and can solve their problem in TOEFL reading text.

The students also need skill to comprehend TOEFL reading texts such prediction recognizing words. As Marzano (2003) contended that vocabulary development is dependent on wide reading, direct instruction on words and phrases specific to academic content, provision of multiple exposures to new words, and elaboration on the meaning of new words.

Based on the students' interview and questionnaire the most of the students faced these difficulties because limitations of their vocabulary or they did not know the meaning of many words in the texts and the texts or sentences used were long. It is believed that if the students have adequate vocabulary, the length of the text used in the test will not be a problem and they will be able to comprehend the text easily they ability will not break down.

Thus, the students should know what kind of reading comprehension question types asked to them. In addition, the students need to prepare themselves before taking the TOEFL test. This situation is caused by the less practice of comprehension. The researcher also suggests for other researchers to study on

other aspects of TOEFL reading text to develop this research better. By knowing the problems faced by the students, the researcher hopes that, the students of English Department especially in TOEFL reading text section do not face the difficulties in answering TOEFL reading question types, in order make them to be able to pass the test greatly in the future.

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Appendix 1

Tes Untuk Mahasiswa

Dear students
Tujuan dari pemberitahuan ini adalah mengajak anda sebagai responden untuk berpartisipasi di TOEFL test secara khusus di TOEFL reading test.

- ➢ Mahasiswa tidak diperkenankan memakai kamus dan HP.
- ➢ Dalam hal ini penulis hanya menfocuskan kepada pengetahuan personal dalam menjawab TOEFL reading test.
- ➢ Jawaban- jawaban anda akan digunakan untuk tujuan dalam penelitian ini.
- ➢ Apabila ada pertanyaan, atau hal yang membingungkan, mohon ditanyakan.
- ➢ Waktu dalam mengerjakan test ini adalah 30 menit.
- ➢ Terima kasih saya ucapkan kepada para mahasiswa yang telah suka rela bersedia meluangkan waktunya untuk mengisi test ini.

Untuk itu saya harapkan agar anda melengkapi biodata sebagai berikut:

NAMA   :
NIM   :
NO TELEPHON   :

Terima kasih

Question 1-3

When Jessye Norman's parents were knocking on the wall of their young daughter's room as a signal for her to stop singing and to go to sleep, little did they dream that this small child who seemed to have been born singing would grow up to be an internationally **renowned** opera singer.

It is not surprising that Jessye to sing. Music was an **Intergral** part of her family's lifestyle. Although jessye remembers her mother singing spirituals, it was her grandmother who was always singing. Every hour of her day and every mood was **highlighted** with a song that fit the occasion. As jessye was growing up, her piano-playing mother and trumped-and trumbone-playing brothers accompanied her when the family was called upon to provide special music for church services, parent-teacher meetings, and ribbon-cutting caremonies.

1. The word "*renowned*" is closest in meaning to
   A. Infamous
   B. Celebrates
   C. Notorious
   D. Precocious

2. The word "*integral*" is closest in meaning to
   A. Demanding
   B. Persistent
   C. Essential
   D. Intuitive

3. The word "*highlighted*" is closest in meaning to
   A. Emphasized
   B. Contradicted
   C. Conveyed
   D. Belittled

(Gear & Gear, 2006)

Question 4

The Bettmann Archieve is a picture library that was founded in the 1930s by German immigrant Otto Bettmann. He arrived in New York City with two suitcases of photographs and opened a picture library, which he build into the biggest commercial operation of its kind in the world. Among the millions of photographs the archieve contains are **some** of the most memorable images of the twentieth century: Marilyn Monroe standing by a street grate ventilating her skirt, Einstein sticking out his tongue, and the Hindenburg exploding into flames.

According to Bettmann, the archieve's success was due to his unique filing system which he designed to suit journalistic needs. For example, the mona Lisa was not filed under "Paintings" or "Leonardo da Vinci", it was filed under "Smiling."

4. The word "*some*" in the passage refers to
   A. Suitcase of photographs
   B. Picture libraries
   C. Commercial operations
   D. Archieve photographs

Question 5-7

On December 4, 1872, the brigantine *Mary Caleste*, carrying 1,700 barrels of crude alcohol en route from New york to Genoa, was found abandoned and drifting in the Atlantic Ocean between the Azores and Portugal. The crew of the *Dei Gratia,* the cargo ship that found the *Mary Caleste*, inspected her carefully and then sailed her to Gibraltar to collect the large salvage reward. **Their** report given at the inquiry suggests that the captain, his wife, his young daughter, and the seven-man crew had deserted the ship in a great hurry. The captain's bed was unmade, something unheard of in a well-run ship, which the *Mary Caleste* was know to be. The oilskin boots and pipes belonging to the crew had also been left, although the chronometer, sextant, and lifeboat were missing. The cargo was intact, although some barrels had leaked and two of the hatches were not in place.

Several theories have been propounded to explain why those aboard left a perfectly seaworthy vessel to risk their on an open boat. It has been suggested that they were the victims of alien abduction or sea-monster attacks. **Such outlandish notions** are hardly credible. The idea that the ship was a victim of piracy can also be discounted, since the cargo other valuables were untouched. Likewise, mutiny does not seem plausible, since the captain and first officer were known to be fair and experienced, the voyage was relatively short, and mutineers would probably have taken over the ship, not forsaken it.

➡ A possible explanation is that some event made the captain fear for the safety of the ship. **A** in fact, recently studied seismic records indicate that a violent earthquake, whose epicenter was on the seafloor in the region where the *Mary Caleste* was sailing, occurred some days before the ship's discovery. **B** if the ship had been subjected to intense shocks caused by the quake, all aboard may have hastily abandoned ship to avoid what they imagined might be its imminent destruction from an explosion of the combustible cargo. **C** A severed rope found dangling from the the side of the *Mary Celeste* suggests that the evacuees trailed behind in the lifeboat, attached to the ship, waiting for the crisis to pass. **D** Great waves may then have snapped the rope and capsize the smaller boat, whose occupants would have disappeared without a trace.

5. The word "*Their*" in the passage refers to
   A. The captain's family
   B. The crew of the *Dei Gratia*
   C. The crew of the Mary Celeste
   D. All those aboard the ships sailing between the Azores and Portugal

6. The Phrase "*Such outlandish notion*" in the passage refers to
   A. Risking their lives in an open boat
   B. Alien abduction or sea-monster attacks
   C. Pirary
   D. Mutiny

7. The following sentence can be added to paragraph 3:
   The need to circulate air to prevent such a blast could explain why the crew left two hatches open.
   Paragraph 3 is marked with an arrow [⟹]. Look at the four aquares [▮] That indicate where the sentence could be added. Where would the sentence best fit? Chose the letter of the square [▮] that show where the sentence should be added.

(Gear & Gear, 2006)

Question 8

Meteorite Impact and Dinosaur Extinction

There is increasing evidence that the impacts of meteorites have had important effects on Earth, particularly in the field of biological evolution. Such impacts continue to pose a natural hazard to life on Earth. Twice in the twentieth century, large meteorite objects are known to have collided with Earth.

If an impact is large enough, it can disturb the environment of the entire Earth and cause an ecological catastrophe. The best-documented such impact took place 65 million years ago at the end of the Cretaceous period of geological history. This break in Earth's history is marked by a mass extinction, when as many as half the species on the planet 10 became extinct. While there are a dozen or more mass extinctions in the geological record, the Cretaceous mass extinction has always intrigued paleontologists because it marks the end of the age of the dinosaurs. For tens of millions of years, those great creatures had flourished. Then, suddenly, they disappeared.

The body that impacted Earth at the end of the Cretaceous period was a meteorite with a mass of more than a trillion tons and a diameter of at least 10 kilometers. Scientists first identified this impact in 1980 from the worldwide layer of sediment deposited from the dust cloud that enveloped the planet after the impact. This sediment layer is enriched in the rare metal iridium and other elements that are relatively abundant in a meteorite but 20 very rare in the crust of

Earth. Even diluted by the terrestrial material excavated from the crater, this component of meteorites is easily identified. By 1990 geologists had located the impact site itself in the Yucatán region of Mexico. The crater, now deeply buried in sediment, was originally about 200 kilometers in diameter.

This impact released an enormous amount of energy, excavating a crater about twice as large as the lunar crater Tycho. The explosion lifted about 100 trillion tons of dust into the atmosphere, as can be determined by measuring the thickness of the sediment layer formed when this dust settled to the surface. Such a quantity of material would have blocked the sunlight completely from reaching the surface, plunging Earth into a period 30 of cold and darkness that lasted at least several months. The explosion is also calculated to have produced vast quantities of nitric acid and melted rock that sprayed out over much of Earth, starting widespread fires that must have consumed most terrestrial forests and grassland. Presumably, those environmental disasters could have been responsible for the mass extinction, including the death of the dinosaurs.

Several other mass extinctions in the geological record have been tentatively identified with large impacts, but none is so dramatic as the Cretaceous event. But even without such specific documentation, it is clear that impacts of this size do occur and that their results can be catastrophic. What is a catastrophe for one group of living things, however, 40 may create opportunities for another group. Following each mass extinction, there is a sudden evolutionary burst as new species develop to fill the ecological niches opened by the event.

Impacts by meteorites represent one mechanism that could cause global catastrophes and 45 seriously influence the evolution of life all over the planet. According to some estimates, the majority of all extinctions of species may be due to such impacts. Such a perspective fundamentally changes our view of biological evolution. The standard criterion for the survival of a species is its success in competing with other species and adapting to slowly changing environments. Yet an equally important criterion is the ability of a species to 50 survive random global ecological catastrophes due to impacts.

Earth is a target in a cosmic shooting gallery, subject to random violent events that were unsuspected a few decades ago. In 1991 the United States Congress asked NASA to investigate the hazard posed today by large impacts on Earth. The group conducting the 55 study concluded from a detailed analysis that impacts from meteorites can indeed be hazardous. Although there is always some risk that a large impact could occur, careful study shows that this risk is quite small.

8. Look at the four letters (**A**, **B**, **C**, and **D**) that indicate where the following sentence could be added to the passage in paragraph 6.

This is the criterion emphasized by Darwin's theory of evolution by natural selection.
Where would the sentence best fit?
Impacts by meteorites represent one mechanism that could cause global catastrophes and seriously influence the evolution of life all over the planet. **(A)** According to some estimates, the majority of all extinctions of species may be due to such impacts. **(B)** Such a perspective fundamentally changes our view of biological evolution. **(C)** The standard criterion for the survival of a species is its success in competing with other species and adapting to slowly changing environments. **(D)** Yet an equally important criterion is the ability of a species to survive random global ecological catastrophes due to impacts.

Choose the place where the sentence fits best.
 a. Option A
 b. Option B
 c. Option C
 d. Option D

(*ETS logo and TOEFL IBT, 2015*)

Question 9

People who suffer from excessive drowsiness during the daytime may be victims of a condition known as "narcolepsy." Although most people may feel sleepy while watching TV or after eating a meal, narcoleptics may fall asleep at unusual or embarrasing times. They may doze while eating, talking, taking a shower, or even driving a car.

Victims can be affected in one of two ways. Most narcoleptics have several sleeping periods during each day with alert periods in between, but a minority feel drowsy almost all the time and are alert for only brief intervals. Many people with this condition also suffer from cataplexy- a form of muscular paralysis that can range from a mild weakness at the knees to complete immobility affecting the entire body. This condition lasts from a few seconds to several minutes and is often set off by intense emotions.

No reliable data exist showing how many people have narcolepsy **A** Unfortunately, there is also little knowledge about the causes of this illness **B** Researchers suggest that the problem may stem from the immune system's reacting abnormally to the brain's chemical processes. **C** Further studies have shown a link between narcolepsi and a number of genes, although it is quite possible for an individual to have these genes and not develop the disease **D** There are also cases of twins where one member has narcolepsy but the other does not. Thus, an explanation based on genetics alone is not adequate.

There is currently no cure for narcolepsy, so sufferers of this condition can

only have their symptoms treated through a combination of counseling and drugs. The available drugs can help control the worst of the symptoms, but their administration has unwanted side effects such as increased blood pressure and heart rate and, sometimes, even increased sleepiness. It is clear that improved medications need to be developed.

9. The following sentence can be added to paragraph 3:
Some estimates put the number as high as 300,000 in the United Stated alone.
Paragraph 3 is marked with an arrow(⬛➡). Look at the four aquares(⬛) That indicate where the sentence could be added. Where would the sentence best fit? Chose the letter of the square ⬛ that show where the sentence should be added.

Question 10

History books record that the first moving picture with sound was *The Jazz Singer* in 1927. But sound films, or "talkies," did not suddenly appear after years of silent screenings. From the earliest public performances in 1896, films were accompanied by music and sound effects. These were produced by a single pianist, a small band, or a full- scale orchestra; larger movie theaters could buy sound-effects machines.

Research into sound that was reproduced at exactly the same time as the , pictures- called "synchronize sound"- began soon after the very first movies were shown. With synchronize sound, characters on the movie screen could sing and speak. As early as 1896, the newly invested gramophone, which played a large disc carrying music and dialogue, was used as a sound system. The biggest disadvantage was that the sound and pictures could become unsynchronized if, for example, the gramophone needle jumped or if the speed of the projector changed. This system was only effective for a single song or dialogue sequence.

A later development was the "sound-on-film" system. Here, sounds were recorded as series of marks on celluloid read by optical sensors. These signals would be placed on the film alongside the images, guaranteeing synchronization. Short feature films were produced in this way as early as 1922. This system eventually brought us "talking pictures."

10. It can be inferred that
   A. Most movie theaters had a pianist
   B. Sound-effects machines were common
   C. Orchestras couldn't synchronize sound with the pictures
   D. Gramophones were developed about the same time as moving pictures

Question 11

The mississipi River and its tributaries form the world's fourth-longest river system. Two Canadian provinces and all or parts of 31 states in the United States have rivers that drain into the Mississipi. As the mississipi River flows down to join the sea, it deposits sand, silt, and clay, building the delta seaward across Louisiana's shallow continental shelf. The delta marsh and its bays, lakes, and sounds provide shelter and nutrients for North America's most fertile marine nursery.

11. It can be inferred from the passage that
    A. Canada has only two drainage areas in its provinces
    B. There are 31 states in the United States
    C. The 31 states mentioned have no other river systems to carry silt, sand, and clay
    D. Some of the silt deposited in the Louisiana delta is from Canada

Question 12

An ultralight airplane is very different from a conventional air plane. It looks like a lawn chair with wings, weighs no more than 254 pounds, flies up to 60 miles an hour, and carries about 5 gallons of fuel. Most ultralights are sold as kits and take about 40 hours to assamble. Flying an ultralight is so easy that a pilot with no experience can fly one. Accidents are rarely fatal or even serious because the ultralight lands so slowly and gently and carries so little fuel. Some models now have parachutes attached, while others have parachute packs which pilots can wear.

12. It can be inferred from the passage that
    A. Accident statistics are inaccurate because ultralights are not registered at airports
    B. Fatal accidents are frequent because of the lack of experienced pilots
    C. Ultralight pilots can walk away from most of the accidents they are in
    D. Because of the frequency of fatal accidents, laws requiring parachutes have been enacted

Question 13

Teotihuacan is the largest and most impressive urban archaeological site of ancient America, covering an area roughly 20 square kilometers. The city was at one time thought to be the religious center of the Toltecs but is now believed to be a creation of an earlier civilization about whose origins little is known. The earliest artifacts from Teotihuacan date from over 2,000 year ago, but the period of greatest expansion dates from 200 CE to 500 CE. At its peak the city is estimated to have had a population of up to 200,000 inhabitants, with residential areas extending throughout the built-up area. Judging by ragionally dispersed finds of the image of the rain god Tlaloc, of "thin orange wear" pottery, and of the

characteristic architectural forms, the influence of Teotihuacan was widespreade. It is not clear what caused the city's decline and eventual abandonment, but the evidence points to overpopulation, a depletion of resources, and the possible sacking by adversaries.

The primary axis of the city was the Avenue of the Dead, which extends for 2.5 kilometers through the center of the urban area, starting in the north at the Moon Plaza and continuing beyond the Great Compound complexes to the south. The avenue divided Teotihuacan into two sections with apartment compounds arranged on either side, often symmetrically, suggesting a highly planned layout from the earliest phases of construction.

The vast Pyramid of the Sun, located in the middle of the central zone, is the tallest and most dominant structure of Teotihuacan, with a height of 65 meters and a base covering approximately 10 acres. At one time the edifice was surmounted by a temple. A cave located underneath the pyramid and possibly used for ritual activities hints at its religious importance. The Pyramids of the Moon and Feathered Serpent are other notable caremonial sites nearby.

A particular feature of the architecture of many of the pyramidal platforms at this site is the series of sloping apron walls, known as *taluds*, interspersed with vertical panels-*tableros*-producing a step-like appearance. Originally all such structures would have been covered with a layer of stucco and then painted, often with pictures of animals and mythological creatures.

13. All of the following are mentioned as having been found in the Teotihuacan area EXEPT
   A. Market streets
   B. Religious artifacts
   C. Caremonial structures
   D. Residential districts

Question 14

In the eleventh century, people noticed that if a small hole were put in one wall of a darkened room, then light coming through the aperture would make a picture of the scene outside on the opposite wall of the room. A room like this was called a camera obscura. Artists later used a box to create a camera obscura, with a lens in its opening to make the picture clearer. But it was not possible to preserve the image that was produced in the box.

In 1727, Johann Heinrich Schulze mixed chalk, silver, and nitric acid in a bottle. He found that when the mixture was subjected to light, it became darker. In 1826, Joseph Nicephore Niepce put some paper dipper in a light-sensitive chemical into his camera obscura, which he left exposed in a window. The result was probably the first permanent photograpic image. The image Niepce made was a negative, a picture in which all the white parts are black and all the black parts are white. Later, Louis Daguerre found a way to reverse the black and white parts to make positive prints. But when he looked at the pictures in the light, the chemicals continued to reach and the pictures went dark. In 1837, he found a way to fix the image. These images are known as daguerreotypes.

Many developments of photographic equipment were made in the nineteenth century. Glass plates coated with light-sensitive chemicals were used to produce clear, sharp, positive prints on paper. In the 1870s, George Eastman proposed using rolls of paper film, coated with chemicals, to replace glass plates. Then, in 1888, Eastman began manufacturing the Kodak camera, the first "modern" lightweight camera that people could carry and use.

During the twentieth century, many technological improvements were made. One of the most important was color film. Color film is made from layers of chemicals that are sensitive to red, green, and blue light, from which all other colors can be made. Despite the fact that the space age has witnessed the creation of an array of technological marvels, until recently even the ability to take photographs of distant galaxies from above the Earth's atmosphere via orbiting satellites was grounded in the basic principles of photography that Niepce used when he took his first fuzzy negative pictures.

14. All of the following people are mentioned as working with photographic images EXCEPT
   A. Johann Heinrich Schulze
   B. Joseph Nicephore Niepce
   C. Louis Daguerre
   D. George Eastman

Question 15

Generations of American school children have been taught the story of how the great Fire of Chicago in October 1871 was started by Daisy, a cow belonging to one Mrs. O' Leary. The cow, stabled in a barn behind Mrs. O' Leary's house, supposedly kicked over a kerosene lamp, which set fire to hay and other combustible materials stored there. The blaze quickly spread, and fanned by a strong southwest wind and aided by intensely dry conditions, the conflagration engulfed and entirely destroyed more than three aquare miles of built-up area. Almost 100,000 people were left homeless, and about 300 lost their lives. Property damage was estimated at 200 milion dollars, an immense sum in those days.

Soon after the fire, the O'Leary-cow story became an almost unchallenged truth and, over the years, took on the status of a modern-day myth-a staple ingredient in the fabric of American folklore. However, there are good reasons to believe that neither Mrs. O'Leary nor Daisy was culpable. First, a police reported later claimed to have invented the whole story. Of course, this is not a conclusive refutation, but his reasoning was valid and his alternative suggestions credible. Furthermore, the testimony of one of the main witnesses,a neighbor called "Peg Leg" Sulivan, is now through to be questionable. Some claim he invented the story to avoid censure, since he himself was not above suspicion and there were inconsistensis in his account. Other accusers have focused the blame on a variety of targets–some local boys smoking in the barn, a different neighbor, an unnamed

terrorist organization, spontaneous combustion, and, most recently, an asteroid. The asteroid theory gains credence from the fact that on the same night as the Chicago fire, neighboring states suffered more than a dozen major fires. One fire destroyed the entire town of Peshtigo, Wisconsin, with the loss of more than 1,200 lives.

Whatever the real origin of the fire, the truth is that it was inevitable, given the neardrought conditions of the time and the fact that much of the city consisted of densely packed wooden shacks served by an undermanned fire department. It seems that Mrs. O'leary and her cow were perhaps no more than convenient and vulnerable scapegoats on which a devastated populace could center its frustrations.

15. All of the following are mentioned as possible reasons that the fire was so devastating EXEPT
    A. The lack of rain
    B. Fire-prone building materials
    C. Too few firefighters
    D. A riotous populace

Question 16
Endesha Ida Mae Holland became a playwright by a mere twist of fate. While studying at the University of Minnesota, Ms. Holland was consumed by activities other than academics. She helped start student groups dedicated to racial progress and black unity. Off campus, she formed an organization to get former prisoners back on their feet. So diverted, it took her nearly 15 years to earn her bachelor's degree. When she found herself four credit hours short of a degree, she enrolled in an acting course, which she thought would be easy because of her experience on speaking tours. But by transposing two numbers, Ms. Holland accidentally signed up for an advanced playwriting seminar. An author was born.

16. What does the author means by stating "**Endesha Ida Mae Holland became a playwright by a mere twist of fate**"?
    A. It took nearly 15 years to complete her bachelor's degree.
    B. An author was born
    C. She didn't intend to take the playwriting seminar.
    D. She had experience because of her speaking tours.

Question 17
Experiments have show that in selecting personnel for a job, interviewing is at best a hidrance and may even cause harm. These studies have disclosed that the judgments of interviewers differ markedly and bear little or no relationship to the adequacy of job applicants. Of the many reasons why this should be the case, three in particular stand out. The first reason is related to an error of judgment known as the halo effect. If a person has one noticeable good trait, their other characteristic will be judged as better than they really are. Thus, an individual

who dresses smartly and shows self-confidence is likely to be judged capable of doing a job well regardless of his or her real ability. The horns effect is **essentially the same error**, but focuses on one particular bad trait. Here the individual will be judget as incapable of doing a good job.

Interviewers are also prejudiced by an effect called the primacy effect. This error occurs when interpretation of later information is distorted by earlier connected information. Hence, in an interview situation, the interviewer spends most of the interview trying to confirm the impression given by the candidate in the first few moments. Studies have repeatedly demonstrated that such an impression is unrelated to the aptitude of the applicant.

The phenomenon known as the contrast effect also skews the judgment of interviewers. A suitable candidate may be underestimated because he or she contrasts with a previous one who appears exceptionally intelligent. Likewise, an average candidate who is preceded by one who gives a weak showing may be judged as more suitable than he or she really is.

Since interviews as a form of personnel selection have been shown to be inadequate, other selection procedures have been devised that more accurately predict candidate suitability. Of the various tests devised, the predictor that appears to do this most successfully is cognitive ability as measured by a variety of verbal and spatial tests.

17. What does the author mean by the phrase "**essentially the same error**"?
    A. The effect of the error is the same
    B. The error is based on the same kind of misjudgment
    C. The effect focuses only on negative traits.
    D. The individual is considered less capable of the job.

(Gear & Gear, 2006)

Question 18-20
1   Mickey Mouse was not Walt Disney's first successful cartoon creation, but he is certainly his most famous one. It was on a cross-country train trip from new York to California in 1927 that Disney first
5   drew the mouse with the big ears. Supposedly, he took his inspiration from the tame field mice that used to scramper into his old studio in Kansas City. No one is quite sure why he dressed the mouse in the now-familiar shorts with two buttons and gave
10 him the yellow shoes. But we do know that Disney had intended to call him Mortimer until his wife Lilian intervened and christened him Mickey Mouse.

      Capitalizing on the interest in Charles Lindbergh, Disney planned Mickey's debut in the short cartoon
15 Plane crazy, with Minnie as a co-star. In the third short cartoon, Steamboat Willie, Mickey was

whistling and singing through the miracle of the
modern soundtrack. By the 1930s Mickey's image
had cirled the globe. He was a superstar at the
20 height of his career.
Although he has received a few minor changes
throughout his lifetime, most notably the addition of
white gloves and the alterations to achieve the
rounder forms of a more childish body, he has
25 remained true to his nature since those first
cartoons. Mickey is appealing because he is nice. He
may get into trouble, but he takes it on the chin with
a grin. He is both good-natured and resourceful.
Perhaps that was Disney's own image of himself.
30 Why else would he have insisted on doing Mickey's
voice in all the cartoons for twenty years? When
Interviewed, he would say. "There is a lot of the
mouse in me." And that mouse has remained one of
the most pervasive images in American popular
31 culture.

18. What does the author mean by the statement in lines 21-26 "Although he
    has received a few minor changes throughout his lifetime, most notably
    the addition of white gloves and the alterations to achieve the rounder
    forms of a more childish body, he has remained true to his nature since
    those first cartoons"?
A. The current version of Mickey Mouse is different in every way from the
   early cartoons.
B. The original Mickey Mouse was one of the first cartoon characters.
C. In the first cartoons, Mickey Mouse looked more like a child.
D. The personality of Mickey Mouse has not changed over the years.

19. Which of the following is the main topic of the passage?
A. The image of Mickey Mouse
B. The life of Walt Disney
C. The history of cartoons
D. The definition of American culture

20. Where in the passage does the author relate how Mickey got his name
A. Lines 5-7
B. Lines 13-15
C. Lines 30-31
D. Lines 10-12

 (Pamela,2005)

Question 21

The next artist in this survey of American artists in James Whistler; he is included in this survey of American artists because he was born in the United States, although the majority of his artwork was completed in Europe. Whistler was born in Massachusetts in 1834, but nine years later his father moved the family to St. Petersburg, Russia, to work on the construction of a railroad. The (L5)family returned to the United States in 1849. Two years later Whistler entered the U.S. military academy at West point, but he was unable to graduate. At the age of twenty-one, Whistler went to Europe to study art despite familial objections, and he remained in Europe until his death.

Whistler worked in various art forms, including etchings and lithographs. However, he is most famous for his paintings, particularly *Arragement in Gray and Black No.1: Portrait of the Artist's (L10)Mother or Whistler's Mother,* as it is more commonly known. This painting shows a side view of Whistler's mother, dressed in black and posing against a gray wall. The asymmetrical nature of the portrait, with his mother seated off-center, is highly characteristic of Whistler's work.

21. Where in the passage does the author mention the types of artwork that Whistler was involved in?
   A. Lines 1-3
   B. Lines 4-5
   C. Lines 6-7
   D. Lines 8-10

(Phillips, 2001)

Question 22
   Whereas literature in the first half of the eighteenth century in America had been largely religious and moral in tone, by the latter half of the century the revolutionary fervor that was coming to life in the colonies began to be reflected in the literature of the time, which in turn served to further influence the population. Although not all writers of this period supported (L5)the Revolution, the two best- known and most influential writers, Ben Franklin and Thomas Paine, were both strongly supportive of that cause.

   Ben Franklin first attained popular success through his writings in his brothers's newspaper, *the New England Current*. In these articles he used a simple style of language and common sense argumentation to defend the point of view of the farmer and the Leather Apron man. He (L10) continued with the same common sense practically and appeal to the common man with his work on *Poor Richard's Almanac* From 1733 until 1758. Firmly established in his popular acceptance by the people, Franklin wrote a variety of extremely effective articles and pamphlets the colonists' revolutionary cause against England.

   Thomas Pained was an Englishman working as a magazine editor in Philadelphia at the time (L15) of the Revolution. His pamphlet *Common Sense,* which appeared in 1776, was a force in encouraging the colonists to declare their independence from England. Then throughout the long and desperate was years he published a series of Crisis papers (from 1776 until 1783) to encourage the colonists to continue on with the struggle. The effectiveness of his writing was probably due to his emotional yet oversimplified depiction of the cause of the colonists against (L20)England as a classic struggle of good and evil.

22. Where in the passage does the author describe thomas Paine's style of writing
   A. Line 4-6
   B. Line 8-9
   C. Line 14-15

D. Line 18-20

(Phillips, 2001)

Question 23-24

   People living today in the northwestern state of Washington who have many sources of news in addition to newspapers must stretch their imaginations to understand the importance of the press during much of the states's history. Beginning in 1852 with the Columbian, the first paper in Washington Territory, newspapers served to connect settlers in frontier communities with each other and with the major events of their times. Unlike many mid-century papers, the Columbian, published every Saturday in Olympia, one of Washington's larger towns, was "neutral in politics", meaning that it was not the organ of a particular political party or religious group. For its first few years, it was the only newspaper in the territory, but during the following decades, enterprising Washingtonians founded many other papers. Few of these papers lasted long. Until the turn of the century, most were the production of an individual editor, who might begin with insufficient capital or fail to attract a steady readership. Often working with no staff at all, these editors wrote copy, set type, delivered papers, oversaw biling, and sold advertising. Their highly personal journals reflected their own tastes, politics, and known as the "Oregon style"-graphic, torrid, and potentially libelous.

   Early newspapers were thick with print, carrying no illustration or cartoons. Advertising was generally cofined to the back pages and simply listed commodities received by local stores. Toward the end of the century, newspapers in Washington began to carry national advertising, especially from patent medicine companies, which bough space from agencies that brokered ads in papers all over the country. By 1900, Washington boasted 19 daily and 176 weekly papers. Especially in the larger cities, they reflected less the personal opinions of the editor than the interests of the large businesses they had become. They subscribed to the Associated Press and United Press news services, and new technology permitted illustrations. Concentrating on features, crime reporting, and sensationalism, they imitated the new masscirculation papers that William Randolph Hearst and Joseph Pulitzer were making popular throughout the United States.

   23. What does the passage mainly discuss?
   A. Ways in which various newspapers were advertised in Washington.
   B. The history of newspapers in Washington
   C. Editors of the first Washington Newspapers.
   D. The illustrations in early Washington newspapers

   24. According to the passage, which of the following was true of curly Washington newspapers?
       A. Most were owned by part-time editors who worked at other jobs.
       B. Most were run by editors who had little or eralier newspaper experienced

C. Most received financial support from the town in which they were published
D. Most stayed in business for only a short while

Question 25-27

Europa is the smallest of planet Jupiter's four largest moons and the second moon out from Jupiter. Until 1979, it was just another astronomy textbook statistic. Then came the close-up images obtained by the exploratory spacecraft Voyager 2, and within days, Europe was transformed-in our perception, at least-into one of the solar system's most intriguing worlds. The biggest initial surprise was the almost total lack of detail, especially from far away. Even at close range, the only visible features are thin, kinked brown lines resembling crack in an eggshell. And this analogy is not far off the mark. The surface of Europa is almost pure water ice, but a nearly complete absence of creaters indicates that Europa's surface ice resembles Earth's Antarctic ice cap.

The eggshell analogy may be quite accurate since the ice could be as little as a few kilometers thick-a tree shell around what is likely a subsurface liquid ocean that, in turn, encases a rocky core. The interior of Europa has been kept warm over the cons by tidal forces generated by the varying gravitational tugs of the other big moons as they wheel around Jupiter. The tides on Europa pull and relax in an endless cycle. The resulting internal heat keeps what would otherwise be ice melted almost to the surface. The crack like marks on Europa's icy face appear to be fractures where water or slush oozes from below. Soon after voyager 2's encounter with Jupiter in 1979, when the best images of Europa were obtained, researchers advanced the startling idea that Europa's subsurface ocean might harbor life. Life processess could have begun when Jupiter was releasing a vast store of internal heat. Jupiter's early heat was produced by the compression of the material forming the giant planet. Just as the Sun is far less radiant today than the primal Sun, so the internal heat generated by Jupiter is minor compared to its former intensity. During this warm phase, some 4.6 billion years ago, Europa's ocean may have been liquid right to the surface, making it a crucible for life.

25. What does the passage mainly discuss?
    A. The effect of the tides on Europa's interior.
    B. Temperature variations on Jupiter's moons.
    C. Discoveries leading to a theory about one of Jupiter's moons.
    D. Techniques used by Voyager 2 to obtain close-up images.

26. According to the passage, what is the effect of Jupiter's other large moons on Europa?
    A. They prevent Europa's subsurface waters from freezing.
    B. They prevent tides that could damage Europa's surface.
    C. They produce the very hard layer of ice that characterized Europa
    D. They assure that the gravitational pull on Europa is maintained at a steady level.

27. According to the passage, voyager 2's images led researcher to develop which of the following theories?
    A. Jupiter may be hotter today than it once was
    B. Europa is far older than scientists originally thought.
    C. Europa's temperature is maintained by Jupiter's vast store of internal heat.
    D. The ocean waters of Europa could contain some forms of life.

(Tangguh at al., 2015)

Key Answer

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

17. B

18. D

19. A

20. D

21. D

22. D

23. B

24. D

25. C

26. A

27 D

The Questionnaire to the Students

Students Name:

Unit:

Students Number:

(Check as many as apply)

1. Untuk soal no. 1, menurut anda apakah pertanyaan ini sukar bagi anda?
   Alasanya adalah.....
   a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ⬭
   b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ⬭
   c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ⬭
   d. Karena susunan kalimat dalam teks tersebut rumit ⬭
   e. Karena teks bacaanya terlalu panjang ⬭
   f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan ⬭
      tersebut
   g. Karena belum pernah membaca bacaan tersebut sebelumnya ⬭

2. Untuk soal no. 2, menurut anda apakah pertanyaan ini sukar bagi anda?
   Alasanya adalah.....
   a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ⬭
   b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ⬭
   c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ⬭
   d. Karena susunan kalimat dalam teks tersebut rumit ⬭
   e. Karena teks bacaanya terlalu panjang ⬭
   f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan ⬭
      tersebut
   g. Karena belum pernah membaca bacaan tersebut sebelumnya ⬭

3. Untuk soal no. 3, menurut anda apakah pertanyaan ini sukar bagi anda?
   Alasanya adalah.....

a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ◯

b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ◯

c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ◯

d. Karena susunan kalimat dalam teks tersebut rumit ◯

e. Karena teks bacaanya terlalu panjang ◯

f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan ◯
tersebut

g. Karena belum pernah membaca bacaan tersebut sebelumnya ◯

4. Untuk soal no. 4, menurut anda apakah pertanyaan ini sukar bagi anda?
Alasanya adalah.....

a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ◯

b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ◯

c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ◯

d. Karena susunan kalimat dalam teks tersebut rumit ◯

e. Karena teks bacaanya terlalu panjang ◯

f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan ◯
tersebut

g. Karena belum pernah membaca bacaan tersebut sebelumnya ◯

5. Untuk soal no. 5, menurut anda apakah pertanyaan ini sukar bagi anda?
Alasanya adalah.....

a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ◯

b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ◯

c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ◯

d. Karena susunan kalimat dalam teks tersebut rumit ◯

e. Karena teks bacaanya terlalu panjang ◯

f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan ◯
tersebut

g. Karena belum pernah membaca bacaan tersebut sebelumnya ◯

6. Untuk soal no. 6, menurut anda apakah pertanyaan ini sukar bagi anda?
   Alasanya adalah.....
   a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ◯
   b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ◯
   c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ◯
   d. Karena susunan kalimat dalam teks tersebut rumit ◯
   e. Karena teks bacaanya terlalu panjang ◯
   f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan ◯
      tersebut
   g. Karena belum pernah membaca bacaan tersebut sebelumnya ◯

7. Untuk soal no. 7, menurut anda apakah pertanyaan ini sukar bagi anda?
   Alasanya adalah.....
   a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ◯
   b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ◯
   c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ◯
   d. Karena susunan kalimat dalam teks tersebut rumit ◯
   e. Karena teks bacaanya terlalu panjang ◯
   f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan ◯
      tersebut
   g. Karena belum pernah membaca bacaan tersebut sebelumnya ◯

8. Untuk soal no. 8, menurut anda apakah pertanyaan ini sukar bagi anda?
   Alasanya adalah.....
   a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ◯
   b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ◯
   c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ◯
   d. Karena susunan kalimat dalam teks tersebut rumit ◯
   e. Karena teks bacaanya terlalu panjang ◯
   f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan ◯
      tersebut

g. Karena belum pernah membaca bacaan tersebut sebelumnya   ◯

9. Untuk soal no. 9, menurut anda apakah pertanyaan ini sukar bagi anda?
    Alasanya adalah.....
    a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut   ◯
    b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya   ◯
    c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut   ◯
    d. Karena susunan kalimat dalam teks tersebut rumit   ◯
    e. Karena teks bacaanya terlalu panjang   ◯
    f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan   ◯
        tersebut
    g. Karena belum pernah membaca bacaan tersebut sebelumnya   ◯

10. Untuk soal no. 10, menurut anda apakah pertanyaan ini sukar bagi anda?
    Alasanya adalah.....
    a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut   ◯
    b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya   ◯
    c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut   ◯
    d. Karena susunan kalimat dalam teks tersebut rumit   ◯
    e. Karena teks bacaanya terlalu panjang   ◯
    f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan   ◯
        tersebut
    g. Karena belum pernah membaca bacaan tersebut sebelumnya   ◯

11. Untuk soal no. 11, menurut anda apakah pertanyaan ini sukar bagi anda?
    Alasanya adalah.....
    a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut   ◯
    b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya   ◯
    c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut   ◯
    d. Karena susunan kalimat dalam teks tersebut rumit   ◯
    e. Karena teks bacaanya terlalu panjang   ◯

f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan tersebut ◯

g. Karena belum pernah membaca bacaan tersebut sebelumnya ◯

12. Untuk soal no. 12, menurut anda apakah pertanyaan ini sukar bagi anda? Alasanya adalah.....

a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ◯
b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ◯
c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ◯
d. Karena susunan kalimat dalam teks tersebut rumit ◯
e. Karena teks bacaanya terlalu panjang ◯
f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan tersebut ◯

g. Karena belum pernah membaca bacaan tersebut sebelumnya ◯

13. Untuk soal no. 13, menurut anda apakah pertanyaan ini sukar bagi anda? Alasanya adalah.....

a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ◯
b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ◯
c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ◯
d. Karena susunan kalimat dalam teks tersebut rumit ◯
e. Karena teks bacaanya terlalu panjang ◯
f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan tersebut ◯

g. Karena belum pernah membaca bacaan tersebut sebelumnya ◯

14. Untuk soal no. 14, menurut anda apakah pertanyaan ini sukar bagi anda? Alasanya adalah.....

a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ◯
b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ◯
c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ◯

d. Karena susunan kalimat dalam teks tersebut rumit ◯

e. Karena teks bacaanya terlalu panjang ◯

f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan ◯
   tersebut

g. Karena belum pernah membaca bacaan tersebut sebelumnya ◯

15. Untuk soal no. 15, menurut anda apakah pertanyaan ini sukar bagi anda?
    Alasanya adalah.....

a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ◯

b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ◯

c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ◯

d. Karena susunan kalimat dalam teks tersebut rumit ◯

e. Karena teks bacaanya terlalu panjang ◯

f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan ◯
   tersebut

g. Karena belum pernah membaca bacaan tersebut sebelumnya ◯

16. Untuk soal no. 16, menurut anda apakah pertanyaan ini sukar bagi anda?
    Alasanya adalah.....

a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ◯

b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ◯

c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ◯

d. Karena susunan kalimat dalam teks tersebut rumit ◯

e. Karena teks bacaanya terlalu panjang ◯

f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan ◯
   tersebut

g. Karena belum pernah membaca bacaan tersebut sebelumnya ◯

17. Untuk soal no. 17, menurut anda apakah pertanyaan ini sukar bagi anda?
    Alasanya adalah.....

a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ◯

b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ◯

c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ◯

d. Karena susunan kalimat dalam teks tersebut rumit ◯

e. Karena teks bacaanya terlalu panjang ◯

f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan tersebut ◯

g. Karena belum pernah membaca bacaan tersebut sebelumnya ◯

18. Untuk soal no. 18, menurut anda apakah pertanyaan ini sukar bagi anda? Alasanya adalah.....

a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ◯

b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ◯

c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ◯

d. Karena susunan kalimat dalam teks tersebut rumit ◯

e. Karena teks bacaanya terlalu panjang ◯

f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan tersebut ◯

g. Karena belum pernah membaca bacaan tersebut sebelumnya ◯

19. Untuk soal no. 19, menurut anda apakah pertanyaan ini sukar bagi anda? Alasanya adalah.....

a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ◯

b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ◯

c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ◯

d. Karena susunan kalimat dalam teks tersebut rumit ◯

e. Karena teks bacaanya terlalu panjang ◯

f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan tersebut ◯

g. Karena belum pernah membaca bacaan tersebut sebelumnya ◯

20. Untuk soal no. 20, menurut anda apakah pertanyaan ini sukar bagi anda?

Alasanya adalah.....

a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ⬭

b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ⬭

c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ⬭

d. Karena susunan kalimat dalam teks tersebut rumit ⬭

e. Karena teks bacaanya terlalu panjang ⬭

f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan
tersebut ⬭

g. Karena belum pernah membaca bacaan tersebut sebelumnya ⬭

21. Untuk soal no. 21, menurut anda apakah pertanyaan ini sukar bagi anda?
Alasanya adalah.....

a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ⬭

b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ⬭

c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ⬭

d. Karena susunan kalimat dalam teks tersebut rumit ⬭

e. Karena teks bacaanya terlalu panjang ⬭

f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan
tersebut ⬭

g. Karena belum pernah membaca bacaan tersebut sebelumnya ⬭

22. Untuk soal no. 22, menurut anda apakah pertanyaan ini sukar bagi anda?
Alasanya adalah.....

a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ⬭

b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ⬭

c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ⬭

d. Karena susunan kalimat dalam teks tersebut rumit ⬭

e. Karena teks bacaanya terlalu panjang ⬭

f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan
tersebut ⬭

g. Karena belum pernah membaca bacaan tersebut sebelumnya ⬭

23. Untuk soal no. 23, menurut anda apakah pertanyaan ini sukar bagi anda?
    Alasanya adalah.....
    a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ⬭
    b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ⬭
    c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ⬭
    d. Karena susunan kalimat dalam teks tersebut rumit ⬭
    e. Karena teks bacaanya terlalu panjang ⬭
    f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan ⬭
        tersebut
    g. Karena belum pernah membaca bacaan tersebut sebelumnya ⬭

24. Untuk soal no. 24, menurut anda apakah pertanyaan ini sukar bagi anda?
    Alasanya adalah.....
    a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ⬭
    b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ⬭
    c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ⬭
    d. Karena susunan kalimat dalam teks tersebut rumit ⬭
    e. Karena teks bacaanya terlalu panjang ⬭
    f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan ⬭
        tersebut
    g. Karena belum pernah membaca bacaan tersebut sebelumnya ⬭

25. Untuk soal no. 25, menurut anda apakah pertanyaan ini sukar bagi anda?
    Alasanya adalah.....
    a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ⬭
    b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ⬭
    c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ⬭
    d. Karena susunan kalimat dalam teks tersebut rumit ⬭
    e. Karena teks bacaanya terlalu panjang ⬭

f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan tersebut ⬭

g. Karena belum pernah membaca bacaan tersebut sebelumnya ⬭

26. Untuk soal no. 26, menurut anda apakah pertanyaan ini sukar bagi anda? Alasanya adalah.....
    a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ⬭
    b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ⬭
    c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ⬭
    d. Karena susunan kalimat dalam teks tersebut rumit ⬭
    e. Karena teks bacaanya terlalu panjang ⬭
    f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan tersebut ⬭
    g. Karena belum pernah membaca bacaan tersebut sebelumnya ⬭

27. Untuk soal no. 27, menurut anda apakah pertanyaan ini sukar bagi anda? Alasanya adalah.....
    a. Karena soalnya sulit dipahami/ tidak mengerti maksud soal tersebut ⬭
    b. Karena soal/ materi seperti itu belum pernah dibahas sebelumnya ⬭
    c. Karena banyak kata-kata baru sehingga tidak tau arti teks tersebut ⬭
    d. Karena susunan kalimat dalam teks tersebut rumit ⬭
    e. Karena teks bacaanya terlalu panjang ⬭
    f. Karena tidak mempunyai latar belakang pengetahuan tentang bacaan tersebut ⬭
    g. Karena belum pernah membaca bacaan tersebut sebelumnya ⬭

Appendix 3

Students' interview

1. Menurut Anda, diantara teks ini, manakah yang paling sulit?
2. Menurut Anda, diantara teks ini, manakah yang paling mudah?
3. Mengapa menurut Anda yang ini sulit?
4. Mengapa menurut Anda yang ini mudah?

Appendix 4

The Trancription of Interview of English Students

1. Sample 1

     W : In your opinion, among this texts, which is the most difficult?

     S : Text question 5-7, text question 8, dan text question 9

     W : In your opinion, among this texts, which one is the easiest?

     S : Text question 12

     W : Why do you think this is difficult?

     S   : These text is longer paragraph than other paragraph.

          Do not understand the question given.

          Never answer the model of question like this before.

          Just a little time period in answer that question.

     W : Why do you think this is easy?

     S   : This text has short paragraphs.

          Thus text has Familiar question.

           I Often practice with the questions like this.

2. Sample 2

     W : In your opinion, among this texts, which is the most difficult?

      S : Text question 5-7, and text question 8,

     W : In your opinion, among this texts, which one is the easiest?

      S : Text question 11 and text question 12

     W : Why do you think this is difficult?

      S : The text is longer than other text.

         The topic is less familiar.

         There is a few a new vocab in the text which I do not found it
         before.

         Never read the text like this before.

     W : Why do you think this is easy?

      S : The text Just one paragraph.

         The text shorter so, it explaine to the point.

         The word in the text is quite familiar.

         Do not need to join 2 paragraphs to get 1 idea.

3. Sample 3

W : In your opinion, among this texts, which is the most difficult?
S : Text question 8
W : In your opinion, among this texts, which one is the easiest?
S : Text question 1-3
W : Why do you think this is difficult?
S : Because the text is too long, until take many times for scanning and scamming.
The text is difficult to understand because of the sentence phrase, there are a few of new words in the text that make difficult in answer reading text.
W : Why do you think this is easy?
S : The text is short and easy to understand.
Using simple language or using common rule.

4. Sample 4
W : In your opinion, among this texts, which is the most difficult?
S : Text question 8 and text question 13
W : In your opinion, among this texts, which one is the easiest?
S : Text question 1-3 and text question 5-7
W : Why do you think this is difficult?
S : The text is so difficult because never be discussed previously.
Many unfamiliar vocabularies.
W : Why do you think this is easy?
S : The text is easy because ever be discussed previously.
In this text many vocabularies are already known.
Some close meaning that we've heard before.

5. Sample 5
W : In your opinion, among this texts, which is the most difficult?
S : Text question 5-7, text question 8, text question 9 and text question13
W : In your opinion, among this texts, which one is the easiest?
S : Text question 18-20, text question 21, and text question 22
W : Why do you think this is difficult?
S : Because the vocab used is a little bit high.
The explanation is not familiar or not common, the explanation is a little bit profound.

Text is too long so, not enough time to read the text as a whole and not all info gets.

W : Why do you think this is easy?

S : Because in the text is easy to understand.

Using words that are often heard.

Influenced by questions that are not too difficult such as asking where the incident was, or on what line, so easy to get the answer.

In the transcription, "W" stands for the writer and "S" stands for students. The result of the transcription of interview of English students can be seen in the following quotation:

1. W   : In your opinion, among this texts, which is the most difficult?

   S I   : Text question 5-7, text question 8, and text question 9

   S II   : Text question 11 and text question 12

   S III: Text question 8

   S IV: Text question 8 and text question 13

   S V   : Text question 5-7, text question 8, text question 9 and text,

   question13

2. W   : In your opinion, among this texts, which one is the easiest?

   S I   : Text question 12

   S II: Text question 11 and text question 12

   S III: Text question 1-3

   S IV: Text question 1-3 and text question 5-7

   S V: Text question 18-20, text question 21, and text question 22

3. W : Why do you think this is difficult?

   S I : These text is longer paragraph than other paragraph.

   Do not understand the question given.

   Never answer the model of question like this before.

   Just a little time period in answer that question.

   S II: The text is longer than other text.

   The topic is less familiar.

   There is a few a new vocab in the text which I do not found it

   before

   Never read the text like this before.

   S III: Because the text is too long, until take many times for scanning

   and scamming.

   The text is difficult to understand because of the sentence

   phrase, there are a few of new words in the text that make

   difficult in answer reading text.

   S IV: The text is so difficult because never be discussed previously.

   Many unfamiliar vocabularies.

   S V: Because the vocab used is a little bit high.

   The explanation is not familiar or not common, the explanation

   is a little bit profound.

Text is too long so, not enough time to read the text as a whole and. not all info gets.

4. W: Why do you think this is easy?

S I: This text has short paragraphs.

Thus text has Familiar question.

I often practice with the questions like this.

S II: The text just one paragraph.

The text shorter so, it explained to the point.

The word in the text is quite familiar.

Do not need to join 2 paragraphs to get 1 idea.

S III: The text is short and easy to understand.

Using simple language or using common rule.

S IV: The text is easy because ever be discussed previously.

In this text many vocabularies are already known.

Some close meaning that we've heard before.

S V: Because in the text is easy to understand.

Using words that are often heard.

Influenced by questions that are not too difficult such as asking where the incident was, or on what line, so easy to get the answer.

THE STUDENTS' RESPONSE TO QUESTIONNAIRE

NO	The students' Responses							Respondent
	a	b	c	d	e	f	g	
Q-1	3	1	9	4	1	3	6	27
Q-2	1		8	3	1	3	7	23
Q-3	1		7	4	1	2	4	19
Q-4	4		3	3		2	2	14
Q-5	4	1	6	3	5	4	2	25
Q-6	1		2	2	4	4	2	15
Q-7	10	4	3	3	3	1	2	26
Q-8	8	4	4	1	4	1	1	23
Q-9	9	3	5		6	4	3	30
Q-10	6	1	2	4	5	3	5	26
Q-11	1	1	6	5	1	1	1	16
Q-12	3		2	3	3	2	3	16
Q-13	2	2	5	4	9	5	4	31
Q-14	2	1	6	2	6	3	4	24
Q-15	4	3	3	4	14	4	4	36
Q-16	3	2	3	3	2	5	3	21
Q-17	4		3	1	7	3	4	22
Q-18	4		2	4	6	3	6	25
Q-19	4		2		6	5	4	21
Q-20	4		2	2	5	3	4	20
Q-21	3	3	4	5	3	3	4	25
Q-22	1		2	4	8	6	4	25
Q-23	3	1	2	2	11	3	3	25
Q-24	1	2	3	2	9	3	4	24
Q-25		3	6	2	10	1	4	26
Q-26	1	1	5	4	8	4	5	28
Q-27	1	1	4	3	7	6	6	28
TOTAL	88	34	109	77	145	87	91	

Appendix 6

THE CLASSIFICATION OF STUDENTS' RESULTS

Main Idea

QUESTIONS' NUMBER	19	23	25
RESULTS	9	12	5
INDEX DIFFICULTY	0,42 F	0,57 F	0,23 D
TOTAL	26		

Supporting Details

QUESTIONS' NUMBER	24	26	27
RESULTS	5	3	3
INDEX DIFFICULTY	0,23 D	0,14 D	0,14 D
TOTAL	11		

Exceptions

QUESTIONS' NUMBER	13	14	15
RESULTS	7	7	1
INDEX DIFFICULTY	0,33 F	033 F	0,04 D
TOTAL	15		

Location Information

QUESTIONS' NUMBER	20	21	22
RESULTS	5	5	3
INDEX DIFFICULTY	0,23 D	0,23 D	0,14 D
TOTAL	13		

Vocabulary

QUESTIONS' NUMBER	1	2	3
RESULTS	7	17	12
INDEX DIFFICULTY	0,33 F	0,80 E	0,57 F
TOTAL	36		

Inference

QUESTIONS' NUMBER	10	11	12
RESULTS	10	5	6
INDEX DIFFICULTY	0,47 F	0,23 D	0,28 D
TOTAL	21		

Reference

QUESTIONS' NUMBER	4	5	6
RESULTS	14	16	12
INDEX DIFFICULTY	0,66 F	0,76 E	0,57 F
TOTAL	42		

Paraphrased Sentence

QUESTIONS' NUMBER	16	17	18
RESULTS	4	7	1
INDEX DIFFICULTY	0,19 D	0,33 F	0,04 D
TOTAL	12		

Sentence Insertion

QUESTIONS' NUMBER	7	8	9
RESULTS	3	5	7
INDEX DIFFICULTY	0,14 D	0,23 D	0,33 F
TOTAL	15		

Appendix 7

THE STUDENTS' RESULTS

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	SUM
S-1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	8
S-2	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	10
S-3	0	1	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	7
S-4	1	0	0	1	1	1	0	0	1	1	1	0	1	1	0	1	0	0	1	0	0	0	1	0	0	0	0	10
S-5	0	1	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
S-6	0	1	0	1	1	0	1	1	0	1	0	1	0	1	0	0	1	0	1	0	0	0	1	0	1	0	0	13
S-7	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	8
S-8	0	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	0	0	1	1	1	1	0	0	0	0	16
S-9	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	3
S-10	1	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	8
S-11	0	1	1	1	0	0	1	1	1	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	1	0	0	12
S-12	0	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	1	0	1	1	1	10
S-13	0	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	0	1	0	1	1	0	0	0	0	1	1	11
S-14	1	1	1	1	1	1	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	7
S-15	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	9
S-16	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	1	0	8
S-17	0	0	0	1	1	1	0	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	1	0	9
S-18	0	1	0	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	7
S-19	0	1	1	1	1	0	0	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	10
S-20	1	1	1	0	1	0	0	1	1	1	1	0	0	1	1	0	1	0	1	1	0	0	0	0	0	1	1	12
S-21	1	1	1	0	1	1	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	8
S-22																												
S-23																												
S-24																												
S-25																												

QUESTIONS' ITEMS

TIDAK HADIR/SAKIT/IZIN

	S-26	S-27	S-28	S-29	S-30	S-31	SUM
SUM							7	17	12	14	16	12	3	5	7	10	6	6	7	7	2	4	7	1	9	5	5	3	12	5	5	5	5	3	191

Appendix 8

The Students' Participation Photos in this Study

The Students are answering the questions in the documents and the questionnaire

The Students are answering their problems, when participation in the TOEFL reading Text

Appendix 9

Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-8709/UN.08/FTK/KP.07.6/10/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH 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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
	b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	: 1.	Undang-undangNomor 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 Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
	5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
	6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
	7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
	8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
	9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
	10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
	11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 20 September 2017

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Menunjuk Saudara:

1. Yuni Setianingsih, M.Ag   Sebagai Pembimbing Pertama
2. Azizah, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Muhammad Kamal**
NIM	:	**231324271**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Issues Faced by Students in Comprehending TOEFL Reading Texts**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
KEEMPAT	:	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.

Ditetapkan di: Banda Aceh
Pada Tanggal: 4 Oktober 2017
An. Rektor
Dekan,

Mujiburrahman

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

Appendix 10

The Letter of Conducting Data

from Faculty of Tarbiyah and Teacher Training

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 4950   /Un.08/TU-FTK/ TL.00/05/2018   07 Mei 2018
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
           Menyusun Skripsi

Kepada Yth.

Di -
   Tempat

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

N a m a	:	Muhammad Kamal
N I M	:	231 324 271
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	VIII
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl. D.T Syarif Thared Lr. Rahmad No. 04, Kec. Ulee Kareng Banda Aceh

Untuk mengumpulkan data pada:

UIN Ar-Raniry

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

Issues Faced by Students in Comprehending TOEFL Reading Texts

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

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG.UMUM   BAG. UMUM

Kode 6347

AUTOBIOGRAPHY

Name : Muhammad Kamal
Place/Date of Birth : Pidie/November, 10th 1992
Sex : Male
Religion : Islam
Citizenship/ Ethic : Indonesia/ Acehnese
Marital Status : Single
Occupation/ Students Number : Students of English Department of Tarbiyah Faculty UIN Ar-Raniry/   231324271
Addres : Jl. DR. T. Syarief Thaeb Lr. Rahmat No. 04. Lambhuk. Banda Aceh

Education Background
a. Elementary Schol : SD Negeri 44 Banda Aceh, (Graduated 2006)
b. Junior High School : SMP Negeri 18 Banda Aceh, (Graduated 2009)
c. Senior High School : SMK Negeri 2 Banda Aceh (Graduated 2012)
d. University : English Department of Tarbiyah Faculty of UIN Ar-Raniry, Banda Aceh, (2013 – 2018)

The Parents
a. Father's name : Muhammad Husin Gade
b. Occupation : Pensioner of Civil Servant
c. Mother's name : Tihajar
d. Occupation : Housewife
e. Address : Jl. DR. T. Syarief Thaeb Lr. Rahmat No. 04. Lambhuk. Banda Aceh

Banda Aceh, July, 18th 2018
The Writer,

Muhammad kamal