

AN ANALYSIS OF STUDENTS' LITERAL READING COMPREHENSION  
AT THE EIGHTH GRADE STUDENT OF JUNIOR HIGH SCHOOL  
MUHAMMADIYAH PANGKAJENE

UNIVERSITAS MUHAMMADIYAH  
MAKASSAR

Submitted to the Faculty of Teacher Training and Education Makassar  
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of Education English Department

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2022

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**MOTTO**

“Success is a goal.

But being able to be useful to around is the biggest dream.

That's the key to success and the true definition of happiness.”



*I dedicated this thesis special to my beloved parents and all who helped me in finishing this thesis*

## ABSTRACT

**Riska Amalia. 2022.** *An analysis of students' literal reading comprehension at the eighth-grade student of Junior High School Muhammadiyah Pangkajene.* Thesis majoring in English Education Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Supervised by Ummi Khaerati Syam, and Andi Asri Jumiaty.

This study aims to determine students' literal reading comprehension and determine the factors that influence students' success in literal reading. The population in this study was SMP Muhammadiyah Pangkajene which consisted of 6 classes with a total of 61 students, and I focused on 15 students in class VIII of SMP Muhammadiyah Pangkajene. The method used is descriptive qualitative research. The instruments used to collect data are questionnaires and interviews.

The results of the questionnaire data show that the average score of the questionnaire is 81.4, meaning that students' literal reading comprehension is very good because the enthusiasm and interest of students in learning to read literal is very high, making students very enthusiastic in learning to read literal, so that the teaching and learning process in literal reading this was executed well.

Meanwhile, the results of interviews with students showed that good memory, understanding of reading, learning atmosphere, readiness in learning and concentrating in reading were factors that influenced students' success in literal reading.

**Keywords:** *Literal Comprehension, Reading Comprehension, Main idea*

## ABSTRAK

**Riska Amalia. 2022.** *Analisis pemahaman membaca literal siswa kelas delapan SMP Muhammadiyah Pangkajene*. Skripsi jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Ummi Khaerati Syam, dan Andi Asri Jumiatiy.

Penelitian ini bertujuan untuk mengetahui pemahaman membaca literal siswa dan mengetahui faktor-faktor yang mempengaruhi keberhasilan siswa dalam membaca literal. Populasi dalam penelitian ini adalah SMP Muhammadiyah Pangkajene yang terdiri dari 6 kelas dengan jumlah siswa 61 orang, dan saya berfokus pada 15 siswa di kelas VIII SMP Muhammadiyah Pangkajene. Metode yang digunakan adalah penelitian deskriptif kualitatif. Instrumen yang digunakan untuk mengumpulkan data adalah angket dan wawancara.

Hasil dari data angket menunjukkan bahwa, nilai angket rata-rata siswa 81,4 artinya pemahaman membaca literal siswa sangat baik dikarenakan antusiasme dan ketertarikan siswa dalam belajar membaca literal sangat tinggi menjadikan siswa sangat bersemangat dalam belajar membaca literal, sehingga proses belajar mengajar dalam membaca literal ini berhasil dilaksanakan dengan baik.

Sementara hasil dari wawancara dengan siswa menunjukkan bahwa ingatan yang baik, pemahaman tentang bacaan, suasana belajar, kesiapan dalam belajar dan berkonsentrasi dalam membaca menjadi faktor-faktor yang mempengaruhi keberhasilan siswa dalam membaca literal.

**Kata kunci:** *Pemahaman Literal, Pemahaman membaca, Ide utama*

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The Researcher

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## CHAPTER I

### INTRODUCTION

#### A. Background

In the 21<sup>st</sup> century, English is no longer a taboo subject to learn, English has become an international language that is generally used as a liaison language between countries in communicating. Learning English should be taught as early as possible, that's why it's important for students to have good English has become a universal language. According to Pattymahu, (2012) says if you want to be as rare as others, master English which is a universal language. From this statement, it can be concluded that learning is very important to be taught to students. Reading is one of the four skill that must be mastered by student in addition to writing, speaking, and listening.

Reading is the heart of science, which means reading occupies an important position in learning. Students need to have good reading skills, because with a lot of reading students can broaden their horizons and enrich their knowledge about various things that have not been studied before. Students who like to read will have broad knowledge because of the more information and insight they get. By reading students can add new vocabulary, increase concentration and grow new ideas or ideas that can hone creative thinking. Comprehension is a key to the learning process where someone will

be considered successful in teaching if he can make his students understand the learning and can remember what has been learned. According to Widiaworo, (2017) that "Comprehension is the ability to connect or associate learning information into a complete "one image" in our brain". It can also be said that comprehension is that has been learned into a complete memory in the brain.

Reading comprehension is a process where the reader can absorb information and understand the content or meaning, so that it can form an understanding of the reading that is read. According to Sumadayo, (2011) pointed out that "Reading comprehension is an activity or activity in which readers connect new information with old information in order to acquire new knowledge". In other words, reading comprehension can be explained as the activities that readers carry out to increase new knowledge.

Literal reading is the ability to understand information and facts that are directly stated in the reading text. This is considered the first and most basic level of reading comprehension. Student can underline words or mark keywords or a reading that contains the meaning of the reading. Literal reading aims to recognize only the meaning that is clearly stated in the reading text. Readers only need to capture the information literally stated in the reading text (reading line). Students do not need to capture or explore further the contents of the reading, the only need to look for the reading, because finding the meaning of the reading is the same as understanding the content of the reading. Techniques like this are often used in low-level teaching and learning processes, such as

elementary school and junior high school students. Punfey in Rumijan (2002: 25) states that: "developing literal understanding is divided into two categories, namely the ability to recognize and the ability to re-express reading content in the form of (1) details, (2) main ideas, (3) sequence, (4) comparison, (5) causal relationship, (6) actors in the reading." In other words, literal understanding of the sequences above can be interpreted that the ability to interpret the meaning in the reading text has a clear sequence so that it can help students more easily understand the contents of a reading.

The phenomenon discussed in the study is literal comprehension if it is associated with reading, it is very closely related because if student have understood literal comprehension in reading, students will more easily understand the information contained in the readings than read the entire contents of the reading text. According to Samsul Somasoyo (2011: 9) states that reading is basically a process of building an explicit understanding of discourse. There are three main aspects of reading comprehension, namely the knowledge and experience that the reader already has about the topic, combining knowledge and experience of the text to be read, and the process of obtaining meaning by actively following the opinions held.

Based on the explanation above, the researcher is interested in studying problems related to students' reading comprehension which is seen from the facts of reading students at school, such as students' lack of interest in reading and students' ability to understand reading is still lacking, therefore the

researcher wants to analyse students' reading comprehension ability. This research will be realized in the title: **An Analysis of Students' Literal Reading Comprehension at The Eighth Grade Student of Junior High School Muhammadiyah Pangkajene.**

#### **B. Problem Statement / Research Question**

Based on the background above, the researcher will like to formulate the question namely:

1. How is the literal reading comprehension of eighth grade students of SMP Muhammadiyah Pangkajene?
2. What are the influence factors students' success in literal reading comprehension?

#### **C. Objective of the Study**

For the above problem statement, the objective research is:

1. To find out how the literal reading comprehension of eighth grade students of SMP Muhammadiyah Pangkajene.
2. To find out what are the influence factors students' success in literal reading comprehension.

#### **D. Significant of the Study**

After doing research, the researcher hopes that the result of the research can be used:

1. For the teacher



This research expects that the teacher gets more information about literal reading comprehension, and be useful in the teaching and learning process.

2. For students

This research expects this research can help students to understand about literal reading comprehension in teaching and learning process.

3. For the future researcher

The result of this research hopefully can be used as references for other studies which are related to this topic.

**E. Scope of the Study**

This study is limited to analyzing students' literal reading comprehension and analyzing the factors that influence students' success in literal reading class VIII during the teaching and learning at Junior High School Muhammadiyah Pangkajene

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Findings

In this chapter, the researcher reviews some related literatures on this study.

Andi Naniwarsih, (2018) Researching on *"The students' ability in literal reading comprehension"*. The purpose of this research is to determine the students' ability in literal reading comprehension. The research populations are third year students consisting of three parallel classes. In choose a sample of researchers using random sampling to take five students in each class. Then, as many 15 students became the sample. This data collection is done through there are two kinds of instruments, namely non test and test. The non-test consists of a questionnaire and interview, while the test uses is at the level of literal understanding. In analyzing the data in this study were, non-tests were analyses descriptively and then the test were analysis statistically. The test results in this study shows that the average score of the students were 71, in conclusion the ability third year students of SMP Negeri 11 Palu in reading comprehension texts are categorize as good.

Marginingsih, (2018) Researching on *"Analysis of literal reading understanding engineering student's information in Surakarta"*. The purpose of this study is to analysis the literal reading comprehension of informatics Engineering students at STIMIK Duta Bangsa Surakarta and STIMIK Sinar Nusantara. Based on

three indicators of students' literal reading comprehension namely, (1) find detailed information that is written (2) find the meaning of the word, and (3) find the reference word. In this study, the researcher uses three levels of reading comprehension. Data analysis includes validity and reliability testing of multiple-choice questions using a Soft 1.0 software. The results show that the average result in finding written information for STMIK Duta Bangsa Informatics Engineering were 63%, while STIMIK Sinar Nusantara student were 42.9%. The average result of STMIK Duta Bangsa students in finding the meaning of vocabulary were 54.2%, while STIMIK Sinar Nusantara student were 30.7%. The average result of STIMIK Duta Bangsa student in finding word references were 60.9%, while STIMIK Sinar Nusantara student were 43.5%. From these results, students still need to be given literal reading comprehension exercises in the learning process.

Zam, (2017) Researching on *"Teaching Reading Comprehension to the Eighth Grade Students of the Private Junior High School Nurul Imam Palembang"*. This study aims to determine whether learning to read comprehension is effective for class VIII students of Nurul Imam Private Junior High School Palembang. In this study, researchers used pre-experimental research methods. The population of this study were all eighth-grade students of Iman Private Junior High School Palembang. As a sample, the authors choose a class from the population not rand only as a sample. The sample class of this study was VIIIE, and the number of students in this study was 36. The author adopted a multiple-choice written exam, and the analysis used paired t-test.

Therefore, it is effective to teach reading comprehension to Nurul Iman Private Junior High School VIII Palembang students through collaborative scripts.

## **B. The Concept of Reading**

### **Definition of Reading**

Through reading, people can discover things that were previously unknown. Reading is taught from childhood. Reading has many definitions. According to Tarigan, (2015) reading is a process carried out by readers and used to obtain information, which will be conveyed by the author through written text/language. Meanwhile, according to Rahim (2008:2) reading is essentially a complicated thing, which involves many aspects, not only recitation writing, but also vision, thinking, mental language and metacognitive activities.

According to Sulaiman, (2005) reading is the process of acquiring knowledge or something from a text. Reading can be seen as an "interactive" process between the reader and the text, leading to automation or (reading fluency). In this process, the reader dynamically interacts with the text while trying to infer meaning and where to use different types of knowledge: language or system knowledge (through bottom-up processing).

In addition, Windasari, (2017) stated that "reading is a process carried out by the reader and is used to obtain information, and the writer hopes to convey information through words or written language. According to Abidin, 2012 explained, "Learning to



read can be understood as a series of activities, namely a series of activities carried out by students to acquire reading skills.

Learning to read is not only done so that students can read well, but a process that involves the overall mental activity and thinking skills of students in understanding, critiquing, and reproducing a written discourse.

a) Purpose of reading

According to Utami, (2016) explains the purpose of reading, there are at least six main goals for reading comprehension, namely:

1) Read the information

The combination of scanning and skimming allows readers search information.

2) Read for quick comprehension

Used for a variety of other reasons and can therefore be considered high-level goals. Skimming will not spend more time searching for relevant text.

3) Read to study

Reading to study is implementing in academic and professional setting. Usually readers want remember the main idea and many supporting details and be able to extract information as needed.

4) Read to comprehensive information

This type of reading requires the reader to synthesize and not only study one source, or they learn from multiple texts and combined in one idea.

5) Read to critique, evaluate, and apply for information

This usually represents the upgrade level of the claim and the site interaction in the reading process.

6) Read through general understanding

The most common purpose of reading is to read from a fluent reader, and that is omission assessment for reading comprehension terms.

b) Principle of reading

According to Harner, (2001) there are several principles behind teaching reading.

- a. Reading is not a passive skill, or reading is active skill, we must understand the meaning of the word.
- b. Student need to participate in the content they read like everything else in reading, student who do not participate in the text they read or are not interested in what they read, may not benefit from doing so.
- c. Student must respond to the reading text they read, not just reading it. Learning to read is important how the use the language of the text, number of paragraphs how often they are structured and use relative clause.
- d. The main factor in reading is prediction. In reading, someone who has a reading experience that is almost the same as the text he is reading will easily understand or predict the contents of his reading without reading the entire contents of the reading text.

- e. Matching assignments with subjects. After making a decision regarding which reading text the students will read, we need to choose a good reading assignment, the right type of question, draw and apply puzzles, etc.
- f. A good teacher will make full use of reading text. They combine use topics to read text into an engaging class sequence have further discussions and assignments, use language learning, and the activation.

### C. The Concept of Reading Comprehension

#### 1. Definition of Reading Comprehension

According to Mayor (2015) reading comprehension is understanding a text that has been read or the process of getting meaning from a text. It can be interpreted that reading comprehension is the process of deepening a reading in order to understand the meaning contained in the reading.

According to Kustaryo, (2001) suggests that comprehension is a positive thought process activity, which does not only depend on understanding what has been read. It is a positive thinking process that depends not only on comprehension ability, but also on students' experience and understanding of prior knowledge, including, understanding vocabulary, seeing the relationship between words and concepts and meaning.

According to Sardiaman, (2003) the definition of comprehension is being able to master something with the mind, therefore learning means having to understand mentally its meaning and philosophy. From this expression it and be

interpreted that comprehension is mastery of something by using the mind and being able to understand mentally, meaning and philosophically so that student can understand it. Meanwhile, according to Sudijono, (2010) the definition of comprehension is "a person's ability to understand or understand something, after something is known and remembered". In other words, comprehension is knowing about something that can be remembered and repeated. A higher level of thinking ability than memory and memorization.

## 2. Level of Reading Comprehension

The term 'level' doesn't mean essentially various levels of trouble. It alludes to the mentality and response to what in particular is perused.

There are a few degrees of cognizance. More significant level of appreciation would clearly incorporate more elevated level reasoning. According Haris, (2021) isolates adding understanding ability to four levels, as gives underneath.

### a. Literal Reading Comprehension

Reading literal comprehension is reading the reading text and understanding the contents of the reading about what is stated in the text explicitly Yuli: (2012). Literal understanding is a prerequisite for higher understanding Burns. et all, (2007:3-24)



Literal reading is a reading activity that is limited to recognizing and capturing the meaning (meaning) stated explicitly (explicitly). That is, the reader only tries to capture the information that lies literally (reading the lines) in the reading and does not try to capture a deeper meaning Harras: (1998)

According to Cochran (1991:16) explains that literal understanding includes the details contained in the text, pronoun references, and the sequence of events in the story. So, it can be concluded that reading literal comprehension is the ability to understand information stated explicitly in the text which is the lowest level of understanding. Even though it is classified as low level, literal comprehension is still important, because it is needed in the overall reading comprehension process.

#### Purpose of Reading Literal Comprehension

Literal reading aims to only recognize the meaning stated explicitly in the reading text. The reader simply catches the information stated literally (reading the lines) in the reading text. He did not seek to delve into or capture further. Techniques like this are usually used in low-level teaching and learning processes, for example elementary-junior high school students Dandi (2012)

#### b. Interpretative or Inferential Perception

More elevated level of appreciation includes perusing past or between the lines. The peruse carries information and experience to the demonstration of perusing and draws the distinctions. She should have the option to peruse fundamentally and break down cautiously what she has perused. She likewise needs

to see relationship among thoughts, for instance, how thoughts go together and furthermore inferred significance of the thoughts. Interpretative or referential perception incorporates thinking interaction like making inference, making speculation, expectation results.

At this level, instructor can poses seriously testing inquiry like requesting that understudies do the accompanying assignment:

- 1). Revise the thoughts or point examined in the content
- 2). Clarify the writer's motivation of writing in the content
- 3). Sum up the fundamental thought when this isn't unequivocally expressed in the content.
- 4). Select end which can be concluded from the content they have perused

What is inferred or implied, as opposed to what is really expressed. Drawing derivations taking advantage of earlier information or experience, joining new figuring out how-to old data, taking intelligent jumps and reasonable deductions, figuring out the real story to figure out what is implied by what is expressed.

Tests in this class are emotional, and the sorts of inquiries posed are open-finished, intriguing inquiries like why, imagine a scenario where, and how.

c. Critical reading

Material assessment, contrasting thoughts found in printed material and known standard decisions about their reasonableness, and practicality.

d. Applied

Taking information exchanged (exacting) and what was implied by information exchanged (interpretive) and afterward expand (apply) the ideas or thoughts past the circumstance.

1) Dissecting

2) Combining

3) Applying

In this level we are examining or incorporating data and applying it to other data.

**D. Factors Influence Reading Literal Comprehension**

In order to improve reading comprehension skills, at least teachers need to foster five factors that support understanding as expressed by Burn, at all (1996: 112), namely: "(a) the reader's schemata potential, (b) the memory potential. (c) the reader's perspective, (d) the ability to think, and (e) the effective aspect." These five issues are discussed below.

(a) Reader Schematic Potential

Every human being has the potential to develop. The potential is in the student himself which is stored in his memory. This is as stated by Cahyono 1992/1993: 25

that: "Schemata are in the form of knowledge stored in students' memory that can function when students interpret new information and let the new information enter and become part of the stored experience".

#### (b) Remembering Potential

The ability to remember is a cognitive ability that is owned by everyone. In Bloom's Taxonomy these abilities include low-level abilities. Remembering is very necessary in reading, because by remembering the reader can re-express and connect what he reads with what he understands.

#### (c) Reader's Perspective

The reader's perspective is a potential that will determine a person's understanding in reading a reading text. With the perspective that students have on the reading they read it can provide convenience in understanding the contents of the reading. The perspective in question is the opinion, assumption, and review of the reader on the text he reads.

#### (d) Thinking Ability

The ability to think is a requirement to understand something. To understand the content of the reading required students' cognition. The thinking ability in question is the ability to remember, understand, apply, analyze, synthesize what he reads.



#### (e) Apective Aspect

The affective aspect is an aspect that also determines a person's ability to understand the contents of the reading well. The affective is a person's attitude towards the text he reads. By having a positive attitude or the ability of the reader to respond to the contents of the text well, it will produce a good understanding.

In addition to the above, Anthony in Rumijan (2002: 20) states that there are three factors that teachers need to know and develop in the process of understanding reading content, namely (1) learner characteristics, (2) text characteristics, and (3) context social. These three factors are the main concern for teachers to improve students' reading comprehension skills. For more details discussed as follows.

##### (1) Student Characteristics

Fostering the ability of students in elementary school brings understanding that teachers need to know the characteristics of students which include background knowledge, vocabulary knowledge, and metacognitive knowledge. These three things are discussed as follows.

##### (a) Background Knowledge

Background knowledge is knowledge already possessed by students related to the topic of reading to be read. Knowing the background knowledge of students is very helpful in understanding the contents of the reading. Having sufficient background knowledge related to the reading text to be read will affect students' ability to

understand the contents of reading Cleary in Rumijan (2002: 64) states that: "Children who have a background knowledge similar to the text they will read are very helpful for children in reading.

#### (b) Vocabulary Knowledge

Vocabulary knowledge possessed by students greatly affects the ability to understand the contents of the reading. In order to improve literal comprehension reading skills, teachers must provide students with vocabulary knowledge. Mastery of vocabulary affects the understanding of the reading text. An effective way to increase students' vocabulary is (a) selecting and finding keywords, (b) providing clues that emphasize the relationship between words and the reader's experience or background knowledge, and (3) practicing using vocabulary in sentences.

#### (c) Metacognitive Knowledge

Improving reading comprehension skills, teachers need to improve students' metacognition. Metacognition is the ability to explain why someone does a certain strategy, for example understanding the content of reading. Metacognition can be developed through experience and learning. Through metacognitive development students can be aware of the steps taken in understanding the contents of the reading.

Building students' metacognition in terms of understanding the content of reading can be done by (a) the teacher explains the process of reading comprehension explicitly by providing information about how and when the strategy is used (b) by

researcher wanted to analyze the reading comprehension of eighth grade students of SMP Muhammadiyah Pangkajene.

### C. Research Instruments

The researcher used two instruments in this study, namely a questionnaire and an interview. The first step was, the researcher gives a questionnaire to the students to find out the extent of students' literal reading comprehension. From the results of the questionnaire, the study analyzed students' literal reading comprehension. Then in the second step, which was to interview each student as a second instrument by asking several questions related to literal reading material. Then the results of the interviews were analyzed by the researchers to conclude what are the factors that influence students' success in literal reading comprehension.

### D. Data Collections

Collecting data in this study used questionnaires and interviews. First, the researcher gave a questionnaire to the students to find out the extent of students' literal reading comprehension. From the results of the questionnaire, this study analyzed students' literal reading comprehension. Then second, interviewing each student as a second instrument by asking several questions related to literal reading materials. Then the results of the interviews were analyzed by researchers to conclude what factors influence students' success in literal reading comprehension.

### E. Technique of Data Analysis

After the data was collected, the researcher analyzed the data using several steps, namely:

#### a) Data from questionnaire

##### a. Scoring

The process of data analysis in this study used a qualitative method (questionnaire). The result is a score for each student. The data obtained from this study used an analysis with a Likers scale procedure.

Table 3.1 Likert Scale

No	Items	Score
1	Strongly agree	5
2	Agree	4
3	Partially agree	3
4	Disagree	2
5	Strong disagree	1

Skala likers Sugiono, 2012

b. The researcher analysed the data will use the percentage technique, the researcher is using the following formula:

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





9	I am able to capture the information stated literally (reading the lines) in the reading text.	10	2	3	0	0	15
10	I feel disappointed when I can't catch the information about literal reading explained by the English teacher.	11	3	1	0	0	15
11	I'm not happy when working on literal reading question.	1	4	1	7	4	15
12	I am happy when I can re-explain the contents of what I have read in front of the class.	10	5	0	0	0	15
13	I can't able to understand the content of reading when I read in a literal reading.	0	0	1	5	9	15
14	I prefer to be given literal reading assignments than writing in English lessons.	4	7	4	0	0	15
15	I got a good score when I test literal reading comprehension.	12	3	0	0	0	15
16	Potential schemata or knowledge stored in memory can be a factor influencing my success in literal reading.	11	4	0	0	0	15
17	My memory ability is a factor that influences my success in literal reading.	13	2	0	0	0	15

18	My perspective in opinion, response, and review in reading greatly determines my understanding in literal reading.	12	3	0	0	0	15
19	I have the ability to think, understand, and analyze which are factors that influence my success in literal reading.	11	2	2	0	0	15
20	I have an affective ability or the ability of the reader to respond to the content of the story which is a factor that influences my success in literal reading.	10	3	2	0	0	15

From the results of the questionnaire research above, it can be concluded that question number one, I like literal reading activity in English subject, shows that students strongly agree with the question, which is indicated by eleven students answering strongly agree. Question number two I am not comfortable when the teacher gives reading assignments in learning English shows that the students who answered disagree and strongly disagree were seven students, this indicates that the question is not in accordance with reality. Question number three I have a good ability to remember what I read literally shows that students strongly agree with the question, which is indicated by the number of students who answered strongly agree with nine students. Question number four I can convey the contents of the reading that I have read clearly shows that eleven students who answered strongly agree with the statement. Question number five I don't like it when I find unfamiliar words in reading English shows that the students who answered disagree and strongly disagree were the

same, namely six students, this indicates that the question is not in accordance with what happened. Question number six I am able to understand the ideas and information stated explicitly in the reading text shows that students strongly agree with the question as indicated by ten students who answered strongly agree. Question number seven I can understand when the teacher gives literal reading material shows that students strongly agree with the question which can be seen from the results of the questionnaire as many as ten students answered strongly agree. Question number eight I feel disappointed when I can't answer the teacher's questions about literal reading material shows that students strongly agree with the question as seen from ten students who answered strongly agree with the statement. Question number nine I am able to capture the information stated literally (reading the lines) in the reading text shows students strongly agree with the question because ten students answered strongly agree with the question. Question number ten, I feel disappointed when I can't catch the information about literal reading explained by the English teacher, shows that the students strongly agree with the question as indicated by eleven students who answered strongly agree. Question number eleven I'm not happy when working on literal reading question shows that there are seven students who answered disagree, which means the question is not in accordance with reality. Statement number twelve I am happy when I can re-explain the contents of what I have read in front of the class shows that students agree with the question as seen from seven of the fifteen students who answered agree with the statement. Question number thirteen I can't be able to understand the content of reading when I read in a literal reading the students who answered strongly disagree, namely



nine out of fifteen students, this shows that the question is not in accordance with reality. Question number fourteen I prefer to be given literal reading assignments than writing in English lessons shows that students agree with the question which is indicated by the number of students who answer agree are seven out of fifteen students. Question number fifteen I got a good score when I test literal reading comprehension shows that students strongly agree with the question as evidenced by twelve out of fifteen students answering strongly agree. Question number sixteen Potential schemata or knowledge stored in memory can be a factor influencing my success in literal reading as many as eleven students answered strongly agree with the questionnaire question. Question number seventeen My memory ability is a factor that influences my success in literal reading shows that students strongly agree with the question which is indicated by thirteen out of fifteen students answering strongly agree. Question number eighteen My perspective in opinion, response, and review in reading greatly determines my understanding in literal reading shows that students agree with the question as indicated by eleven out of fifteen students who answered agree. Question number nineteen I have the ability to think, understand, and analyze which are factors that influence my success in literal reading. shows that students agree with the question as indicated by the number of students who answered agree amounted to eleven out of fifteen students. The last question number twenty I have an affective ability or the ability of the reader to respond to the content of the story which is a factor that influences my success in showing that students agree with the question which is indicated by the number of students who answered agree amounted to ten out of fifteen reading students.



b. Questionnaire 1

Table 4.1. I like literal reading activity in English subject.

No	Category	Frequency	Percentage
1.	Strongly Agree	11	73,3%
2.	Agree	4	26,6%
3.	Partially Agree	0	0%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	15	100

Based on the table 4.1 above, percentage of data showed that there were 15 student responds, showed that 8 students (53,3%) said "strong agree", 4 students (26.6%) said "agree", 0 students (0%) said "Partially Agree", 0 student (0%) said "disagree", and 0 student (0%) said "Strongly disagree". Therefore, the researcher can conclude that most students like literal reading activities in learning English.

c. Questionnaire 2

Table 4.2. I am not comfortable when the teacher gives reading assignment in learning English.

No	Category	Frequency	Percentage
1.	Strongly Agree	0	0%
2.	Agree	1	6,6%
3.	Partially Agree	0	0%
4.	Disagree	7	46,6%

5.	Strongly Disagree	7	46.6%
	Total	15	100

Based on the table 4.1 above, percentage of data showed that there were 15 student responds, showed that 0 students (0%) said “strong agree”, 1 students (6,6%) said “agree”, 0 students (0%) said “Partially Agree”, 7 student (46,6%) said “disagree”, and 7 student (46,6%) said “Strongly disagree”. The results showed that the statement that students were uncomfortable with when the teacher gave reading assignments in English lessons was wrong, it could be seen from the answered strongly disagree and disagree with the statement being the most common answer.

d. Questionnaire 3

Table 4.3 I have a good ability to remember what I read literally.

No	Category	Frequency	Percentage
1.	Strongly Agree	9	60%
2.	Agree	6	40%
3.	Partially Agree	0	0%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	15	100

Based on the table 4.1 above, percentage of data showed that there were 15 student responds, showed that 9 students (60%) said “strong agree”, 6 students (40%) said “agree”, 0 students (0%) said “Partially Agree”, 0 student (0%) said “disagree”,

and 0 student (0%) said “Strongly disagree”. Therefore, the researcher can conclude that most students like literal reading activities in learning English.

e. Questionnaire 4

**Table 4.4. I can convey the contents of the reading that I have read explicitly.**

No	Category	Frequency	Percentage
1.	Strongly Agree	11	73,3%
2.	Agree	4	26,6%
3.	Partially Agree	0	0%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	15	100

Based on the table 4.4 above, percentage of data showed that there were 15 student responds, showed that 11 students (73,3%) said “strong agree”, 4 students (26,6%) said “agree”, 0 students (0%) said “partially agree”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. Therefore, the researcher can conclude that most students strongly agree with the statement if students can convey the contents can convey the contents of the reading that has been explicitly stated.

f. Questionnaire 5

**Table 4.5. I don't like it when I find unfamiliar words in reading.**

No	Category	Frequency	Percentage
1.	Strongly Agree	0	0%

2.	Agree	2	13,3%
3.	Partially Agree	1	6,6%
4.	Disagree	6	40%
5.	Strongly Disagree	6	40%
	Total	15	100

Based on the table 4.5 above, percentage of data showed that there were 15 student responds, showed that 0 students (0%) said “strong agree”, 2 students (13,3%) said “agree”, 1 students (6,6%) said “partially agree”, 6 student (40%) said “disagree”, and 6 student (40%) said “strongly disagree”. Therefore, the researcher can conclude that students who answered disagree and strongly disagree on the statement I don’t like when I find unfamiliar words in the reading.

f. Questionnaire 6

Table 4.6. I am able to understand the ideas and information stated explicitly in the reading text.

No	Category	Frequency	Percentage
1.	Strongly Agree	10	66,6%
2.	Agree	4	26,6%
3.	Partially Agree	1	6,6%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	15	100

Based on the table 4.6 above, percentage of data showed that there were 15 student responds, showed that 10 students (66,6%) said “strong agree”, 4 students



(26,6%) said “agree”, 1 students (6,6%) said “partially agree”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. Therefore, the researcher can conclude that most students answered strongly with the requirement that I was able to understand the ideas and information stated explicitly in the reading text.

g. Questionnaire 7

**Table 4.7. I can understand when the teacher gives literal reading material.**

No	Category	Frequency	Percentage
1.	Strongly Agree	10	66,6%
2.	Agree	4	26,6%
3.	Partially Agree	1	6,6%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	15	100

Based on the table 4.7 above, percentage of data showed that there were 15 student responds, showed that 10 students (66,6%) said “strong agree”, 4 students (26,6%) said “agree”, 1 students (6,6%) said “partially agree”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. Therefore, the researcher can conclude that most students answered strongly agree with the statement can understand when the teacher gives literal reading material.

## h. Questionnaire 8

**Table 4.8. I feel disappointed when I can't answer the teacher's questions about literal reading material.**

No	Category	Frequency	Percentage
1.	Strongly Agree	10	66,6%
2.	Agree	5	33,3%
3.	Partially Agree	0	0%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	15	100

Based on the table 4.8 above, percentage of data showed that there were 15 student responds, showed that 10 students (66,6%) said "strong agree", 5 students (33,3%) said "agree", 0 students (0%) said "partially agree", 0 student (0%) said "disagree", and 0 student (0%) said "strongly disagree". Therefore, the researcher can conclude that most students answered strongly agree with the statement I feel disappointed when I can't answer the teacher's questions about literal reading material.

## i. Questionnaire 9

**Table 4.9. I am able to capture the information stated literally (reading the lines) in the reading text.**

No	Category	Frequency	Percentage
1.	Strongly Agree	10	66,6%
2.	Agree	2	13,3%
3.	Partially Agree	3	15%

4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	15	100

Based on the table 4.9 above, percentage of data showed that there were 15 student responds, showed that 10 students (66,6%) said “strong agree”, 2 students (13,3%) said “agree”, 3 students (15%) said “partially agree”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. Therefore, the researcher can conclude that most students answered strongly agree with the statement I feel disappointed when I can’t answer the teacher’s questions about literal reading material.

j. Questionnaire 10

Table 4.10. I feel disappointed when I can’t catch the information about literal reading explained by the English teacher.

No	Category	Frequency	Percentage
1.	Strongly Agree	11	73,3%
2.	Agree	3	20%
3.	Partially Agree	1	6,6%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	15	100

Based on the table 4.10 above, percentage of data showed that there were 15 student responds, showed that 11 students (73,3%) said “strong agree”, 3 students (20%) said “agree”, 1 students (15%) said “partially agree”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. Therefore, the researcher can

conclude that most students answered strongly agree with the statement I feel disappointed when I can't catch the information about literal reading explained by the English teacher.

k. Questionnaire 11

Table 4.11. I'm not happy when working on literal reading question.

No	Category	Frequency	Percentage
1.	Strongly Agree	1	6,6%
2.	Agree	2	13,3%
3.	Partially Agree	1	6,6%
4.	Disagree	7	46,6%
5.	Strongly Disagree	4	26,6%
	Total	15	100

Based on the table 4.11 above, percentage of data showed that there were 15 student responds, showed that 1 students (6,6%) said "strong agree", 2 students (13,3%) said "agree", 1 students (6,6%) said "partially agree", 7 student (46,6%) said "disagree", and 4 student (26,6%) said "strongly disagree". Therefore, the researcher can conclude that most students answered disagree with the statement I'm not happy when working on literal reading question.



## l. Questionnaire 12

**Table 4.12. I am happy when I can re-explain the contents of what I have read in front of the class.**

No	Category	Frequency	Percentage
1.	Strongly Agree	10	66,6%
2.	Agree	5	33,3%
3.	Partially Agree	0	0%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	15	100

Based on the table 4.12 above, percentage of data showed that there were 15 student responds, showed that 10 students (66,6%) said "strong agree", 5 students (33,3%) said "agree", 0 students (0%) said "partially agree", 0 student (0%) said "disagree", and 0 student (0%) said "strongly disagree". Therefore, the researcher can conclude that most students answered strongly agree with the statement, I am happy when I can re-explain the contents of what I have read in front of the class.

## m. Questionnaire 13

**Table 4.13. I can't able to understand the content of reading when I read in a literal reading.**

No	Category	Frequency	Percentage
1.	Strongly Agree	0	0%
2.	Agree	0	0%
3.	Partially Agree	1	6,6%

4.	Disagree	5	33,3%
5.	Strongly Disagree	9	60%
	Total	15	100

Based on the table 4.13 above, percentage of data showed that there were 15 student responds, showed that 1 students (6,6%) said "strong agree", 2 students (13,3%) said "agree", 1 students (6,6%) said "partially agree", 7 student (46,6%) said "disagree", and 4 student (26,6%) said "strongly disagree". Therefore, the researcher can conclude that most students answered disagree with the statement I can't able to understand the content of reading when I read in a literal reading.

n. Questionnaire 14

Table 4.14. I prefer to be given literal reading assignments than writing in English lessons.

No	Category	Frequency	Percentage
1.	Strongly Agree	4	26,6%
2.	Agree	7	46,6%
3.	Partially Agree	4	26,6%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	15	100

Based on the table 4.14 above, percentage of data showed that there were 15 student responds, showed that 4 students (26,6%) said "strong agree", 7 students (46,6%) said "agree", 4 students (26,6%) said "partially agree", 0 student (0%) said "disagree", and 0 student (0%) said "strongly disagree". Therefore, the researcher can

conclude that most students answered agree with the statement I prefer to be given literal reading assignments than writing in English lessons.

o. Questionnaire 15

Table 4.15. I got a good score when I test literal reading comprehension.

No	Category	Frequency	Percentage
1.	Strongly Agree	12	80%
2.	Agree	3	20%
3.	Partially Agree	0	0%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	15	100

Based on the table 4.15 above, percentage of data showed that there were 15 student responds, showed that 12 students (80%) said "strong agree", 3 students (20%) said "agree", 0 students (0%) said "partially agree", 0 student (0%) said "disagree", and 0 student (0%) said "strongly disagree". Therefore, the researcher can conclude that most students answered strongly agree with the statement I got a good score when I test literal reading comprehension.

p. Questionnaire 16

Table 4.16. Potential schemata or knowledge stored in memory can be a factor influencing my success in literal reading.

No	Category	Frequency	Percentage
1.	Strongly Agree	11	73,3%

2.	Agree	4	33,3%
3.	Partially Agree	0	0%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	15	100

Based on the table 4.16 above, percentage of data showed that there were 15 student responds, showed that 11 students (73,3%) said "strong agree", 4 students (33,3%) said "agree", 0 students (0%) said "partially agree", 0 student (0%) said "disagree", and 0 student (0%) said "strongly disagree". Therefore, the researcher can conclude that most students answered strongly agree with the statement Potential schemata or knowledge stored in memory can be a factor influencing my success in literal reading.

q. Questionnaire 17

Table 4.17 My memory ability is a factor that influences my success in literal reading.

No	Category	Frequency	Percentage
1.	Strongly Agree	13	86,6%
2.	Agree	2	13,3%
3.	Partially Agree	0	0%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	15	100



## g. Interview student 7

*R: Menurut kamu apa faktor-faktor yang mempengaruhi pemahaman kamu dalam membaca literal?*

*S: Menurut saya suasana dalam membaca harus tenang karena jika tidak, saya sulit mengetahui maksud dari bacaan yang saya baca.*

The results of interviews with the seventh student indicate that a calm atmosphere in reading is a factor that affects his success in literal reading.

## h. Interview student 8

*R: Menurut kamu apa faktor-faktor yang mempengaruhi pemahaman kamu dalam membaca literal?*

*S: Menurut saya factor yang mempengaruhi pemahaman saya dalam pemahaman membaca literal adalah mengingat karena dengan mengingat kita dapat mengungkapkan kembali bacaan yang telah kita baca.*

The results of interviews with the eighth student indicate that a calm atmosphere in reading is a factor that affects his success in literal reading.

## i. Interview student 9

*R: Menurut kamu apa factor-faktor yang mempengaruhi pemahaman kamu dalam membaca literal?*

*S: Menurut saya pemahaman dalam membaca bisa didapatkan dengan mengingat dan menanggapi isi bacaan,*

**l. Interview student 12**

*R: Menurut kamu apa faktor-faktor yang mempengaruhi pemahaman kamu dalam membaca literal?*

*S: Menurut saya factor yang mempengaruhi pemahaman saya dalam membaca literal adalah apabila bacaan yang saya baca itu menarik saya menjadi semangat dalam membaca, itu membuat saya mudah memahami suatu bacaan.*

The results of the interview with the twelfth student showed that interesting reading was a factor that influenced his success in literal reading.

**m. Interview student 13**

*R: Menurut kamu apa faktor-faktor yang mempengaruhi pemahaman kamu dalam membaca literal?*

*S: Menurut saya factor yang mempengaruhi pemahaman saya dalam pemahaman membaca literal adalah suasana belajar dan cara guru dalam mengajar sangat berpengaruh dalam pemahaman membaca saya.*

The results of interviews with the thirteenth student indicate that the learning atmosphere and the way the teacher teaches are factors that influence his success in literal reading.

n. Interview student 14

*R: Menurut kamu apa faktor-faktor yang mempengaruhi pemahaman kamu dalam membaca literal?*

*S: Menurut saya factor yang mempengaruhi pemahaman saya dalam pemahaman membaca literal adalah mengingat karena dengan mengingat kita dapat mengungkapkan kembali bacaan yang telah kita baca.*

The results of interviews with the fourteenth student showed that the ability to remember was a factor that influenced his success in literal reading.

o. Interview student 15

*R: Menurut kamu apa faktor-faktor yang mempengaruhi pemahaman kamu dalam membaca literal?*

*S: Menurut saya factor yang mempengaruhi pemahaman saya dalam pemahaman membaca literal adalah mengingat karena dengan mengingat kita dapat mengungkapkan kembali bacaan yang telah kita baca.*

The results of interviews with the fifteenth student indicate that reading comprehension skills are factors that influence their success in literal reading.

Based on the results of interviews with 15 students of class VIII at SMP Muhammadiyah Pangkajene, it showed that 5 students answered memory, 3 students answered understanding, 3 students answered calm, 2 students answered readiness, 1 student answered listening and 1 student answered concentration in

learning. From the results of this interview, it can be concluded that most of the answers are memory which is a determining factor in the success of students' literal reading.

## **B. Discussion**

Researchers have conducted research by providing questionnaires to clarify the discussion, researchers want to describe the results of data analysis as follows: The discussion consists of students' literal reading comprehension. According to Andinaniwarsili, 2018 researching on "The students' ability in literal reading comprehension" said that in learning to read literal figures English teacher is important to make students understand and enjoy the subject being taught. Of course, if it is related to this research, the difference is that students have an interest in learning literal reading because students' enthusiasm in learning new things is very high, making students very enthusiastic in learning to read literal, so the average results of student questionnaires show that reading comprehension is student literacy is very good. Meanwhile, according to Abidin 2012:60 reading comprehension is a process that is carried out in earnest to obtain information, messages and meanings contained in a reading. This means that reading comprehension requires seriousness so that readers can understand the contents of the reading. This opinion is closely related to my research because reading literal understanding is really needed seriously in learning, because if students can



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the discussion that has been found in the previous chapter, it can be concluded that the research of this thesis was:

1. Students' literal reading comprehension was very good, as seen from the results of the research questionnaire analysis shows that students are very interested and have a high curiosity towards learning to read literal.
2. The factors that influence students' success in literal reading as seen from the result of interviews with student are good memory, understanding of reading, calm atmosphere, readiness in reading, and concentration in learning.

#### B. Suggestions

Based on the results of data analysis and conclusions, the researchers suggest the following:

1. For teachers of English subjects, it is recommended that they provide reading material more often because in addition to helping students in reading fluency, it also makes students more aware of new vocabulary.
2. For students, they should read more, and practice literal reading as taught by the teacher, so that students can read more fluently and their vocabulary can also increase.

3. For future researchers, this research can be re-done by including all eighth-grade students, so that the results will be more consistent and generalizable. For further research, this thesis can also be used as reference material or further research with a different discussion.



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Appendix 1 Questionnaire

Nama:

Class:

Questionnaire

1. In this questionnaire there are 10 statements regarding students' literal reading comprehension ability. Look carefully at each statement.
2. Put a checklist (✓) for answers that you think are appropriate.

- a. Strongly agree = 5
- b. Agree = 4
- c. Partially agree = 3
- d. Disagree = 2
- e. Strong disagree = 1

Questionnaire of students' in literal reading comprehension

No	Questionnaire	SA	A	PA	D	SD
1.	I like literal reading activity in English subject. (Saya menyukai aktifitas membaca literal dalam pembelajaran Bahasa Inggris)					
2.	I am not comfortable when the teacher gives reading assignment in learning English.					

	(Saya kurang nyaman ketika guru memberikan tugas membaca dalam pembelajaran Bahasa Inggris)						
3.	I have a good ability to remember what I read literally. (Saya memiliki kemampuan baik dalam mengingat bacaan yang saya baca secara literal)						
4.	I can convey the contents of the reading that I have read explicitly. (Saya dapat menyampaikan isi dari bacaan yang telah saya baca secara tersurat)						
5.	I don't like it when I find unfamiliar words in reading. (Saya tidak menyukai ketika saya menemukan kata-kata yang kurang familiar dalam bacaan)						
6.	I am able to understand the ideas and information stated explicitly in the reading text. (Saya mampu memahami ide-ide dan informasi yang dinyatakan secara tersurat dalam teks bacaan)						



7.	I can understand when the teacher gives literal reading material. (Saya dapat memahami ketika guru memberikan materi literal reading)						
8	I feel disappointed when I can't answer the teacher's questions about literal reading material. (Saya merasa kecewa ketika saya tidak dapat menjawab pertanyaan guru tentang materi membaca literal)						
9	I am able to capture the information stated literally (reading the lines) in the reading text. (Saya mampu menangkap informasi yang tertera secara literal (reading the lines) dalam teks bacaan)						
10	I feel disappointed when I can't catch the information about literal reading explained by the English teacher. (Saya merasa kecewa ketika saya tidak bisa menangkap informasi tentang membaca literal yang dijelaskan oleh guru Bahasa Inggris)						

11	I'm not happy when working on literal reading question. <i>(Saya tidak senang mengerjakan pertanyaan berbentuk literal membaca)</i>						
12	I am happy when I can re-explain the contents of what I have read in front of the class. <i>(Saya senang ketika saya bisa menjelaskan kembali isi bacaan yang telah saya baca di depan kelas)</i>						
13	I can't able to understand the content of reading when I read in a literal reading <i>(Saya kurang bisa memahami isi bacaan ketika saya membaca dengan cara literal)</i>						
14	I prefer to be given literal reading assignments than writing in English lessons. <i>(Saya lebih suka diberikan tugas membaca literal dari pada menulis pada pelajaran Bahasa inggris)</i>						
15	I got a good score when I test literal reading comprehension. <i>(Saya mendapatkan nilai yang baik ketika tes kemampuan membaca literal)</i>						

16	<p>Potential schemata or knowledge stored in memory can be a factor influencing my success in literal reading.</p> <p><i>(Dengan potensi skemata atau pengetahuan saya yang tersimpan di dalam memori dapat menjadi faktor yang mempengaruhi keberhasilan saya dalam membaca literal.)</i></p>						
17	<p>My memory ability is a factor that influences my success in literal reading.</p> <p><i>(Kemampuan mengingat saya dapat menjadi faktor yang mempengaruhi keberhasilan saya dalam membaca literal.)</i></p>						
18	<p>My perspective in opinion, response, and review in reading greatly determines my understanding in literal reading.</p> <p><i>(Perspektif saya dalam pendapat, anggapan dan tinjauan dalam membaca sangat menentukan pemahaman saya dalam membaca.)</i></p>						
19	<p>I have the ability to think, understand, and analyze which are factors that influence my success in literal reading.</p> <p><i>(Saya memiliki kemampuan berfikir, memahami, dan menganalisis yang menjadi faktor yang memengaruhi keberhasilan saya dalam membaca literal.)</i></p>						
20	<p>I have an affective ability or the ability of the reader to respond to the content of the story</p>						

which is a factor that influences my success in literal reading.						
<i>Saya memiliki kemampuan apaktif atau kemampuan pembaca menanggapi isi cerita yang menjadi factor yang mempengaruhi keberhasilan saya dalam membaca literal.</i>						





Result data of questionnaire

NO.	NAMA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL
1	Ju	5	2	5	5	2	4	4	5	3	5	2	5	1	4	5	5	5	5	5	5	82
2	UR	5	2	5	5	2	4	5	5	5	5	2	5	2	3	5	4	5	5	5	5	84
3	A.R	4	2	5	5	2	5	4	5	5	5	5	5	2	4	5	5	5	5	4	5	84
4	Ra	5	4	4	5	1	5	3	5	3	4	2	5	1	3	4	5	5	4	5	5	78
5	M	4	1	4	5	2	5	5	5	5	5	1	4	3	3	4	5	4	5	3	5	77
6	M.I	5	2	4	4	1	5	5	5	5	3	5	5	1	4	5	5	4	5	5	4	82
7	S	4	2	5	5	1	5	5	3	4	5	4	4	1	4	5	5	5	5	5	4	81
8	Fe	5	1	4	5	2	5	5	4	3	5	2	5	1	4	5	5	5	4	5	3	78
9	M.M	5	1	5	4	1	4	5	4	5	5	4	5	2	5	5	5	5	4	5	4	83
10	TM	5	2	5	5	4	5	5	4	5	5	2	5	3	1	5	5	5	5	4	5	87
11	JH	5	1	5	5	1	5	5	4	5	5	3	5	2	5	5	5	5	5	3	5	84
12	Dy	5	1	4	4	2	5	5	5	5	4	1	5	1	5	5	5	5	5	5	5	82
13	M.F	4	2	5	5	4	5	5	5	5	4	2	4	1	4	5	4	5	5	3	5	82
14	Ar	5	1	4	4	3	5	4	5	4	5	1	4	1	3	5	4	5	5	5	5	76
15	M.A.R	5	1	5	5	1	4	4	5	5	5	1	4	4	4	4	4	5	5	5	5	81
	TOTAL	72	27	72	75	76	75	76	77	76	80	45	82	36	74	87	87	90	88	88	88	1221

## Appendix 2 Interview

1. What do you know about the definition of literal reading?
2. What benefits do you feel after learning to read literal?
3. Are you happy when the teacher gives literal reading lessons? Explain!
4. What do you think are the factors that influence your success in literal reading?
5. What are your difficulties in literal reading learners?



### Appendix 3 Interview Transcript

Name: M M

Class: VIII

1. R: What do you know about the definition of literal reading?

S: Literal reading what I know is reading comprehension of the information and facts stated in the reading text.

2. R: What benefits do you feel after learning to read literal?

S: the benefit is more new knowledge about reading

3. R: Are you happy when the teacher gives literal reading lessons? Explain!

S: I'm happy because I enjoy learning English and I like reading.

4. R: What do you think are the factors that influence your success in literal reading?

S: I think the factor that influences my success in literal reading is my good memory skills so that I can restate what I have read.

5. R: What are your difficulties in literal reading learners?

S: Thank God I haven't had any significant problems in this lesson.

Name: S

Class: VIII

1. R: What do you know about the definition of literal reading?

S: literal reading is the ability to understand information that lies literally in the reading

2. R: What benefits do you feel after learning to read literal?

S: The benefits include gaining new knowledge about reading and being able to capture information quickly

3. R: Do you enjoy being given literal reading lessons? Explain!

S: I am quite happy because there are many good things about reading that I have learned, especially reading literals, it is very useful for me to learn

4. R: In your opinion, what are the factors that influence your understanding of literal reading?

S: I think the factor that influences my understanding is the ability to understand and analyze what we read

5. R: What are your difficulties in learning literal reading?

S: My difficulty in learning literal reading when in reading there are many sentences that I do not know the meaning then I will have difficulty understanding the meaning of the reading



Name: A. R

Class: VIII

1. R: What do you know about the definition of literal reading?

S: literal reading comprehension is an understanding of information and facts stated directly in the reading text

2. R: What benefits do you feel after reading literals?

S: the benefit is that I prefer reading since I know how to read this literal

3. R: Are you happy when the teacher gives literal reading lessons? Explain!

S: Yes, I am very happy because I like reading according to you

4. R: What do you think are the factors that influence your understanding of literal reading?

S: apart from the teacher's explanation, my perspective as a reader is the potential that determines my understanding in literal reading

5. R: What are your difficulties in learning literal reading?

S: My difficulty is when finding difficult words and I don't know what they mean

Name: Ju

Class: VIII

1. R: What do you know about the definition of literal reading?

S: reading literal comprehension is the ability to know information and facts explicitly in the reading text

2. R: What benefits do you feel after learning to read literal?

S: the benefit for me is that I become more enthusiastic in learning because reading is my hobby

3. R: Are you happy when the teacher gives literal reading lessons? Explain

S: He is very happy because this lesson is easy to understand and makes me even more interested in learning to read

4. R: What do you think are the factors that influence your understanding of literal reading?

S: I think understanding the contents of what we read is a factor in my success in reading literal comprehension

5. R: What are your difficulties in reading in learning literal reading?

S: My difficulty is when I don't understand the meaning of difficult words

Name: U R

Class: VIII

1. R: What do you know about the definition of literal reading?

S: literal reading comprehension is an understanding of the information expressed in the reading text.

2. R: What benefits do you feel after learning to read literal?

S: the benefit is a lot of new vocabulary that I know

3. R: Are you happy when the teacher gives literal reading lessons? Explain!

S: yes, I'm very happy because I like reading and this is a new learning for me four of you

4. R: What do you think are the factors that influence your understanding of literal reading?

S: I think if I listen to the teacher's explanation and apply the knowledge, I will definitely understand the reading

5. R: What are your difficulties in learning literal reading?

S: I don't have a lot of English vocabulary memorized, that's what hinders me

Name: M. H

Class: VIII

1. R: What do you know about the definition of literal reading?

S: reading literal comprehension is reading the reading text and understanding the contents of the reading explicitly

2. R: What benefits do you feel after learning to read literal?

S: the benefit I get is that I learn a lot about literal reading

3. R: Are you happy when the teacher gives literal reading lessons? Explain!

S: Yes, I'm very happy because it's a new knowledge that I get

4. R: What do you think are the factors that influence your understanding of literal reading?

S: I think my thinking ability or concentration in reading must be good so that I can understand what I read

5. R: What are your difficulties in learning literal reading?

S: My difficulty is because I don't really understand literal reading, so I have trouble understanding the contents of what I read



Name: MK

Class: VIII

1. R: What do you know about the definition of literal reading?

S: literal comprehension reading is the ability to understand the information stated explicitly in the text

2. R: What benefits do you feel after learning to read literal?

S: The benefits that I feel after learning to read literal are that I am able to grasp the meaning of the words and expressions that I read

3. R: do you like it when the teacher gives literal reading lessons? Explain!

S: He is very happy because I can understand the meaning of what I read thanks to this literal reading

4. R: In your opinion, what are the factors that influence your understanding of literal reading?

S: I think the atmosphere in reading should be calm because otherwise it will be difficult for me to know the meaning of what I read

5. R: What are your difficulties in learning literal reading?

S: my difficulty is when there are words that I don't know the meaning of and I can't figure out the meaning of a reading

Name: Ra

Class: VIII

1. R: What do you know about the definition of literal reading?

S: reading literal comprehension is the ability to understand information stated explicitly

2. R: What benefits do you feel after learning to read literal?

S: The benefit that I get after learning literal reading is that I am able to understand and master the texts I read.

3. R: Are you happy when the teacher gives literal reading lessons? Explain!

S: I'm happy because I can master the content of what I read

4. R: In your opinion, what are the factors that influence your understanding of literal reading?

S: I think reading comprehension can be obtained by remembering and responding to the contents of the reading.

5. R: What are your difficulties in learning literal reading?

S: when there are many words that I don't understand the meaning of it makes it difficult for me to read literals

Name: Fe

Class: VIII

1. R: What do you know about the definition of literal reading?

S: literal reading is the ability to understand information stated explicitly in the text

2. R: What benefits do you feel after learning to read literal?

S: After I learned to read literal I got benefits, among others, I can capture the information contained in the text without reading the entire text

3. R: Are you happy when the teacher gives literal reading lessons?

S: He was very happy because I could know the contents of the text without reading the entire text

4. R: In your opinion, what are the factors that influence your understanding of literal reading?

S: I think the factor that influences my understanding in literal reading comprehension is remembering because by remembering we can rephrase what we have read.

5. R: What are your difficulties in learning literal reading?

S: My difficulty is when there are many unfamiliar words that I don't know the meaning of

Name: M I

Class: VIII

1. R: What do you know about the definition of literal reading?

S: literal reading is a reading activity to recognize and capture information explicitly stated in clear text

2. R: What benefits do you feel after learning to read literal?

S: the benefit after I read literal is that I can capture the information in the text so that I understand more about what I read

3. R: Are you happy when the teacher gives literal reading lessons? Explain!

S: He is happy because I have my own satisfaction after the reading material that I read I know what it means

4. R: In your opinion, the factors that influence your understanding in literal reading?

S: the factor that affects my understanding in literal reading is my readiness to accept learning, if I don't have any problems I can easily understand a reading

5. R: What are your difficulties in learning literal reading?

S: My difficulty is that I am not fluent in reading English



Name M. A R

Class: VIII

1. R: What do you know about the definition of literal reading?

S: literal reading is the ability to understand information directly in the reading text

2. R: What benefits do you feel after learning to read literal?

S: After I learned to read literal I got benefits, among others, I can capture the information contained in the text without reading the entire text

3. R: Are you happy when the teacher gives literal reading lessons? Explain!

S: He was very happy because I could know the contents of the text without reading the entire text

4. R: In your opinion, what are the factors that influence your understanding of literal reading?

S: I think the factor that influences my understanding in literal reading comprehension is remembering because by remembering we can rephrase what we have read.

5. R: What are your difficulties in learning literal reading?

S: My difficulty is that I can't focus on reading

Name: Sy

Class: VIII

1. R: What do you know about the definition of literal reading?

S: literal reading is the ability to understand information stated explicitly in the text

2. R: What benefits do you feel after learning to read literal?

S: After I learned to read literal I got benefits, among others, I can capture the information contained in the text without reading the entire text

3. R: Are you happy when the teacher gives literal reading lessons?

S: He was very happy because I could know the contents of the text without reading the entire text

4. R: In your opinion, what are the factors that influence your understanding of literal reading?

S: I think the factor that influences my understanding in literal reading comprehension is remembering because by remembering we can rephrase what we have read.

5. R: What are your difficulties in learning literal reading?

S: My difficulty is that if I find a word that I don't know the meaning it makes it difficult for me to read.

Name: T M

Class: VIII

1. R: What do you know about the definition of literal reading?

S: literal reading is reading the reading text and understanding the contents of the reading explicitly

2. R: What benefits do you feel after learning to read literal?

S: after I learn to read literal I get benefits such as more fluent in reading and my vocabulary can increase

3. R: Are you happy when the teacher gives literal reading lessons? Explain!

S: He is very happy because I really enjoy reading lessons in English

4. R: In your opinion, what are the factors that influence your understanding of literal reading?

S: I think the factor that influences my understanding in literal reading is if the reading that I read attracts me to be enthusiastic in reading, it makes it easier for me to understand a reading

5. R: What are your difficulties in learning literal reading?

S: My difficulty is when there are many unfamiliar words that I don't know the meaning of.

Name: Dy

Class: VIII

1. R: What do you know about the definition of literal reading?

S: literal reading is the ability to understand information stated explicitly in the reading text

2. R: What benefits do you feel after learning to read literal?

S: The benefits include, among other things, that I enjoy reading more, which I used to not enjoy reading

3. R: Are you happy when the teacher gives literal reading lessons?

S: Yes, I am very happy because I make me excited to learn

4. R: In your opinion, what are the factors that influence your understanding of literal reading?

S: I think the factors that affect my understanding in literal reading comprehension are the learning atmosphere and the way the teacher teaches are very influential in my reading comprehension

5. R: What are your difficulties in learning literal reading?

S: difficulty is lack of vocabulary memorization



Name: Ar

Class: VIII

1. R: What do you know about the definition of literal reading?

S: literal reading is reading the reading text and understanding the contents of the reading

2. R: What benefits do you feel after learning to read literal?

S: After I learned to read literal I got benefits, among others, I can capture the information contained in the text without reading the entire text

3. R: Are you happy when the teacher gives literal reading lessons?

S: He was very happy because I could know the contents of the text without reading the entire text

4. R: In your opinion, what are the factors that influence your understanding of literal reading?

S: I think the factor that influences my understanding in literal reading comprehension is remembering because by remembering we can rephrase what we have read

5. R: What are your difficulties in learning literal reading?

S: My difficulty is when there are many unfamiliar words that I don't know the meaning of



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Lamp. : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

Kepada Yth,

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SMP Muhammadiyah Pangkajene  
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12 November 2021 M

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar nomor: 7537/FKIP/A.4-II/XI-1443/2021 tanggal 11 November 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **RISKA AMALLIA**

No. Stambuk : **10535 1102517**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"An analysis of students' literal reading comprehension at the eighth grade student of junior high school Muhammadiyah Pangkajene"**

Yang akan dilaksanakan dari tanggal 17 November 2021 s/d 17 Januari 2022

Selubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.  
Demikian, atas perhatian dan kerjasamanya diucapkan *Innaumallahu khaerun kazziraa*.

Wassalamu'alaikum Warahmatullahi Wabarakatuh



Dr. Ir. Abubakar Idhan, MP,

NBM 101 7716

MAJLIS DINTA LITRANG RIP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS Keguruan dan Ilmu Pendidikan  
PRODI PENDIDIKAN BAHASA INGGRIS

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa  
NIM  
Jumlah Penelitian

NUSKA AMALIA  
105301102017

AN ANALYSIS OF STUDENTS' LITERAL READING COMPREHENSION AT THE EIGHTH  
GRADE STUDENT OF JUNIOR HIGH SCHOOL MUHAMMADIYAH TAKKARA JENE

20 Desember 2021

Tanggal Ujian Proposal  
Tempat/Lokasi Penelitian

1 KAMP MUHAMMADIYAH PANGKALENE

No	Harapan	Realisasi Penelitian	Nama Guru/Orang tua	Paraf Guru/Orang tua
1	Pada 17 Desember 2021	Mengajar siswa ke 15 dan 16	Reptanah, S.Pd	Reptanah, S.Pd
2	Pada 18 Desember 2021	Berikan guru kelas	Reptanah, S.Pd	Reptanah, S.Pd
3	Pada 19 Desember 2021	Melihat jurnal tentang	Reptanah, S.Pd	Reptanah, S.Pd
4	Pada 20 Desember 2021	Melakukan analisis	Reptanah, S.Pd	Reptanah, S.Pd
5	Pada 21 Desember 2021	Melakukan analisis	Reptanah, S.Pd	Reptanah, S.Pd









MAJLIS PENDIDIKAN DASAR DAN MENENGGAH  
PIMPINAN DAERAH MUHAMMADIYAH PANGKAJENE  
SMP MUHAMMADIYAH PANGKAJENE  
KOTA PANGKEP

ALAMAT JL. NATAHARI KEL. PADDOANG DOANGAN KOTA PANGKEP KODE POS: 90617

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 057/E. 31/SMPH/PA/2021

Yang bertanda tangan di bawah ini kepala sekolah SMP Muhammadiyah Pangkajene Kota Pangkep menerapkan bahwa

Nama : RUSKA AMALIA  
Nim : 105351102517  
Program Studi : Pendidikan Bahasa Inggris  
Judul Tesis : AN ANALYSIS OF STUDENTS' LITERAL READING COMPREHENSION AT THE EIGHTH GRADE STUDENT OF JUNIOR HIGH SCHOOL, MUHAMMADIYAH PANGKAJENE  
Alamat : Jl. Flamboyan  
Tempat penelitian : SMP Muhammadiyah Pangkajene

Mahasiswa tersebut telah melaksanakan Penelitian di SMP Muhammadiyah Pangkajene Kota Pangkep mulai tanggal 17 November sampai dengan 1 Desember 2021

Diketahui dan surat keterangan penelitian ini, untuk dapat dipergunakan sebagai surat keterangan

Pangkep, 1 Desember 2021

Kepala Sekolah SMP Muhammadiyah Pangkajene

Hamzah, S.Pd.

NIM: 972001



MAJELIS DIKILTIHANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Authoritative knowledge has been addressed  
only in 2013 (2004 percentage).  
Answer: growth/development is not  
birth. the first percentage is not

LETTER OF ACCEPTANCE  
0398 BG FKIP LOA B/11443/2022

Dear RISKA AMALIA

It is our pleasure to inform you that your research on your paper:  
AN ANALYSIS OF STUDENTS' LITERARY READING COMPREHENSION AT  
THE EIGHTH GRADE STUDENT OF JERON HIGH SCHOOL  
MUHARROMAH PANGAJENE

The manuscript ID: 618

Dr. J. C. Kist

	Yes	No
The author has submitted the manuscript by using the online submission system	5	0
The author has submitted the manuscript through the open journal system (OJS)	5	0
The manuscript according to the format and/or description of the journal	5	0
LoCT has been submitted by the author	5	0
The manuscript has followed the journal's policy	5	0
The article processing charge (APC) has been submitted by the author	5	0

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## CURRICULUM VITAE



RISKA AMALIA. Was born on 13<sup>th</sup> Maret 1998 in Pangkajene. From the marriage of her parents Nasaruddin Lewa and Marannu. She has one sibling Nurhikma S.Pd., she is the second of two children.

She began school at the SD 28 Tumampua II from 2004 to 2010 and continued to SMPN 2 Pangkajene from 2010 to 2013 and continued to SMAN 2 Pangkajene from 2013 to 2016. In 2017, She decided to continue higher education at Muhammadiyah University of Makassar, majors English Education Department. At the end of his studies, she can completed his thesis with the title 'An Analysis of Students' Literal Reading Comprehension at The Eighth Grade Student of Junior High School Muhammadiyah Pangkajene'.