AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING ENGLISH READING NARRATIVE TEXT AT SMA NEGERI 12 JENEPONTO

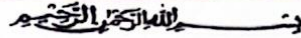**A THESIS**

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Part Fulfillment of the Requirement for Degree of Education in English Education Department

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2024

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
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16/5/24	IV	Findings and discussion	H
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20/5/24	V	tambahkan penyajian berdasarkan RQ	H
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22/5/24	I-V	Acc	H

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18-05-29	I-V	- abstrack - list of content - acknowledgment - Margin	
20/05/29	I-V	- grammar - rubric score - documentasi - populasi	
29/05/29	I-V	- Abstract - Acnowledment - paslange	
28/05/29	I-V	- Conclusion - documentatio	
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Makassar, 1 Agustus 2024
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Rahmi

MOTTO and DEDICATION

Don't give up before trying, today fight half to death, tomorrow achieve

continuous victory

-Rahmi-

I dedicate this thesis to all parties who have provided support, hopes and prayers to the author, from the beginning of preparation to the end of writing this thesis. Infinite thanks to my beloved parents, to my supervisors, siblings, family and friends all and the most special thing is to myself. Because at this point in my struggle I have reached the process of completing my final assignment as a student. I hope that in the future I personally can become someone who can be a good role model and can inspire other people out there. Amen

ABSTRACT

Rahmi*: 105351107720. An analysis of students' difficulties in comprehending English reading narrative text at SMA NEGERI 12 JENEPONTO in class X1 Mipa students.* Thesis, and my Ratu Yulianti Natsir and Uyunnasirah Hambali. As my Consultans. English Language Education Program, Faculty of Teacher Training and Education.

The aim of this research is to identify the difficulties faced by class XI Mipa students at SMA NEGERI 12 JENEPONTO, to identify the factors causing students' difficulties in understanding English reading texts for class . This research is a qualitative research. The research subjects were class XI MIPA totaling 14 students at SMA NEGERI 12 JENEPONTO for the 2023/2024 academic year. The data collection techniques are tests and interviews. Researcher used data analysis techniques from Miles and Huberman. The first step in analyzing data is data collection, researcher collect data from students, for example student tests. The second is data reduction, researchers classify and. Third, data presentation, namely the researcher compiles the information described to draw conclusions. Researcher present data on difficulties in understanding English reading texts. The research results showed that there were 3 students who had difficulty in determined main idea in the poor category. Then, there were 5 students who had difficulty finding detailed information in the poor category. Then, there were 5 students who had difficulty how to make inference in the poor category. Next, there were 7 students who had difficulty understanding of vocabulary in the poor category. Factors causing students difficulties are found in understanding English reading texts is difficulty in understanding long sentence in the text, teachers are less clear in conveying lessons in class, students had difficulties in pronunciation, difficulties in understanding vocabulary, house environment and school environment.

Keywords: Comprehending, Reading Text, Reading Difficulties

ABSTRAK

Rahmi: 105351107720. Analisis kesulitan siswa dalam memahami teks narasi membaca bahasa Inggris di SMA NEGERI 12 JENEPONTO pada siswa kelas X1 Mipa. Skripsi, dan Ratu Yulianti Natsir dan Uyunnasirah Hambali sebagai pembimbing saya. Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan.

Tujuan dari penelitian ini adalah untuk mengidentifikasi kesulitan-kesulitan yang dihadapi siswa kelas XI Mipa di SMA NEGERI 12 JENEPONTO, untuk mengidentifikasi faktor-faktor penyebab kesulitan siswa dalam memahami teks bacaan bahasa Inggris untuk kelas. Penelitian ini merupakan penelitian kualitatif. Subjek penelitian adalah kelas XI MIPA yang berjumlah 14 siswa SMA NEGERI 12 JENEPONTO tahun pelajaran 2023/2024. Teknik pengumpulan datanya adalah tes dan wawancara. Peneliti menggunakan teknik analisis data dari Miles dan Huberman. Langkah pertama dalam menganalisis data adalah pengumpulan data, peneliti mengumpulkan data dari siswa, misalnya tes siswa. Yang kedua adalah reduksi data, peneliti mengklasifikasikan dan. Ketiga, penyajian data, yaitu peneliti menyusun informasi yang diuraikan untuk menarik kesimpulan. Peneliti menyajikan data kesulitan dalam memahami teks bacaan bahasa Inggris. Hasil penelitian menunjukkan terdapat 3 orang siswa yang mengalami kesulitan dalam menentukan gagasan pokok dengan kategori kurang baik. Kemudian, terdapat 5 siswa yang kesulitan menemukan informasi rinci dengan kategori kurang baik. Kemudian terdapat 5 orang siswa yang mengalami kesulitan dalam membuat inferensi dengan kategori kurang baik. Berikutnya terdapat 7 siswa yang mengalami kesulitan pemahaman kosa kata dengan kategori kurang baik. Faktor penyebab kesulitan siswa yang ditemukan dalam memahami teks bacaan bahasa Inggris adalah kesulitan dalam memahami kalimat panjang dalam teks, guru kurang jelas dalam menyampaikan pelajaran di kelas, siswa kesulitan dalam pengucapan, kesulitan dalam memahami kosa kata, lingkungan rumah dan lingkungan sekolah.

Kata Kunci: Pemahaman, Membaca Teks, Kesulitan Membaca

ACKNOWLEDGEMENTS

Alhamdulillah Rabbil 'Alamin. All praise to Allah SWT. because of all forms of abundance of His grace and love so that I as a researcher can complete this thesis that I have made. Which is where this thesis is my final assignment as a student at the Muhammadiyah University of Makassar. Sholawat and greetings to the prophet Muhammad saw. he is the prophet who has brought mankind from an age full of ignorance to a more advanced age with Islamic science to this day. In the process of preparing this thesis, the researcher received a lot of help, suggestions, and directions from many parties. Therefore, with all humility, the researcher would like to express his highest appreciation to:

1. Prof. Dr. H Ambo Asse, M.Ag, the Rector of Muhammadiyah University of

   Makassar.

2. Erwin Akib, M.Pd., Ph.D., the Dean of Faculty of Teacher Training and Education,

   Univeristas Muhammadiyah Makassar.

3. Dr. Ummi Khaerati Syam, S.Pd, M.Pd the head of the English Education

   Department of Faculty of Teacher Training and Education, Univeristas

   Muhammadiyah Makassar, gave her valuable authorities and suggestion in doing

   this thesis.

4. The great thankfulness to Dr. Ratu Yulianti Natsir, S.Pd., M.Pd. as the first

   consultant and Uyunnasirah Hambali, S.Pd., M.Pd. as the second consultant who

   has given their valuable time and patient to support assistance and guidance to

   finish this thesis.

5. The greatest thanks to my beloved parents Kadding and Madawiah, who never stop

   giving support and praying for me in the process of completing this thesis.

6. The greatest thanks to the pricinpal and fellow teachers at SMA NEGERI 12 JENEPONTO for allowing me to do research there

7. Finally, for everyone who has given the valuable suggestion, guidance, assistance and advice to complete this thesis, may Allah SWT be with us now and ever after.

Makassar, 27 Mei 2024

RAHMI

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CHAPTER I

INTRODUCTION

A. Background

Reading is a basic skill that is closely related to other skills such as writing, speaking and listening. Students are required to read a lot and understand reading material in order to achieve better learning outcomes process. Reading comprehension can also improve vocabulary and writing skills, according to Arpa & Kaya (2020, p.91).

Reading can be taught as a means of extracting information from text and forming and interpretation of that information, according to Grabe & Stoller (2019). This indicates that reading serves as a channel for students to acquire knowledge and information during the educational process.

Furthermore, reading is among the most crucial ways that we can acquire the knowledge and information that we need from the environment around us (Yang, 2016, p. 586). We can infer that reading is a crucial life skill for students and that it helps them communicate with texts, learn new languages, and develop their writing, speaking, and listening skills. Grammar, as well as any other topic through understanding.

Reading is one activity that we cannot give up in order to learn new things or obtain information from English-language textbooks, articles, and publications according to Asmayati, (2015, p.69).

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According to Masduqi (2013), reading is a receptive skill that does not need students to produce language. For this competence, students must be able to accept and comprehend what they read. It is required of the students to know more than just the text.

Apart from that, previous research has shown several causes and impacts of poor reading comprehension. Husnayaini (2019) stated that low reading comprehension is due to five reasons: first, low motivation in learning English which is common in countries where English is a foreign language. Languages like Indonesian. Second, they feel uncomfortable reading, because reading is not their habit. Third, the lack of facilities that do not support English learning process. Fourth, they still have difficulty in drawing conclusions, determine the main idea and look for references. Fifth, they don't understand how to pronounce in English. This research aims to find out students difficulty in learning reading comprehension and its causal factors. And hopefully the results will make a positive contribution to English teacher school. To create and discover innovative teaching methods and activities applied in teaching reading comprehension.

According to a study by Aradi (2021), eighth-grade students at SMP Bukit Kava Pekanbaru found it challenging to comprehend English reading texts, particularly when trying to figure out the main idea, find supporting facts, and understand vocabulary. Nonetheless, the students sporadically struggle with locating references and creating images.

Hidayati (2018), also performed research about students' difficulties and actors raced by the students in reading comprehension at the first grade students of SMA N 1 Darussalam, Ace Besar. The findings demonstrated that the majority of SMA N 1 Darussalam Aceh Besar first grade students struggled to identify the primary idea, draw conclusions, and find reference questions. Finding the major idea questions is the most challenging task for students since it can be challenging to locate the main ideas. They also typically struggle with vocabulary comprehension, poor grammar, trouble understanding lengthy phrases, a lack of learning resources, a lack of family support, and a lack of understanding of reading comprehension techniques.

From the observation made by the researcher, students had difficulties in reading comprehension such as; lack of vocabulary, so it is difficult for them to understand the content of the reading, lack of motivation to read, they lack enthusiasm in reading any text, especially English text and understanding the meaning of words.

Based on the explanation above, the researcher see that the ability of class XI MIPA students in reading comprehension is still low. Therefore, researcher are interested and provide reading Narrative text and interview to find out students' difficulties in understanding reading and what factors cause students' difficulties in understanding reading in class XI MIPA at SMA NEGERI 12 JENEPONTO

B. **Problem Statement**

The formulation of the problem that the researcher propose based on the background of the study above is:

1. What are students' difficulties in reading comprehension in class XI Mipa at SMA NEGERI 12 JENEPONTO?

2. What are the factors cause students' difficulty understanding English reading text in class XI MIPA at SMA NEGERI 12 JENEPONTO?

C. **Objective of the Research**

Based on the formulation of the problem above, the objective of this research is:

1. To identify what are students' difficulties in reading comprehension in class XI Mipa at SMA NEGERI 12 JENEPONTO.

2. To know what are the factors cause students' difficulty understanding English reading text in class XI MIPA at SMA NEGERI 12 JENEPONTO.

D. **Significant of the research**

There are three benefits of this research. That is:

a. For Teachers

This research can help teachers identify children who have trouble understanding what they are reading.

b. For Students

This researcher be useful for students to urge them to read as frequently as possible and to help them be active in doing their reading.

d. For Future Researchers

Future researcher looking for references for their research on the teaching-learning process of English find this study to be helpful.

E. Scope of the research

The researcher focus on students' difficulties reading and comprehending English reading narrative text. There are four aspect of difficulty in understanding English text reading according to Nuttal (2018), Determine the main idea, Finding detailing information, Making inference and Understanding of vocabulary.

CHAPTER II

LITERATURE OF REVIEW

A. Previous of Related Studies

There are many research findings which are related to this research about students' difficulties in comprehending English text. Masriani et al., (2022) the title is "An Analysis of Students' Difficulties in Comprehending Report Text at the Eleventh Grade of SMA Swasta Islam Terpadu Daar Al Uluum Kisaran. This research was a qualitative research and the techniques of data collection were test and interviews.

Larasati (2019) in her research "An analysis of difficulties in comprehending English reading text at the eleventh grade students of MA LAB UIN-SU MEDAN". This research used the descriptive qualitative research and the Technique of collecting data were test and interview.

Nurmenia & Fannil (2023) the tittle is research "Students' difficulties in reading comprehension of Narrative Text At the eleventh Grade of SMAN 7 Padang". This study was conducted through a descriptive quantitative method. This sample was 40 students chosen by using simple random sampling. Moreover, the data were collected from using a reading comprehension test and by distributing questionnaire.

Safitri (2023) the title is "Students' difficulties in reading comprehension at the eighth grade of SMPN 2 WERU in academic year

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2022/2023". This study was used descriptive qualitative method. The subjects of this study are the eighth grade students of SMP N 2 Weru, Sukoharjo in the 2022/2023 academic year. The data are results of the tests and information about the students' difficulties in reading comprehension and factors causing students difficulties in reading comprehension. Source of the data were from students. The data were collected by using reading test, questionnaires and interviews.

Saraswati et al., (2021) the title is "An analysis of students' reading Comprehension difficulties of eighth grade students". This study aimed to investigate students' reading comprehension difficulties of eighth grade students at SMP N 4 Tegallalang. This study used descriptive quantitative method. To run this research, 129 eighth grade students of SMP N 4 Tegallalang in the academic year 2020/2021 were chosen as the sample. The data of students' reading comprehension difficulties collected through reading comprehension test.

The similarity between the five previous studies and this research is that it discusses students' difficulties in determining main ideas, making inference and detailing information and understanding of vocabulary. Then, this research and previous research is first conducted in high school.

There are also difference previous studies and this study. First, the previous is that it uses report text while this researcher uses narrative text. The second and third studies took eleventh grade as a subjects while this

researcher took tenth grade as a subjects. The third, the previous used quantitative methods while this researcher used qualitative methods. The fourth previous took subjects in eighth grade of junior high school and data collection was carried out using reading tests, questionnaires and interviews. And the last previous took eighth grade junior high school subjects and used quantitative methods.

B. Understanding of Reading Comprehension
a. Definition of Reading

Reading is describe as "a constantly developing skill" by Johnson (2008, p.4). Like any other ability, reading is something we can get better at by practice. On the other hand, if we don't practice, we will improve our reading skill and our skills may even get worse.

According to Halik (2016, p. 149), reading is an interactive process that involves the reader and the writer's ideas. The writer convey their ideas through written symbols, and the reader interprets them.

Reading, according to Ismail et al. (2017), is a constant process of guessing, and what the person who comes after you contributes is frequently more significant than what you find in the text itself.

According to Septiana (2019, p. 105), reading is a way to learn a lot of information. Some examples of this include reading books, newspaper, and magazines.

According to Safitri (2020), a person's ability to read comprehension can be impacted by a number of different learning strategies when it comes to reading. Numerous studies have been conducted on reading, but they have only looked at reading in particular.

Based on the several definitions of reading above, the researcher can conclude that reading is very important. Reading a lot can help us find a lot of vocabulary and information through reading.

b. Definition of reading comprehension

Reading comprehension is the capacity to understand the information in a text and interpret it appropriately in light of the text's meaning (Grabe, W., & Stoller 2019). After reading a written document, students are able to transmit the information from the text by grasping its meaning and ideas.

According to Klingner (2015), reading comprehension is the process of constructing meaning through the coordination of several intricate processes, including word reading and word knowledge, fluency, idea and concept creation.

Reading is an activity that combines auditory (hearing) and visual (observing) components, according to Widyastuti (2017:2). Reading skills are first developed when kids enjoy holding and turning pages of books. Children's primary means of expressing their needs and wants is through language.

Based on the several definitions of reading comprehension above, the researcher can conclude that reading comprehension is an activity carried out by students to be able to understand the text they read, therefore if students read a lot they can determine the meaning of the text they read.

c. **Purpose of reading**

People accomplish their objectives, and obtaining information is one of them. Usually, textual communication is used to gather this information. Grabe & Stoller (2013) state that reading is done for the following reasons:

1. Reading as a means of information collecting

    One typical reading ability is to read for informational purposes. In order to locate the essential information, readers merely skim the surface and do not need to consider the content in great detail. When reading to search, readers usually skim the text for certain words or information.

2. Reading to get knowledge from the text

    When someone has to learn a lot of information from a text, they are more likely to read for learning in academic and professional settings. Both the overall concept and some specifics are retained by readers bolstering concepts. As well as the rhetorical structure designed to arrange the text's content.

3. Reading for information integration, writing, and text analysis

Making further conclusions regarding the significance of contradictory, corroborating, or complementing information from different sources is necessary when reading to integrate information. In order to pick what information to integrate and how to integrate it for their goals, readers must be able to evaluate the material they have read in a circular manner.

4. Reading for overall comprehension

The most fundamental reading aim is comprehension in general. Mastering comprehension reading is more challenging than learning it. Reading from the most complex for broad understanding. It is performed by proficient, fluent readers and requires extremely quick and automated word processing to reflect the major ideas' overall meaning.

d. Type of reading

According to Patel & Praveen (2008), reading can take numerous forms. They are as follows:

1. Intensive reading

Reading shorter text portions in order to glean precise information is known as intensive reading. Accuracy of the detailed reading. The process of scanning is more important than the act of skimming. When reading directions on how much medication to take, for example, readers attempt to take in all the

information. Students typically read one page during intensive reading to learn the structure of writing and to explore the meaning.

2. Extensive Reading

   Long-term reading helps language learners significantly enhance their command of language abilities, particularly English language skills, in terms of linguistic competence, according to Brown (2015). Skills in writing, spelling, vocabulary and reading.

3. Aloud reading

   Praveen (2008) states that reading aloud is a component of reading skills connected to kids' experiences becoming proficient in spoken language. He went on to say that reading aloud entails speaking loudly and clearly.

4. Silent reading

   The goal of silent reading exercises is to teach students how to read silently so they can concentrate and use their minds to comprehend the text. Readers lead a text whole.

e. **Levels of reading comprehension**

   Samsu Somadayo (2011:19) lists the following categories of reading comprehension abilities:

1. Literal comprehension

   Literal reading ability is the reader's capacity to identify and comprehend the text's plainly stated (explicit) contents. In other words, the reader only retains the information that is printed explicitly in the reading.

2. Interpretation Understanding

   In interpretive reading, the reader actively participates in creating the meaning of the text's statements. Readers draw conclusions from implicit information by fusing the textual information with prior knowledge.

3. Critical Awareness

   The capacity to analyze reading material critically and ascertain both the explicit and implicit meanings of the text is known as critical reading ability.

4. Appreciate comprehension

   Reading a passage aloud to elicit another meaningful reaction, whether emotional or otherwise. It refers to guiding the students through an emotional reaction to a reading. Compared to the three other comprehensions that covered text comprehension, this one is distinct. Acknowledge understanding with a more sentimental read.

f. **The Difficulties in Reading Comprehension**

According to Nuttal (2018) there are four difficulties of reading comprehension that children need master:

1. Determining Main Idea

    The sentence that states the author's position regarding the subject matter is main theme. Finding the main idea is essential to understanding a short paragraphs or choices, according to Longan. The first sentence comes in sentence is usually where the main concept is found, but it can also be in the middle or at the end of a sentence. As a result, this may make identifying key themes more difficult. Children may experience difficulty in determining the main idea of a reading and its location.

2. Specific Information (scanning)

    Students must search for specific information by looking for concepts or specific details in a reading book. As a result, while trying to locate specific information in a reading book, students occasionally struggle to discern between relevant and irrelevant information. Readers can locate information by scanning without having to read the complete text. This scan's objective is to enable the reader to swiftly navigate through a large amount of content in order to locate certain facts and information. Students' comprehension of the content directly

contained in the reading text is assessed by the questions listed in the text.

3. Making Inferences

Students are expected to understand the text in order to determine the inference to be drawn from the text's statements. Making conclusions from text clues and prior information requires practice on the part of the reader. It suggests that the text's hints will aid students in formulating their own hypotheses and conclusions. So they can respond to the inquiries. These inquiries are frequently stated in the manner that follows:

"From this reading, we can conclude that…."

"It can be concluded from this section..."

"What is the meaning of the statement above?"

Because the meaning of the statement is sometimes not mentioned in the text it may be difficult for students to find conclusions from the text.

4. Understanding the meaning of words

Once students have a word's meaning understood, they must determine what the most challenging word in the context means by reading the text or grasping the meaning of the sentence. From there, they may determine what the word means that matches the context. A person will struggle if they do not acquire more vocabulary since

vocabulary is a key component of comprehension from reading abilities. Vocabulary that is unfamiliar to students must be taught before reading in order for them to comprehend the content with ease. Without it, it will be challenging to deduce the meaning of the reading. When reading a text and expanding one's vocabulary, for example, by looking up a new word in a dictionary.

g. Reading Comprehension Factors

Analysis of difficulty can be challenging. Students' errors or errors in the learning process will show this. In fact, many seniors in high school frequently struggle with reading comprehension. These challenges contribute to the students' low performance on reading tests. These characteristics thus contribute to some reading comprehension issues.

Rahim (2019) divides the external and internal variables that contribute to students' challenges. Physical, intellectual, and psychological factors are internal. While outside variables include the familial and educational backgrounds. According to Rahim (2019), there are some internal factors that affect students' reading comprehension and are typically discovered by readers while reading. These factors include difficulty understanding long sentences in the text, insufficient instruction from teachers, difficulty understanding vocabulary, as well as the environment at home and at school.

1. Difficulty in understanding long sentences in the text

Long phrases with intricate structures are typically the ones that most students struggle to understand. Demonstrates that 20% of students struggle to understand academic literature and about 12% of students have trouble understanding long sentences in tiered stories. Consequently, this issue has the effect of preventing students who struggle with understanding lengthy sentences from understanding the text's primary concepts.

2. Inadequate instructions Delivered by Lecturers

This activity involves picking the incorrect abilities to highlight, delivering skills to a group or individual too rapidly, failing to comprehend them fully, or failing to appropriately assess progress.

3. Difficulty in Understanding Vocabulary

An overabundance of vocabulary forces the reader to either omit many crucial terms or rely on the dictionary. Understanding inevitably suffers when a significant amount of words are omitted.

4. House environment

It is impossible to ignore the significant role parents play in the family. For every student to achieve academic success, their parents must give them attention. Children require the attention of their parents or other family members to learn English because learning the language is different from learning Indonesian. Students who learn to read without the support of their families may find it challenging to

learn. If they don't get any help learning English texts, they might feel depressed.

5. School environment

Students' challenges with reading comprehension can also be attributed to the school environment, such as a deficiency of instructional media. The absence of instructional materials like English-language books, periodicals, or newspapers renders the 17-reading process ineffectual and hinders students' comprehension of the subject matter.

Thus, there are a number of challenges with reading comprehension, including a deficiency in word comprehension, difficulty identifying the main idea, and environmental factors that can impact reading comprehension.

h. Reading comprehension strategies

Students need to utilize specific tactics and read a lot in order to improve their reading skills. The extent to which students can apply strategies to make sense of the writer's words determines their ability to understand the material. In other words, the method aids in the students' comprehension of the material they read. Reading methods are divided into four categories, according to Nuttal (2018). These include, Skimming, scanning, extensive and intensive reading.

1. Skimming

Applying the technique of skimming to reading is beneficial. According to Saraswati et al. (2021) skimming is the act of quickly scanning a manuscript for the main ideas. Accordingly, skimming is meant to help pupils become more self-assured and realize that it's possible to understand a text without reading every word. Before closely reading a piece, readers can grasp its primary idea by skimming it. There are various ways for students to skim: they can read the headings and title, scan the beginning and last paragraphs of the text, and glance at the illustrations.

2. Scanning

One reading technique is to scan the text for specific information without reading the whole thing. Thus, the capacity to quickly scan a text for the precise information you need is known as scanning. When readers are looking for specific information, they can scan the text closely to locate it. When they are done, the leader just turns their head away from the text to search for ideas, dates, or less precise information. Readers can swiftly locate information by scanning rather than reading the complete text.

3. Extensive reading

One reading technique is to scan the text for specific information without reading the whole thing. Thus, the capacity to quickly scan a text for the precise information you need is known

as scanning. When readers are looking for specific information, they can scan the text closely to locate it. When they are done, the leader just turns their head away from the text to search for ideas, dates, or less precise information. Readers can swiftly locate information by scanning rather than reading the complete text.

4. Intensive reading

One method for reading in-depth material is intensive reading. Typically, the text is brief. Typically, a reader is looking for certain information in the text. Students may be specifically searching for the ability to see the primary idea, specific details, comprehension of the text's content, ability to draw conclusions, ability to recognize words that should connect ideas with other words, etc. It is possible for researchers to draw the conclusion that reading intensely is a strategy for identifying specific, precise information in the text.

i. Understanding of Reading Comprehension Difficulties

The root of error is difficulty. It happens as a result of the students' confusion, lack of knowledge, or lack of comprehension of the relevant literature. As a result, they later cause errors. It is the primary cause of the errors that students make. According to Richards (2015), there are two types of sources of errors or difficulty:

1. Interlingual Challenge

For all learners, the interlingual challenge is a key source of challenges. Beginning language learners are particularly susceptible to interlingual challenges or interference from the native tongue. The student can only draw on their native language at this point because they are still unfamiliar with the second language's linguistic structure. This kind of issue is brought about by interference from the students' native tongue. Knowing the differences between first and second languages might help determine potential interference.

2. Intralingual Challenge

Intralingual difficulties include factual generalization, insufficient application of rules, and a failure to understand the circumstances in which rules apply. These difficulties mirror the overall characteristics of rule learning. This kind of difficulty reflects the grammar-related features of learning rules. It is clear from the explanation above that difficulty is a very complicated thing to undertake. Students' mistakes or errors in learning will show this. The most common type of inaccuracy and mistake made by students during the teaching and learning process is difficult.

C. **The Understanding of Narrative text**

a. **Definition of narrative text**

According Abbott (2010:1), narrative text is a story or general means telling a story. Stories generally have an event or several events that take place chronologically and these events are conveyed through several media. An even can be said to be a story if there is a change from its initial state.

According to Nielsen (2008:34), narrative text is talks about story, plot and narrative in video games, we refer to series of more than one event predetermined by the game design. That way the system needs it players perform certain activities if they want to successfully complete them a mission.

According to Latifa (2018), a narrative text may be based on a true story or an imagined one. Additionally, a narrative text is a work of fiction or non-fiction that is written in a creative manner that narrates a sequence of events (Sulaeman et al., 2019).

According to the K13 curriculum from 2013, children need to be able to understand the narrative text's basic idea, general organization, moral lesson, and linguistic element.

Based on several definitions of narrative text above, the researcher can conclude that narrative text is a fairy tale or fantasy that has a storyline or plot and is fictional and non-fiction in nature and usually aims to entertain the reader.

b. Generic structure of narrative text

According to Soeprato & Darwis (2007: 80), there are 4 generic structures of narrative text that you need to know if you want to compile or create a narrative text, namely:

1. Orientation

   Is the opening part of a narrative text stories. Orientation is an introduction that explains who, when, and where a story is told.

2. Complications

   This section is the final part of story, in the form of a solution to the problem that occurred. There are various solutions to this problem, from good endings, depending on the type of story itself. Horror or mystery stories usually end with a cliffhanger.

3. Resolution

   This section contains the completion or ending of a narrative text story. A story can be closed with a happy ending, a sad ending, or a cliffhanger.

4. Re-orientation

This section is an optional section, in the form of a moral message or teaching that the author wants to convey from the story.

c. **Characteristics of narrative text**

Anderson (1997) states that Characteristics of narrative text are as follows:

1. Tells a story about an event or occurrence.
2. The events are arranged in chronological order, that is, according to the order in which they occurred at a certain time.
3. The narrator has a purpose in telling the story. There are several points the narrator wants to convey, or
4. The impression he wants to convey to the reader. From it, the Narrative details are carefully selected I think that's the goal.

d. **Language Feature**

According to Anderson (1997), the language features usually found in narrative texts are:

1. Specific character.

2. Time words are connected to tell when the word appears.

3. Verbs to show the actions that occur in the story.

4. Descriptive words to describe characters and settings.

e. The objective and social role of a narrative text.

According to Potter (2005) stated that the goal of narrative text is to captivate the reader and immerse them in an imaginative tale.

f. Types of narrative texts

According to Neo (2005) asserts that narrative texts come in a wide variety of forms. Each of these several categories may contain a mix of storylines. The term "genre" can also refer to the kind of story. A genre is a type of classification. These are a few illustrations of various story types, or genres, showcasing common characteristics:

a) Humor

A humorous narrative tells a story with the intention of making the audience laugh. This is an example of typical structure:

Orientation: In an odd setting, the narrator names the humorous characters.

Complication: An extraordinary event occurs in this section.

Event sequence: a lot of creative ideas, humorous remarks made by characters, and amazing things happening to regular people are all present.

Resolution: Everything works out in the end.

b) A romantic

Usually, a romance story ends with two lovers overcoming obstacles to be together. The standard features are as follows:

Orientation: it features attractive men and women who are searching for romantic relationships in exotic settings with moonlight and beaches. A problem: a boy meets a girl.

The events are listed in the following order: relationship development, envy, love, hurt, pian, warmth, sharing, and problem-solving.

Resolution: Boy falls in love, marries her, and leads a happy life.

c) Historical Attribute

The characteristics of a typical historical fiction text are as follows:

Orientation: a historical setting and an account of a time in history.

Complicated: good and evil collide the events are described in the following order: historical action, characters' lives impacted by historical events, and a description of life at the time.

Resolution: The characters make it through the chaos of the era (the war, for instance).

d) The Novel of Diaries

The text in this kind of narrative is organized like journal entries. The characteristics of a normal diary-novel are as follows:

Orientation: The narrator is the primary character. Diary entries provide a time frame.

Difficulty: considering one of the journal notes. It could have to do with humor, mystery, romance, or another genre.

Event sequence: Diary entries describe emotions, aspirations, and events.

Reorientation: the storyteller describes the steps taken to resolve the issue.

e) Imagination

The characteristics of a typical fantasy story are as follows:

Orientation: the scene might be in a different dimension with objectives, wizards, witches, and so forth. Hero with potential for magic. Complication: the good guys are impacted by evil forces.

Event sequence: magic use. There is heroism, elves, dragons, and other mystical beasts in the action.

Result: Evil forces are vanquished by God.

f) Fiction based on science

Science and technology are central to science fiction stories. The following are the text type's typical characteristics:

Orientation: a technological world and a feature setting.

Complication: the world is in danger from a malevolent force.

Event sequence: creative explanation. Science, technology, and super invention are all involved in action.

Resolution, good triumphs over evil.

Conclusion: Make sure science is applied for good rather than evil.

D. **Conceptual Framework**

An analysis of students' difficulties in comprehending English reading Narrative text at SMA NEGERI 12 JENEPONTO

Aspects of reading comprehending English Text

| Determining the main idea | Finding detailing information (scanning) | Making Inference | Understanding of vocabulary |
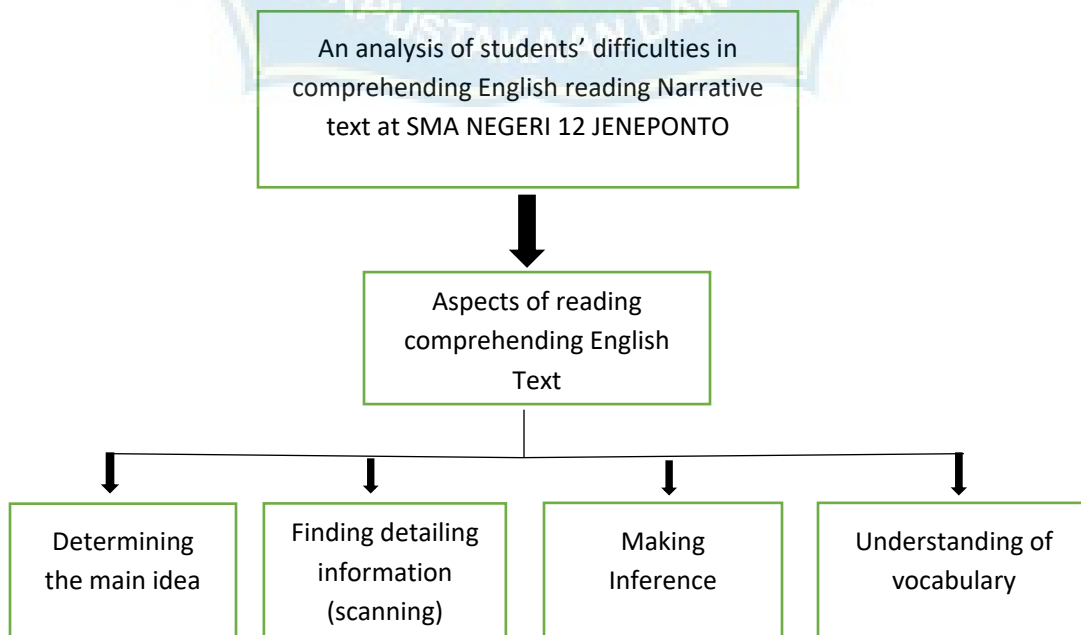
Figure 2.1 Conceptual Framework

In this researcher focus on students who have difficulty understanding the text. By providing narrative text, researcher see whether students' abilities can determine the main idea, finding detailing information, making inferences and understanding of vocabulary.
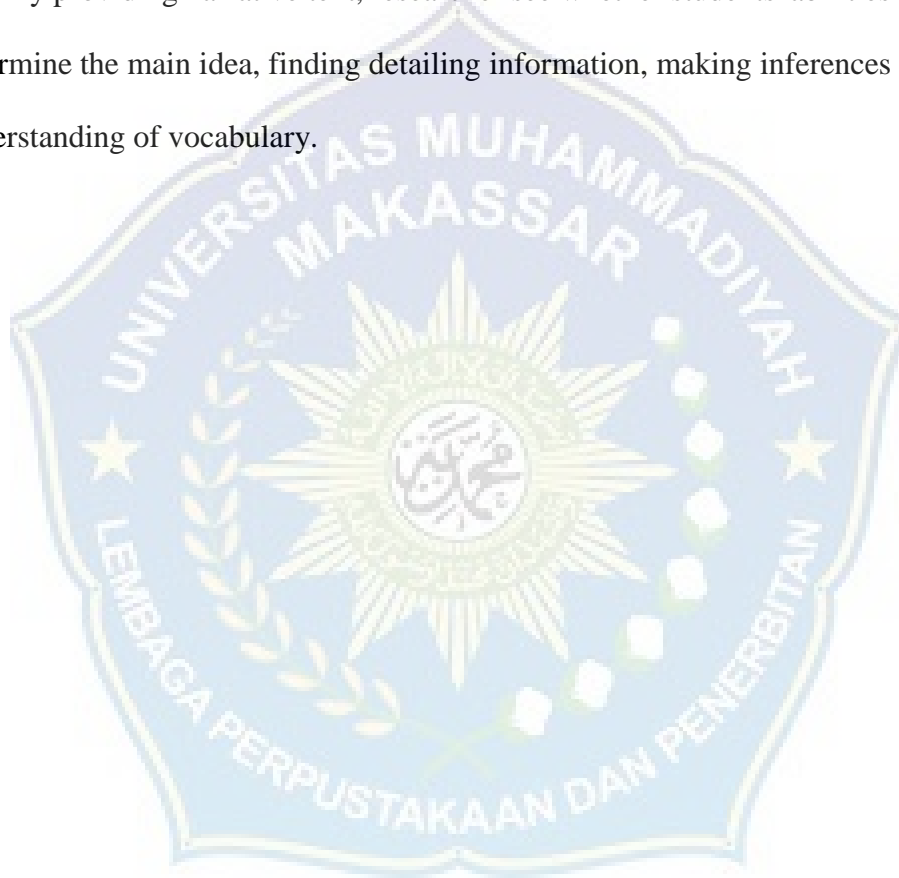
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher used descriptive qualitative research. According to Miles and Huberman (2018), qualitative analysis makes use of words that are arranged in an extended text. Stated differently, a qualitative study involves gathering, examining, and interpreting the narrative and visual data to provide light on a specific topic of interest. The overarching goal of qualitative research is to advance a comprehensive, deep and intricate understanding of a certain phenomenon be it an environment, a process, or even a belief.

B. Research subject

The subject of this research is SMA NEGERI 12 JENEPONTO students. Researcher select students from class XI which consists of two classes, XI MIPA and XI IPS. Researcher take sample from class X1 MIPA, totaling 14 students. The sampling technique used purposive sampling, because purposive sampling is based on the certain criteria and characteristics.

C. Research Instrument

The researcher use Reading Text and Interview to get the data collection.

1. Reading Test

Researcher gave reading narrative text to students to measure students' abilities in reading comprehension. By giving a reading text, researcher try to find out whether students can answer the text well or not. Can and cannot student answers are used as indicators of whether students encounter difficulties or not. To obtain data, researcher give reading Narrative Text to students.

2. Interview

An interview is a conversation between a researcher and an informant with the purpose of gathering information. To gather more specific information about students' factors affecting reading comprehension difficulty, researcher conducted interview with the students'.

D. Data Collection

The data collection procedures to be used in this study are:

1. The researcher come to class and explain the purpose of the research to the students.

2. Researcher use reading text to determine students' ability to understand the text.

3. After giving the text to read, the researcher conduct interview for students who do not understand the text.

4. And then the researcher make a voice recording of the students during the interview.

5. And the last, the researcher draw conclusions from the data above.

E. Data analysis

According to Miles et al., (2018) state that qualitative analysis used the word that is arranged in the text. They are data reducing, data displayed and draw conclusion.

1. Data Reduction

It is a selection process, focused on simplifying, abstracting and transforming hard data in written records found in the field. Data reduction is a type of analysis carried out by sharpening, categorizing, directing,

eliminating data and organizing data to obtain conclusions and verification. This means that the researcher selects important data that has been collected. Then, the researcher categorized the data related to students' difficulties in understanding narrative reading texts faced by students and the factors causing students' difficulties in understanding narrative reading texts in class XI MIPA at SMA NEGERI 12 JENEPONTO. Data obtained from tests and interviews. In this case, researcher create data abstractions.

2. Data Display

The researcher sketch the data in the data display after completing data reduction. The focus of the research determine how the data is displayed. The aim of this research is to identify factors that cause students to have difficulty understanding narrative reading texts.

Table 3.1: level of students' skill narrative text

Level of Mistery	Letter Case	Value	Criterion
85-100	A	4	Excellent
70-84	B	3	Good
55-69	C	2	Fair
50-54	D	1	Poor
0-49	E	0	Very poor

Arikunto (2002:245)

3. Verification/Conclusion Drawing

At this stage the researcher make conclusions based on how the data is displayed. Researcher draw conclusions about what are factors cause students' difficulties in understanding narrative reading texts.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

The researcher find out the findings into some points that consist of students difficulties in comprehending English reading, the difficulties faced by students and factors of causing the students difficulties in comprehending English reading. Obtaining the data, the researcher used the reading text to measure students' abilities in reading comprehension. The researcher also used the interview to know the factors cause students' difficulties in comprehending English reading narrative text. The researcher took the narrative text story as an instrument for reading the text. The subject of the research is the eleventh grade students' of SMA NEGERI 12 JENEPONTO. The data were taken from 14 students from eleventh grade students of SMA NEGERI 12 JENEPONTO.

Data was taken from 14 students in class X1 Mipa at SMA NEGERI 12 JENEPONTO and written 14 students in the Narrative text reading genre. Researcher have identified students' difficulties and counted the number of each difficulty.

A.1 The students Difficulties in Comprehending English reading text.

The results of the study, the researcher presents the results of data analysis. The subjects of the study were students of class XI-MIPA at SMA NEGERI 12 JENEPONTO. The data collected by the researcher amounted to 14 students. The type of test given to students is an essay consisting of 4 questions. The way it works is that students are given narrative text in the form of questions and then determine the main idea, finding detailed information, making inference and understanding of vocabulary.

Table 3.2

Students' Difficulties determining main idea, Level of mastery, and Criteria

No	Students' Initial Name	The score of Level of Mastery	Criterion
1.	L	55	Fair
2.	NH	55	Fair
3.	W	55	Fair

Based on the table above, it shows that of the 14 students, only 3 students were in the fair category, it's mean that students had difficulty in determining main idea. According the researcher of determining the main idea were not too difficult for students to understand.

Table 3.3

Students' Difficulties finding detailing information, Level of mastery, and

Criteria

No	Students' Initial Name	The score of Level of Mastery	Criterion
1.	F	55	Fair
2.	L	55	Fair
3.	NH	55	Fair
4.	P	50	Poor
5.	W	50	Poor

Based on the table above, it shows that of the 14 students, only 5 students had difficulty in finding detailing information. These 5 students into the fair and poor categories. It's mean students' have difficulty finding detailed information.

Table 3.4

Students' Difficulties Making Inference, Level of mastery, and Criteria

No	Students' Initial Name	The score of Level of Mastery	Criterion
1.	F	55	Fair
2.	L	55	Fair
3.	P	50	Poor
4.	SR	55	Fair
5.	W	55	Fair

Based on the result above, it shows that of the 14 students, only 5 students had difficulty in making inference. These 5 students into the fair and poor categories. It's mean students' have difficulty finding detailed information.

Table 3.5

Students' Difficulties Understanding of Vocabulary, Level of mastery, and

Criteria

No	Students' Initial Name	The score of Level of Mastery	Criterion
1.	F	50	Poor
2.	L	50	Poor
3.	NA	50	Poor
4.	NH	50	Poor
5.	P	55	Fair
6.	SR	55	Fair
7.	W	50	Poor

Based on the table above, it shows that of the 14 students, there were 7 students' who had difficulty understanding vocabulary. Researcher found that some students had difficulty understanding the vocabulary in the text, so this was a factor causing students to have difficulty understanding the text because they did not understand the meaning of each word in the text. Researcher concluded that in the four aspects of reading, students more difficulty in understanding of vocabulary.

A.2 The result of Interview between the Researcher and Students

In this section the researcher conducted interviews with all the students had a low score on the aspects of reading. Namely determine main idea, finding detailed information, making inference and understanding of vocabulary.

    a. Difficulty in understanding long sentence in the text

The first student

R: Saat membaca teks Bahasa inggris, kesulitan apa yang biasanya anda temui?

S: Cara pengucapan dan kosa kata

    Based on the interview above, understanding long sentence in the text in reading, the student understanding is less and do not understand the meaning of material. The student can not understand all of the content of the material or the sentence make the student need more time to find the meaning of the word and the correct answer. They use dictionaries to search for their meaning.

    b. Inadequate Instruction Presented by Teacher

R: Bagaimana cara guru Bahasa inggris anda mengajar di kelas? Apakah jelas?

S: Kurang jelas

Based on the interview above, understanding long sentence in the text in reading, the student understanding is less and do not understand the meaning of material. The student can not understand all of the content of the material or the sentence make the student need more time to find the meaning of the word and the correct answer. They use dictionaries to search for their meaning.

c. Difficulty in Understanding Vocabulary

R : Saat membaca teks Bahasa inggris dan menemukan kata-kata yang sulit diucapkan, apakah hal tersebut menggaggu bacaan anda?

S: Bother (Mengganggu)

From the interview above, Reading comprehension involves understanding the vocabulary, seeing relationships among words and concepts, organizing ideas, recognizing the authors purpose, evaluating the context and making judgments. Learning to read written texts is not the same as learning to understand written texts. The students cannot understand what the text is about because they do not know the meaning of the word. The researcher found students class XI MIPA at SMA NEGERI 12 JENEPONTO knowledge about vocabulary is less.

d. House Enviroment

R: Bagaimana cara belajar Bahasa inggris khususnya belajar agar lebih mudah memahami bacaan Bahasa inggris?

S: Pertama di translate lalu di pahami

From the interview above, the researcher found that the factors of causing students difficulties were related to their house environment. It was because most of the students are lack of interest in learning reading. They did not have any desires to read English text and they were lazy and afraid to read the English text. Another factor are the students lack of motivation to learn reading and moreover, the students also have the problem in their home. They said that they are lack of parental control in learning. Most of them did not have enough motivation from their parents to learn English.

e. School environment

R: Apakah anda sering membaca buku/teks berbahasa inggrisdi luar jam pelajaran Bahasa inggris)?

S: Jarang

From the interview above, the last factor causing the students difficulties in comprehending English reading is because of their school environment. Their school did not provide enough reading material for them, so they cannot learn reading well. They said that reading is boring. Mostly,

the students in class XI MIPA had a lack of prior knowledge in

reading English text.

B. Discussion

Based on the research finding above, the researcher found that from the 14 students above, there were 7 students who had difficulty understanding English reading texts. Researcher gave students a narrative text to determine main idea, finding detailing information, making inference and understanding of vocabulary.

Rahim's (2019) theory was employed by the researcher to determine what was preventing the students from understanding English reading texts. According to Rahim (2019), there are a number of factors that contribute to reading comprehension challenges, including: difficulty understanding long sentences in the text; inadequate teaching from the teacher; difficulty understanding vocabulary, house environment and school environment.

From Westwood (2008), the difficulties for more readers are because thet do not have and do not know effective strategies to aid them comprehend the meaning of the text. In addition, many EFL students are still having trouble reading comprehension because of reading strategies that are not appropriate, the length of passages they read and limitation of vocabulary knowledge.

First, the students had difficulty in understanding long sentence in the text. This causes class X1 Mipa students at SMA NEGERI 12 JENEPONTO do not understand the meaning of the material or sentences when reading the text. Based on student responses during interviews, students need to read the text repeatedly,

because they do not understand the meaning of the text. This makes it difficult for class X1 MIPA students to understand English reading texts.

Second, the students had difficulty because inadequate instruction presented by the teacher. Based on student responses during interviews, students said that the English teacher was not clear when explaining the material in the class. It makes students in class X1 Mipa at SMA NEGERI 12 JENEPONTO lack understanding in English learning because their teacher is not clear when explaining the material.

Third, the students had difficulty vocabulary. Students cannot understand the contents of the text because they do not know the meaning of the words. Students also have difficulty pronouncing the text. Researcher found that the knowledge of class X1 Mipa students at SMA NEGERI 12 JENEPONTO was lacking regarding vocabulary and how to pronounce it. They need to look up the meaning of vocabulary in a dictionary or the internet. And sometimes, students rely too much on dictionaries and the internet, so that students' understanding of English texts becomes poor.

Fourth, the factor causing difficulties in class X1 Mipa is the house environment. Rahim said that the house environment is related to students' attitudes towards reading, such as interest and motivation to read as well as prior knowledge that students have previously known. In class X1 Mipa, most students are less interested in learning to read, let alone reading English. They never read, because they don't have the motivation to learn to read. This makes it difficult for students to understand English reading.

The last factor of causing the students difficulty in comprehending English reading is school environment. Their school does not provide enough reading materials so they are not used to reading English literature. Students in class X1 Mipa do not have the unity in class to learn to read English. Moreover, they never study outside of English class hours. This makes it difficult for students to understand English reading texts because they don't really like English lessons.
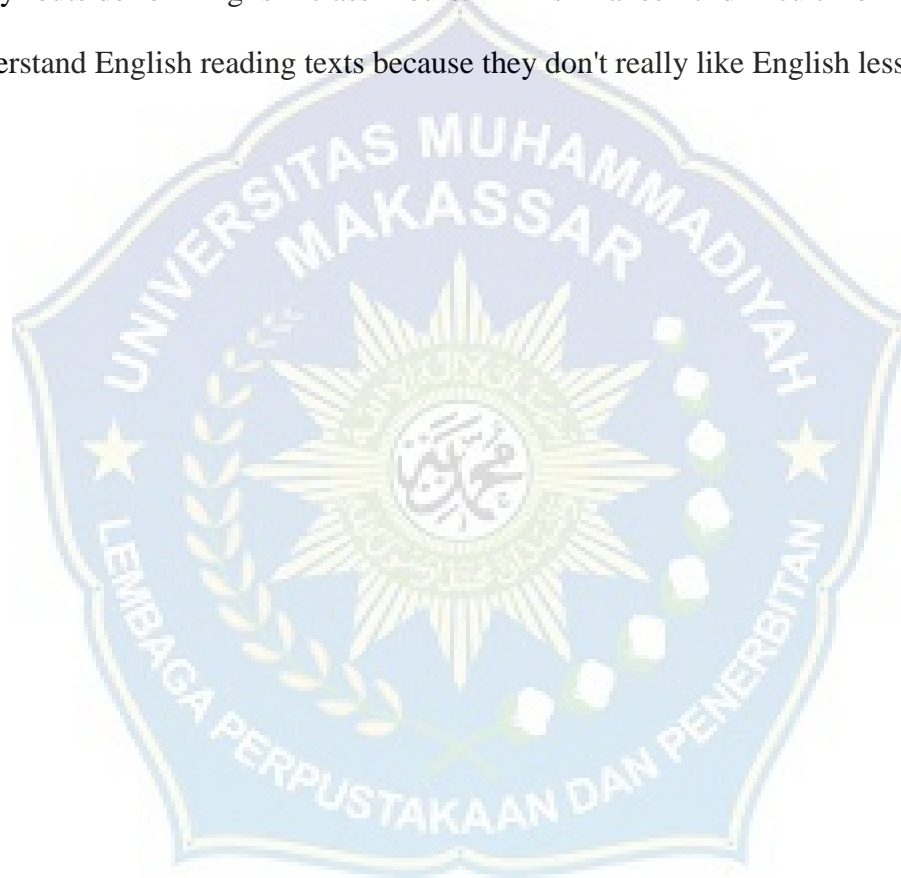
CHAPTER V

CONCLUSSION AND SUGGESTION

After the researcher analyzing the result of the students' difficulties and the factors of causing the students' difficulties in comprehending English reading text in class XI Mipa at SMA NEGERI 12 JENEPONTO, researcher drew conclusions based on the researcher results. Analyze data, researcher also put forward several suggestions for the teaching and learning process in reading session.

A. Conclusion

1. The research results showed that there were only 3 students who had difficulty in determined main idea in the poor category. Then, there were 5 students who had difficulty finding detailed information in the poor category. Then, there were 5 students who had difficulty how to make inference in the poor category. Next, there were 7 students who had difficulty understanding of vocabulary in the poor category.

   From the result of data analysis of interview, the researcher found five factors cause the students difficulties in comprehending English reading narrative text. There are: Difficulty in understanding long sentence in the text, Inadequate Instruction presented by the teacher, difficulty in understanding of vocabulary, house environment and school environment.

2. The factor is the students' background which causes difficulties. There are students' who don't like learning English and they are not interested in learning to read because they don't have the desire to read English texts and they are lazy about learning English. Students are less motivated to learn to read because reading is boring for them. And from grammar, vocabulary, pronunciation or English texts. Some students said that the teacher's technique was unclear in conveying the material and less interesting, the teacher did not give clear instruction in teaching reading, the teacher rarely trained students in reading English reading text.

B. Suggestion

1. For the Teacher

    These suggestions are very useful for English teachers, especially for English teachers of class XI MIPA students at SMA NEGERI 12 JENEPONTO

    a. Teachers must be more creative in implementing reading skills teaching techniques. This is used to attract students' attention or to overcome students' difficulties in understanding English reading texts

    b. Teachers must have skills in teaching vocabulary related to the text to be studied before students read the text. This will make it easier for students to understand the text.

2. For School

    a. The school library must provide an interesting collection of English books for students to read

    b. Schools must facilitate the teaching and learning process to create a non-boring atmosphere in the classroom.

3. For Students

    a. Students must increase their vocabulary, increase practice and continuously repeat learning by reading English textbooks, looking for meanings and memorizing lots of vocabulary.

    b. Students must have the motivation to learn English and be able to understand the reading of narrative texts in their English language practice.

4. For next Researcher

The researcher analyzes that this research paper is not perfect yet. There are still many weaknesses dealing with the theory or method or maybe the idea because of the limited skill of the researcher. It is also suggested to the further researchers who want to analyze about students difficulties in reading comprehension, it would be better to analyze with different aspects of this research. This research can support the result of the last research and this research can give a new inspiration to the next researcher. Furthermore, the researcher hopes the next researcher will apply a strategy or method to solve the students" difficulties in reading comprehension.

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Appendix 1

The Classification of Students' Difficulties

No	Student's Initial Name	Determining Main Idea	Finding Detailing Information	Making Inference	Understanding of Vocabulary
1	A	85	70	85	70
2	ESE	85	70	85	70
3	F	70	55	55	50
4	L	55	50	55	50
5	MF	85	70	85	70
6	N	70	70	85	85
7	NA	70	70	70	50
8	NH	55	55	70	50
9	P	70	50	50	55
10	S	85	70	85	70
11	SR	70	70	55	55
12	T	85	85	70	85
13	W	70	50	55	50

14	Y	85	70	85	70

Appendix II

Students' can determine main idea

No	Students' Initial Name	Level of Mastery	Criterion
1	A	85	Excellent
2	ESE	85	Excellent
3	F	70	Good
4	MF	85	Excellent
5	N	70	Good
6	NA	70	Good
7	P	70	Good
8	S	85	Excellent
9	SR	85	Excellent
10	T	85	Excellent
11	Y	85	Excellent

Appendix III

Students' can Finding Detailed Information

No	Students' Initial Name	Level of Mastery	Criterion
1	A	70	Good
2	ESE	70	Good
3	MF	70	Good
4	N	70	Good
5	NA	70	Good
6	S	70	Good
7	SR	70	Good
8	T	85	Excellent
9	Y	70	Good

Appendix IV

Students' can Making Inference

No	Students' Initial Name	Level of Mastery	Criterion
1	A	85	Excellent
2	ESE	85	Excellent
3	MF	85	Excellent
4	N	85	Excellent
5	NA	70	Good
6	NH	70	Good
7	S	85	Excellent
8	T	70	Good
9	Y	85	Excellent

Appendix V

Students' can Understanding of Vocabulary

No	Students' Initial Name	Level of Mastery	Criterion
1	A	70	Good
2	ESE	70	Good
3	MF	85	Good
4	N	70	Good
5	S	70	Good
6	T	85	Excellent
7	Y	70	Good

Appendix VI

Reading Text

Question number 1

Please determine the main idea from the text below!

Note : In question number one, students are expected to be able to find the main idea in the text, for example in the text or paragraph, the main point or core problem contained in the reading.

Once upon a time, there lived a shepherd boy who was shepherding his master the Sheep are in a place far from village. The grassland is surrounded by dense, dark grasslands forest. He didn't have much to entertain himself with except playing with the dog. As a result, he became very bored.

One day, he thought of something pleasant. He imagined if he should meet a wolf. He remembered being taught to ask the villagers for help in driving away wolves far from the village. Therefore, his plan was to run to the village and scream for help even though he didn't see anything. He kept shouting, "Wolves! There are wolves!" when acting really scared. The villagers quickly gathered and ran towards the grassland only to find the shepherd boy laughing, with no fear in sight. Because the first try was successful. He did it again a second time in a few days. Once again, the villagers were deceived and was laughed at by the shepherd boy.

A few days later. The boy saw a wolf emerge from the forest and attack one of them sheep. He immediately ran into the village shouting for help, "Wolves! Wolf!" with all power. However, the villagers did not want to help him because they thought it was just a joke. They went back to talking and ignoring the boy. With no one to help, the shepherd boy lost some of his when the wolf disappeared back into the forest

Question number 2
Please find out the detail information from the text below!

Note : In this second question, students must determine detailed information in the text. What is meant by detailed information is: Students are able to find the actors, atmosphere, place and ending in the text.

In the middle of the forest, there lived a beautiful young woman who lived in poverty. He was so poor that he couldn't even feed himself properly. He lived alone because his parents had died during the war. From then on, he had to take care of everything alone. Most of its food comes from hunting in the forest. However. Since him too good, he couldn't bear to kill animals and eat them. He always thought it was animal are his friends. Therefore, he only ate fruit and vegetables from the trees in the forest.

One day, the woman limped. He was hungry and his stomach was nauseous growled loudly. He saw a cow in a cage. He thought that killing and eating a cow it won't work, the impact is very bad. He approached the cow, opened the cage and ready to take the cow. When he held the cow and was about to slaughter it, he realized that the cow was crying. He was so shocked that he fell to the ground. He had made a mistake. He always believed that animals were his friends. He then hugged the cow and apologized for trying to kill it. He let go of the cow and promised himself not to do that horrible thing again

Question number 3
Please make inference from the text below!

Please make inference from the text below!

Note : In this third question, students are expected to be able to find conclusions from the entire text. For example, what do students, as readers, conclude based on reading a text.

Once upon a time in Japan, there lived a peasant and his wife. They had no children, so they kept praying to the gods for a child.

One day, while cutting firewood by a stream, the peasant saw a big peach floating in the river and picked it up. His wife was excited; she had never seen such a large peach before. When they were about to cut the peach, a voice came from inside. The couple was astounded. The peach cracked open to reveal a beautiful baby boy inside. The couple was very happy. They named him Momotaro, meaning „Peach Boy'.

When Momotaro had grown up, he told his parents that he was going to the Pirate's Island a few kilometers away. He wanted to fight the pirates who always attacked their village. Momotaro's mother packed his food. After giving him a sword and blessing him, the couple sent him off on his journey. On his journey on the boat, Momotaro met an eagle who was going to the same island. They became good friends.

When Momotaro and the Eagle arrived on the island, Momotaro drew out his sword and began fighting the pirates. The eagle flew over the pirates' heads and pecked at their eyes. Finally, the pirates admitted defeat.

Momotaro brought home all the goods that the pirates had stolen. His parents were very happy that he returned safe, and proud of him for fighting the pirates.

Question number 4

Please understanding the vocabulary of the words below!

Note : In this fourth question, students are expected to be able to find the verbs in the text and translate them into Indonesian.

Long ago, there lived a man named Toba. One day, he caught a fish and took it home to eat. He left the fish in the kitchen and looked for firewood. After he returned, he was shocked. The fish turned into a beautiful woman. Toba falls in love. Then asked the woman to marry him. He agreed, on one condition. Toba must not tell anyone that he was once a fish. Toba promised and they both happily married and were blessed with a son, Samosir.

One day, Toba was working on a farm in Samosir "Why did you eat mine have lunch? You fish boy!" said Toba. Samosir cried and ran back to his house. He told his mother about the incident. The mother was sad, because Toba broke his promise. Then, he told Samosir to go to a hill. Because disaster will come soon. Suddenly a flood came and turned the place into a lake. Woman jump into the water and turn into a fish. Samosir was rescued on the hill. But his Father, Toba drowned in the lake. After that, people started calling the place Lake Toba, and they called the island in the middle of the lake Samosir Island.

Appendix VII

Interview with the Students

The researcher came to the XI Mipa class with 14 students and the researcher gave the students a reading text and there were 7 students out of the 14 students who had difficulty to understanding the four aspects of reading.

First Student (low score)

R: Apakah anda memahami arti setiap kata dalam teks bacaan
S: Sedikit
R: Pernahkah anda membaca sebuah teks dan harus menjawab pertanyaan dari teks tersebut? Merasa cemas karena sulit mendapatkan poin dari apa yang sedang anda baca? Jika iya, Apakah perasaan cemas tersebut membuat Anda semakin sulit memahami bacaan?
S: pernah, iya
R: Pernahkah anda mengalami kesulitan dalam menentukan kesimpulan dalam membaca teks? Jika iya, apa yang anda lakukan?
S: Mencari jawabannya di internet.
R: Bagaimana cara guru Bahasa inggris anda mengajar di kelas? Apakah jelas?
S: Kurang jelas
R: Bagaimana cara belajar Bahasa inggris khususnya belajar agar lebih mudah memahami bacaan Bahasa inggris?
S: Belajar kosakata

Second student (low score)

R: Apakah anda memahami arti setiap kata dalam teks bacaan
S: Tidak
R: Pernahkah anda membaca sebuah teks dan harus menjawab pertanyaan dari teks tersebut? Merasa cemas karena sulit mendapatkan poin dari apa yang sedang anda baca? Jika iya, Apakah perasaan cemas tersebut membuat Anda semakin sulit memahami bacaan?
S: Tidak, iya
R: Pernahkah anda mengalami kesulitan dalam menentukan kesimpulan dalam membaca teks? Jika iya, apa yang anda lakukan?
S: Buka internet
R: Bagaimana cara guru Bahasa inggris anda mengajar di kelas? Apakah jelas?
S: iya kak jelas
R: Bagaimana cara belajar Bahasa inggris khususnya belajar agar lebih mudah memahami bacaan Bahasa inggris?

S: Pertama di translate lalu di pahami

Third student (low score)

R: Apakah anda memahami arti setiap kata dalam teks bacaan

S: Kurang mengerti

R: Pernahkah anda membaca sebuah teks dan harus menjawab pertanyaan dari teks tersebut? Merasa cemas karena sulit mendapatkan poin dari apa yang sedang anda baca? Jika iya, Apakah perasaan cemas tersebut membuat Anda semakin sulit memahami bacaan?

S: Pernah, iya

R: Pernahkah anda mengalami kesulitan dalam menentukan kesimpulan dalam membaca teks? Jika iya, apa yang anda lakukan?

S: Bertanya atau buka internet

R: Bagaimana cara guru Bahasa inggris anda mengajar di kelas? Apakah jelas?

S: Jelas kak

R: Bagaimana cara belajar Bahasa inggris khususnya belajar agar lebih mudah memahami bacaan Bahasa inggris?

S: Terus membaca dan menghafal kosakata.

Fourth student (low score)

R: Apakah anda memahami arti setiap kata dalam teks bacaan

S: Tidak kak

R: Pernahkah anda membaca sebuah teks dan harus menjawab pertanyaan dari teks tersebut? Merasa cemas karena sulit mendapatkan poin dari apa yang sedang anda baca? Jika iya, Apakah perasaan cemas tersebut membuat Anda semakin sulit memahami bacaan?

S: Pernah kak, iya

R: Pernahkah anda mengalami kesulitan dalam menentukan kesimpulan dalam membaca teks? Jika iya, apa yang anda lakukan?

S: Pikir sendiri untuk membuat kesimpulan, kadang juga buka internet

R: Bagaimana cara guru Bahasa inggris anda mengajar di kelas? Apakah jelas?

S: Jelas

R: Bagaimana cara belajar Bahasa inggris khususnya belajar agar lebih mudah memahami bacaan Bahasa inggris?

S: Banyak membaca dan menulis

Fifth student (low score)

R: Apakah anda memahami arti setiap kata dalam teks bacaan

S: Tidak

R: Pernahkah anda membaca sebuah teks dan harus menjawab pertanyaan dari teks tersebut? Merasa cemas karena sulit mendapatkan poin dari apa yang sedang anda baca? Jika iya, Apakah perasaan cemas tersebut membuat Anda semakin sulit memahami bacaan?

S: Tidak pernah, iya

R: Pernahkah anda mengalami kesulitan dalam menentukan kesimpulan dalam membaca teks? Jika iya, apa yang anda lakukan?

S: Cari di internet atau buka kamus

R: Bagaimana cara guru Bahasa inggris anda mengajar di kelas? Apakah jelas?

S: Jelas

R: Bagaimana cara belajar Bahasa inggris khususnya belajar agar lebih mudah memahami bacaan Bahasa inggris?

S: Translate supaya tahu arti teks

Sixth student (low score)

R: Apakah anda memahami arti setiap kata dalam teks bacaan

S: Tidak

R: Pernahkah anda membaca sebuah teks dan harus menjawab pertanyaan dari teks tersebut? Merasa cemas karena sulit mendapatkan poin dari apa yang sedang anda baca? Jika iya, Apakah perasaan cemas tersebut membuat Anda semakin sulit memahami bacaan?

Student: Pernah, iya

R: Pernahkah anda mengalami kesulitan dalam menentukan kesimpulan dalam membaca teks? Jika iya, apa yang anda lakukan?

S: Bertanya sama guru atau teman yang tahu

R: Bagaimana cara guru Bahasa inggris anda mengajar di kelas? Apakah jelas?

S: Jelas

R: Bagaimana cara belajar Bahasa inggris khususnya belajar agar lebih mudah memahami bacaan Bahasa inggris?

S: Sering membaca, memahami bacaan dan kosakata

Seventh student (low score)

R: Apakah anda memahami arti setiap kata dalam teks bacaan

S: Tidak

R: Pernahkah anda membaca sebuah teks dan harus menjawab pertanyaan dari teks tersebut? Merasa cemas karena sulit mendapatkan poin dari apa yang sedang anda baca? Jika iya, Apakah perasaan cemas tersebut membuat Anda semakin sulit memahami bacaan?

S: Pernah, iya

R: Pernahkah anda mengalami kesulitan dalam menentukan kesimpulan dalam membaca teks? Jika iya, apa yang anda lakukan?

S: Baca keseluruhan baru menggunakan translate

R: Bagaimana cara guru Bahasa inggris anda mengajar di kelas? Apakah jelas?

S: Kadang jelas kadang tidak

R: Bagaimana cara belajar Bahasa inggris khususnya belajar agar lebih mudah memahami bacaan Bahasa inggris?

S: Perbanyak kosakata dan perbanyak latihan.

APPENDIX VIII

Reading test instrument

INSTRUMENT

Reading Text

Name : LARASATI

Class : XI MIPA

Question number 1

Please determine the main idea from the text below!

Once upon a time, there lived a shepherd boy who was shepherding his master the Sheep are in a place far from village. The grassland is surrounded by dense, dark grasslands forest. He didn't have much to entertain himself with except playing with the dog. As a result, he became very bored.

One day, he thought of something pleasant. He imagined if he should meet a wolf. He remembered being taught to ask the villagers for help in driving away wolves far from the village. Therefore, his plan was to run to the village and scream for help even though he didn't see anything. He kept shouting, "Wolves! There are wolves!" when acting really scared. The villagers quickly gathered and ran towards the grassland only to find the shepherd boy laughing with no fear in sight. Because the first try was successful. He did it again a second time in a few days. Once again, the villagers were deceived and was laughed at by the shepherd boy.

A few days later. The boy saw a wolf emerge from the forest and attack one of them sheep. He immediately ran into the village shouting for help, "Wolves! Wolf!" with all power. However, the villagers did not want to help him because they thought it was just a joke. They went back to talking and ignoring the boy. With no one to help, the shepherd boy lost some of his when the wolf disappeared back into the forest.

Answer :

Linda is a sheep herder in a village

Question number 2
Please find out the detail information from the text below!

In the middle of the forest, there lived a beautiful young woman who lived in poverty. He was so poor that he couldn't even feed himself properly. He lived alone because his parents had died during the war. From then on, he had to take care of everything alone. Most of its food comes from hunting in the forest. However. Since him too good, he couldn't bear to kill animals and eat them. He always thought it was animal are his friends. Therefore, he only ate fruit and vegetables from the trees in the forest.

One day, the woman limped. He was hungry and his stomach was nauseous growled loudly. He saw a cow in a cage. He thought that killing and eating a cow it won't work, the impact is very bad. He approached the cow, opened the cage and ready to take the cow. When he held the cow and was about to slaughter it, he realized that the cow was crying. He was so shocked that he fell to the ground. He had made a mistake. He always believed that animals

were his friends. He then hugged the cow and apologized for trying to kill it. He let go of the cow and promised himself not to do that horrible thing again

Answer :

1. a Woman
2. In the forest
3. In the afternoon

Question number 3
Please make inference from the text below!

Once upon a time in Japan, there lived a peasant and his wife. They had no children, so they kept praying to the gods for a child.

One day, while cutting firewood by a stream, the peasant saw a big peach floating in the river and picked it up. His wife was excited; she had never seen such a large peach before. When they were about to cut the peach, a voice came from inside. The couple was astounded. The peach cracked open to reveal a beautiful baby boy inside. The couple was very happy. They named him Momotaro, meaning „Peach Boy‟.

When Momotaro had grown up, he told his parents that he was going to the Pirate's Island a few kilometers away. He wanted to fight the pirates who always attacked their village.

Momotaro's mother packed his food. After giving him a sword and blessing him, the couple sent him off on his journey. On his journey on the boat, Momotaro met an eagle who was going to the same island. They became good friends.

When Momotaro and the Eagle arrived on the island, Momotaro drew out his sword and began fighting the pirates. The eagle flew over the pirates' heads and pecked at their eyes. Finally, the pirates admitted defeat.

Momotaro brought home all the goods that the pirates had stolen. His parents were very happy that he returned safe, and proud of him for fighting the pirates.

Answer :

Finally the pirates admitted defeat
Momotaro brought home all the items
Stolen. His Parents were very everboyed
at his safe return,
and proud Of him for fighting the pirates

Question number 4

Please understanding the vocabulary of the words below!

Long ago, there lived a man named Toba. One day, he caught a fish and took it home to eat. He left the fish in the kitchen and looked for firewood. After he returned, he was shocked. The fish turned into a beautiful woman. Toba falls in love. Then asked the woman to marry him. He agreed, on one condition. Toba must not tell anyone that he was once a fish. Toba promised and they both happily married and were blessed with a son, Samosir.

One day, Toba was working on a farm in Samosir "Why did you eat mine have lunch? You fish boy!" said Toba. Samosir cried and ran back to his house. He told his mother about the incident. The mother was sad, because Toba broke his promise. Then, he told Samosir to go to a hill. Because disaster will come soon. Suddenly a flood came and turned the place into a lake. Woman jump into the water and turn into a fish. Samosir was rescued on the hill. But his Father, Toba drowned in the lake. After that, people started calling the place Lake Toba, and they called the island in the middle of the lake Samosir Island.

Answer :

Eat = makan

Cry = menangis

mputlon = menyebut

Jump = melompat
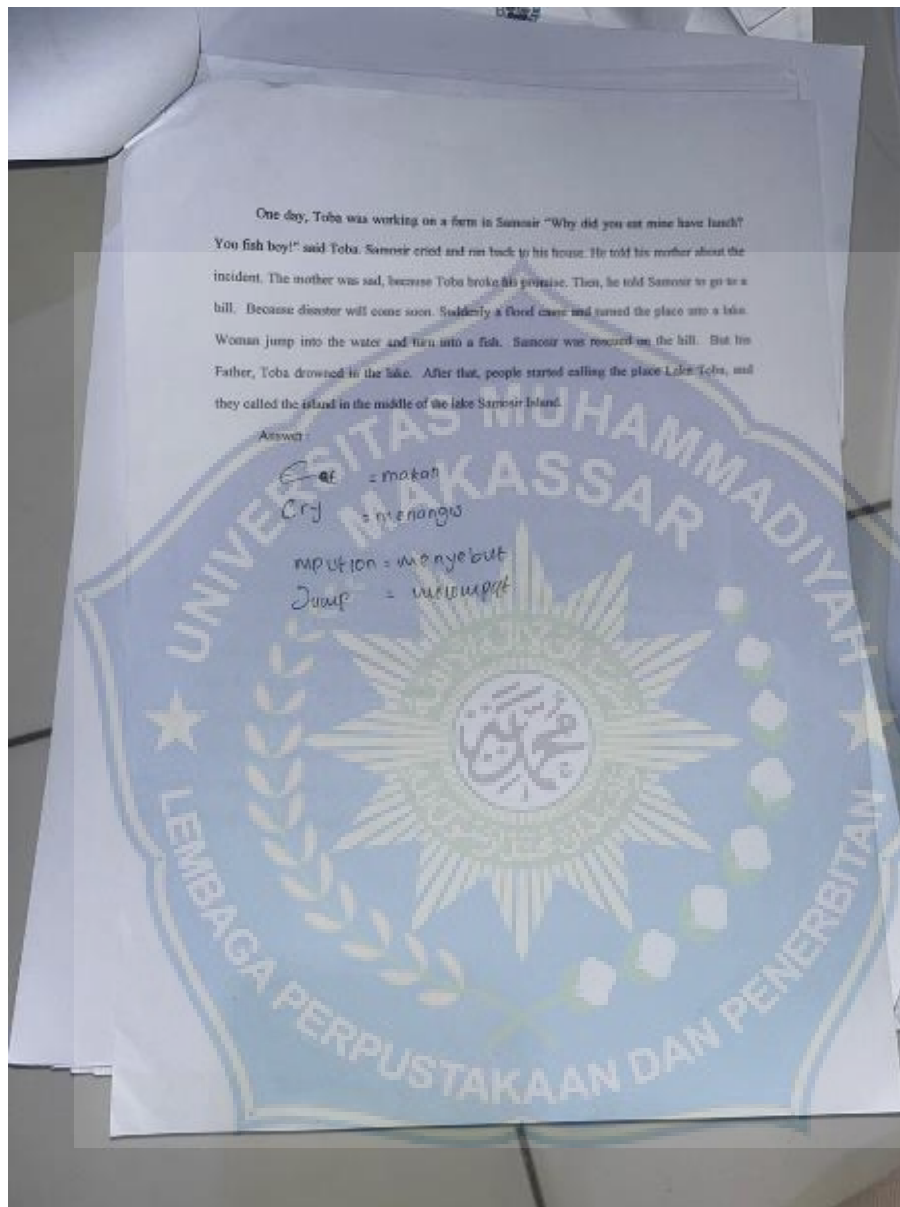
INSTRUMENT

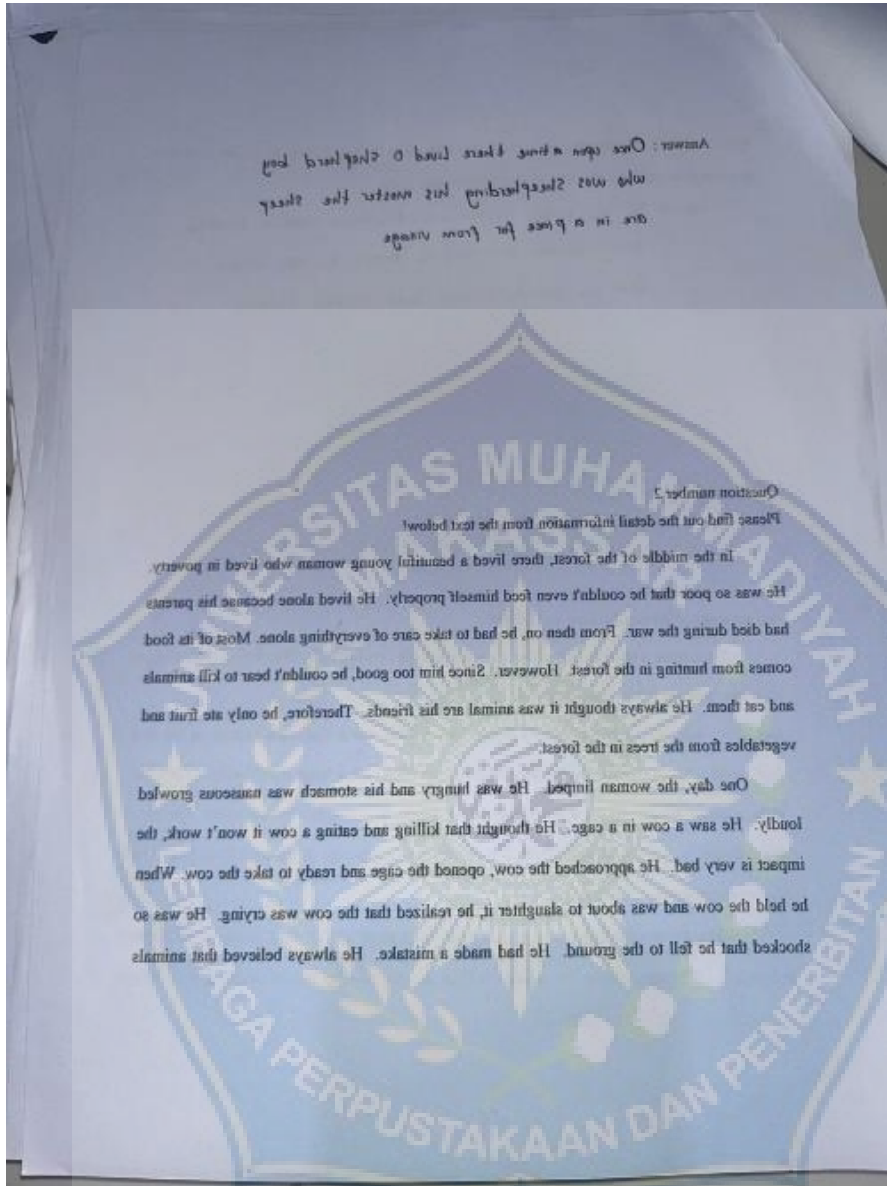Reading Text

Name : Ego samara lenarspi

Class : K3 Mipa

Question number 1

Please determine the main idea from the text below!

Once upon a time, there lived a shepherd boy who was shepherding his master the Sheep are in a place far from village. The grassland is surrounded by dense, dark grasslands forest. He didn't have much to entertain himself with except playing with the dog. As a result, he became very bored.

One day, he thought of something pleasant. He imagined if he should meet a wolf. He remembered being taught to ask the villagers for help in driving away wolves far from the village. Therefore, his plan was to run to the village and scream for help even though he didn't see anything. He kept shouting, "Wolves! There are wolves!" when acting really scared. The villagers quickly gathered and ran towards the grassland only to find the shepherd boy laughing, with no fear in sight. Because the first try was successful. He did it again a second time in a few days. Once again, the villagers were deceived and was laughed at by the shepherd boy.

A few days later. The boy saw a wolf emerge from the forest and attack one of them sheep. He immediately ran into the village shouting for help, "Wolves! Wolf!" with all power. However, the villagers did not want to help him because they thought it was just a joke. They went back to talking and ignoring the boy. With no one to help, the shepherd boy lost some of his when the wolf disappeared back into the forest.

Answer : Once upon a time, there lived a Shepherd boy who was Shepherding his master the sheep are in a place far from village

Question number 2

Please find out the detail information from the text below!

In the middle of the forest, there lived a beautiful young woman who lived in poverty. He was so poor that he couldn't even feed himself properly. He lived alone because his parents had died during the war. From then on, he had to take care of everything alone. Most of its food comes from hunting in the forest. However, Since him too good, he couldn't bear to kill animals and eat them. He always thought it was animal are his friends. Therefore, he only ate fruit and vegetables from the trees in the forest.

One day, the woman limped. He was hungry and his stomach was nauseous growled loudly. He saw a cow in a cage. He thought that killing and eating a cow it won't work, the impact is very bad. He approached the cow, opened the cage and ready to take the cow. When he hold the cow and was about to slaughter it, he realized that the cow was crying. He was so shocked that he fell to the ground. He had made a mistake. He always believed that animals

were his friends. He then hugged the cow and apologized for trying to kill it. He let go of the cow and promised himself not to do that horrible thing again

Answer: In the middle of the forests, there lived a beautiful young woman who lived in poverty he was so poor that he couldn't even feed himself properly.

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Question number 3
Please make inference from the text below!

Once upon a time in Japan, there lived a peasant and his wife. They had no children, so they kept praying to the gods for a child.

One day, while cutting firewood by a stream, the peasant saw a big peach floating in the river and picked it up. His wife was excited; she had never seen such a large peach before. When they were about to cut the peach, a voice came from inside. The couple was astounded. The peach cracked open to reveal a beautiful baby boy inside. The couple was very happy. They named him Momotaro, meaning „Peach Boy'.

When Momotaro had grown up, he told his parents that he was going to the Pirate's Island a few kilometers away. He wanted to fight the pirates who always attacked their village.

Momotaro's mother packed his food. After giving him a sword and blessing him, the couple sent him off on his journey. On his journey on the boat, Momotaro met an eagle who was going to the same island. They became good friends.

When Momotaro and the Eagle arrived on the island, Momotaro drew out his sword and began fighting the pirates. The eagle flew over the pirates' heads and pecked at their eyes. Finally, the pirates admitted defeat.
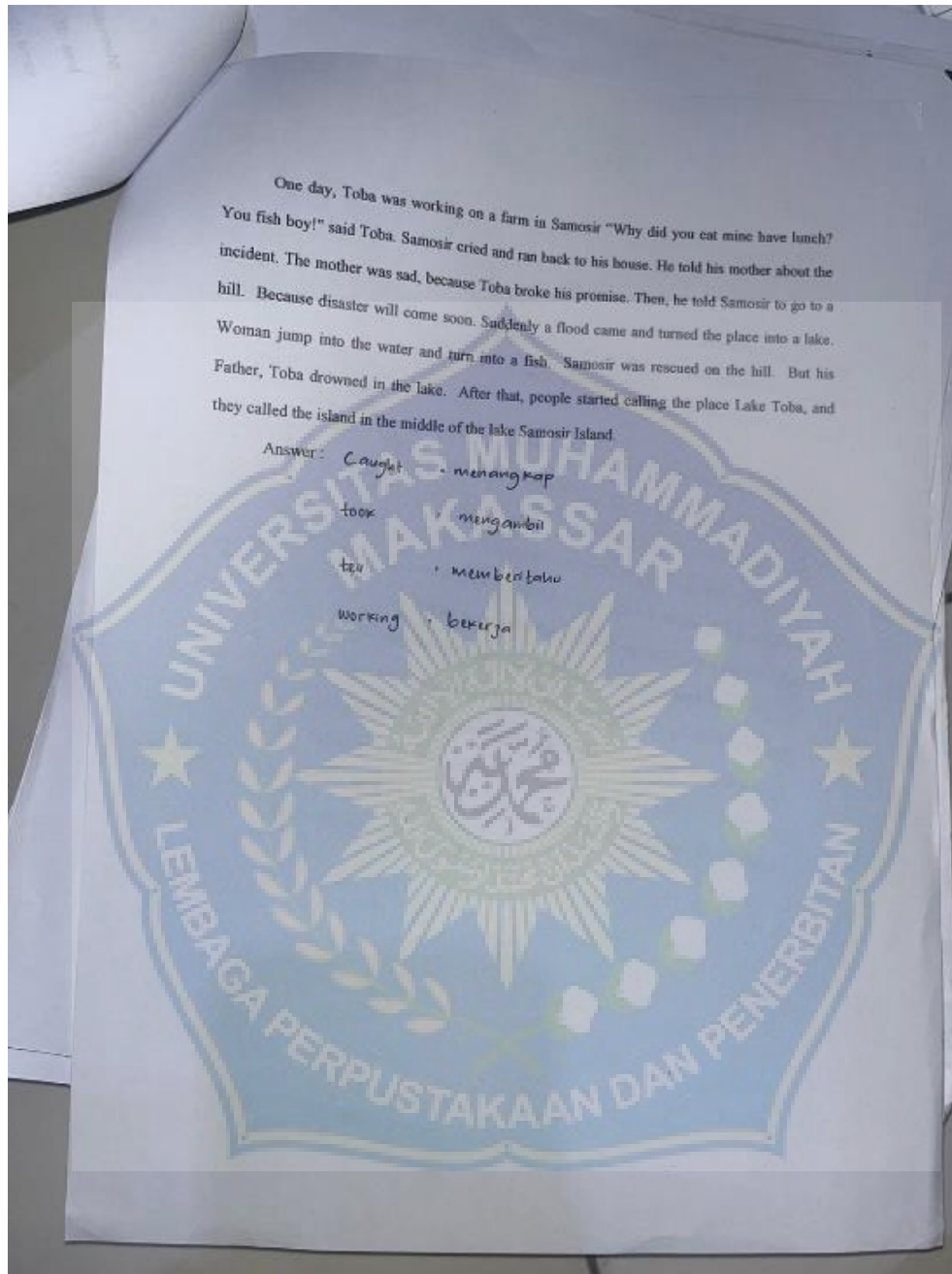
Momotaro brought home all the goods that the pirates had stolen. His parents were very happy that he returned safe, and proud of him for fighting the pirates.

Answer: We must be patient and sincere mall things / Motomoro brought home all the goods that the Pirates had stolen, his Parents were very happy that he returned safe, and proud of him for fighting the Pirates

Question number 4

Please understanding the vocabulary of the words below!

Long ago, there lived a man named Toba. One day, he caught a fish and took it home to eat. He left the fish in the kitchen and looked for firewood. After he returned, he was shocked. The fish turned into a beautiful woman. Toba falls in love. Then asked the woman to marry him. He agreed, on one condition. Toba must not tell anyone that he was once a fish. Toba promised and they both happily married and were blessed with a son, Samosir.

One day, Toba was working on a farm in Samosir "Why did you eat mine have lunch? You fish boy!" said Toba. Samosir cried and ran back to his house. He told his mother about the incident. The mother was sad, because Toba broke his promise. Then, he told Samosir to go to a hill. Because disaster will come soon. Suddenly a flood came and turned the place into a lake. Woman jump into the water and turn into a fish. Samosir was rescued on the hill. But his Father, Toba drowned in the lake. After that, people started calling the place Lake Toba, and they called the island in the middle of the lake Samosir Island.

Answer : Caught - menangkap

took - mengambil

tau - memberitahu

working - bekerja

INSTRUMENT

Reading Text

Name : ASDIL

Class : XI - MIPA

Question number 1

Please determine the main idea from the text below!

Once upon a time, there lived a shepherd boy who was shepherding his master the Sheep are in a place far from village. The grassland is surrounded by dense, dark grasslands forest. He didn't have much to entertain himself with except playing with the dog. As a result, he became very bored.

One day, he thought of something pleasant. He imagined if he should meet a wolf. He remembered being taught to ask the villagers for help in driving away wolves far from the village. Therefore, his plan was to run to the village and scream for help even though he didn't see anything. He kept shouting, "Wolves! There are wolves!" when acting really scared. The villagers quickly gathered and ran towards the grassland only to find the shepherd boy laughing, with no fear in sight. Because the first try was successful. He did it again a second time in a few days. Once again, the villagers were deceived and was laughed at by the shepherd boy.

A few days later. The boy saw a wolf emerge from the forest and attack one of them sheep. He immediately ran into the village shouting for help, "Wolves! Wolf!" with all power. However, the villagers did not want to help him because they thought it was just a joke. They went back to talking and ignoring the boy. With no one to help, the shepherd boy lost some of his when the wolf disappeared back into the forest.

Answer: once upon a time, there lived a shepherd boy who was she pheeding his master the sheep are in a piece far from village

Question number 2.
Please find out the detail information from the text below!

In the middle of the forest, there lived a beautiful young woman who lived in poverty. He was so poor that he couldn't even feed himself properly. He lived alone because his parents had died during the war. From then on, he had to take care of everything alone. Most of its food comes from hunting in the forest. However. Since him too good, he couldn't bear to kill animals and eat them. He always thought it was animal are his friends. Therefore, he only ate fruit and vegetables from the trees in the forest.

One day, the woman limped. He was hungry and his stomach was nauseous growled loudly. He saw a cow in a cage. He thought that killing and eating a cow it won't work, the impact is very bad. He approached the cow, opened the cage and ready to take the cow. When he held the cow and was about to slaughter it, he realized that the cow was crying. He was so shocked that he fell to the ground. He had made a mistake. He always believed that animals

were his friends. He then hugged the cow and apologized for trying to kill it. He let go of the cow and promised himself not to do that horrible thing again

Answer: In the middle of the forest, there lived a beautiful young woman who lived in poverty he was so poor that he couldn't even feed himself properly

Question number 3

Please make inference from the text below!

Once upon a time in Japan, there lived a peasant and his wife. They had no children, so they kept praying to the gods for a child.

One day, while cutting firewood by a stream, the peasant saw a big peach floating in the river and picked it up. His wife was excited; she had never seen such a large peach before. When they were about to cut the peach, a voice came from inside. The couple was astounded. The peach cracked open to reveal a beautiful baby boy inside. The couple was very happy. They named him Momotaro, meaning „Peach Boy‟.

When Momotaro had grown up, he told his parents that he was going to the Pirate's Island a few kilometers away. He wanted to fight the pirates who always attacked their village.

Momotaro's mother packed his food. After giving him a sword and blessing him, the couple sent him off on his journey. On his journey on the boat, Momotaro met an eagle who was going to the same island. They became good friends.

When Momotaro and the Eagle arrived on the island, Momotaro drew out his sword and began fighting the pirates. The eagle flew over the pirates' heads and pecked at their eyes. Finally, the pirates admitted defeat.

Momotaro brought home all the goods that the pirates had stolen. His parents were very happy that he returned safe, and proud of him for fighting the pirates.

Answer: We must be brought home all the and salete in all things / motomoro brought home all the goods that the pirates had stolen. His parents were very happy that he returned safe, and proud of him for fighting the pirates

Question number 4

Please understanding the vocabulary of the words below!

Long ago, there lived a man named Toba. One day, he caught a fish and took it home to eat. He left the fish in the kitchen and looked for firewood. After he returned, he was shocked. The fish turned into a beautiful woman. Toba falls in love. Then asked the woman to marry him. He agreed, on one condition. Toba must not tell anyone that he was once a fish. Toba promised and they both happily married and were blessed with a son, Samosir.

One day, Toba was working on a farm in Samosir "Why did you eat mine have lunch? You fish boy!" said Toba. Samosir cried and ran back to his house. He told his mother about the incident. The mother was sad, because Toba broke his promise. Then, he told Samosir to go to a hill. Because disaster will come soon. Suddenly a flood came and turned the place into a lake. Woman jump into the water and turn into a fish. Samosir was rescued on the hill. But his Father, Toba drowned in the lake. After that, people started calling the place Lake Toba, and they called the island in the middle of the lake Samosir Island.

Answer :
= Caught = menangkap
= took = mengambil
= tell = memberi tahu
= working = bekerja
= cried = menangis
= run = berlari

INSTRUMENT

Reading Text

Name : *Nurul Hidayat*

Class : XI. MIPA

Question number 1

Please determine the main idea from the text below!

Once upon a time, there lived a shepherd boy who was shepherding his master the Sheep are in a place far from village. The grassland is surrounded by dense, dark grasslands forest. He didn't have much to entertain himself with except playing with the dog. As a result, he became very bored.

One day, he thought of something pleasant. He imagined if he should meet a wolf. He remembered being taught to ask the villagers for help in driving away wolves far from the village. Therefore, his plan was to run to the village and scream for help even though he didn't see anything. He kept shouting, "Wolves! There are wolves!" when acting really scared. The villagers quickly gathered and ran towards the grassland only to find the shepherd boy laughing with no fear in sight. Because the first try was successful, He did it again a second time in a few days. Once again, the villagers were deceived and was laughed at by the shepherd boy.

A few days later. The boy saw a wolf emerge from the forest and attack one of them sheep. He immediately ran into the village shouting for help, "Wolves! Wolf!" with all power. However, the villagers did not want to help him because they thought it was just a joke. They went back to talking and ignoring the boy. With no one to help, the shepherd boy lost some of his when the wolf disappeared back into the forest.

Answer :

~~kuda~~ ~~seorang~~ ~~ekoss~~ ~~beragun~~

Linda is a sheep herder in a village

Question number 2

Please find out the detail information from the text below!

In the middle of the forest, there lived a beautiful young woman who lived in poverty. He was so poor that he couldn't even feed himself properly. He lived alone because his parents had died during the war. From then on, he had to take care of everything alone. Most of its food comes from hunting in the forest. However. Since him too good, he couldn't bear to kill animals and eat them. He always thought it was animal are his friends. Therefore, he only ate fruit and vegetables from the trees in the forest.

One day, the woman limped. He was hungry and his stomach was nauseous growled loudly. He saw a cow in a cage. He thought that killing and eating a cow it won't work, the impact is very bad. He approached the cow, opened the cage and ready to take the cow. When he held the cow and was about to slaughter it, he realized that the cow was crying. He was so shocked that he fell to the ground. He had made a mistake. He always believed that animals

Momotaro's mother packed his food. After giving him a sword and blessing him, the couple sent him off on his journey. On his journey on the boat, Momotaro met an eagle who was going to the same island. They became good friends.

When Momotaro and the Eagle arrived on the island, Momotaro drew out his sword and began fighting the pirates. The eagle flew over the pirates' heads and pecked at their eyes. Finally, the pirates admitted defeat.

Momotaro brought home all the goods that the pirates had stolen. His parents were very happy that he returned safe, and proud of him for fighting the pirates.

Answer :

Finally the pirates admitted defeat.

Momotaro brings home all the items stolen by the pirates. His parents were everjoyed at his safe return, and proud of him for fighting the pirates.

Question number 4

Please understanding the vocabulary of the words below!

Long ago, there lived a man named Toba. One day, he caught a fish and took it home to eat. He left the fish in the kitchen and looked for firewood. After he returned, he was shocked. The fish turned into a beautiful woman. Toba falls in love. Then asked the woman to marry him. He agreed, on one condition. Toba must not tell anyone that he was once a fish. Toba promised and they both happily married and were blessed with a son, Samosir.

One day, Toba was working on a farm in Samosir "Why did you eat mine have lunch? You fish boy!" said Toba. Samosir cried and ran back to his house. He told his mother about the incident. The mother was sad, because Toba broke his promise. Then, he told Samosir to go to a hill. Because disaster will come soon. Suddenly a flood came and turned the place into a lake. Woman jump into the water and turn into a fish. Samosir was rescued on the hill. But his Father, Toba drowned in the lake. After that, people started calling the place Lake Toba, and they called the island in the middle of the lake Samosir Island.

Answer :

1. Eat = Makan
2. Cry = menangis
3. mention = menyebut
4. Jump = melompat
5. go = Pergi

INSTRUMENT

Reading Text

Name : PADIL

Class : IX. MIPA

Question number 1

Please determine the main idea from the text below!

Once upon a time, there lived a shepherd boy who was shepherding his master the Sheep are in a place far from village. The grassland is surrounded by dense, dark grasslands forest. He didn't have much to entertain himself with except playing with the dog. As a result, he became very bored.

One day, he thought of something pleasant. He imagined if he should meet a wolf. He remembered being taught to ask the villagers for help in driving away wolves far from the village. Therefore, his plan was to run to the village and scream for help even though he didn't see anything. He kept shouting, "Wolves! There are wolves!" when acting really scared. The villagers quickly gathered and ran towards the grassland only to find the shepherd boy laughing, with no fear in sight. Because the first try was successful. He did it again a second time in a few days. Once again, the villagers were deceived and was laughed at by the shepherd boy.

A few days later. The boy saw a wolf emerge from the forest and attack one of them sheep. He immediately ran into the village shouting for help, "Wolves! Wolf!" with all power. However, the villagers did not want to help him because they thought it was just a joke. They went back to talking and ignoring the boy. With no one to help, the shepherd boy lost some of his when the wolf disappeared back into the forest.

Answer : One day, he thought of something. He imagined if he should meet a wolf.

= One upon a time. there, lived a shepherd boy who was shepheding his master the sheep one in a place for from Vilage

Question number 2

Please find out the detail information from the text below!

In the middle of the forest, there lived a beautiful young woman who lived in poverty. He was so poor that he couldn't even feed himself properly. He lived alone because his parents had died during the war. From then on, he had to take care of everything alone. Most of its food comes from hunting in the forest. However, Since him too good, he couldn't bear to kill animals and eat them. He always thought it was animal are his friends. Therefore, he only ate fruit and vegetables from the trees in the forest.

One day, the woman limped, He was hungry and his stomach was nauseous growled loudly. He saw a cow in a cage. He thought that killing and eating a cow it won't work, the impact is very bad. He approached the cow, opened the cage and ready to take the cow. When he held the cow and was about to slaughter it, he realized that the cow was crying. He was so shocked that he fell to the ground. He had made a mistake. He always believed that animals

were his friends. He then hugged the cow and apologized for trying to kill it. He let go of the cow and promised himself not to do that horrible thing again

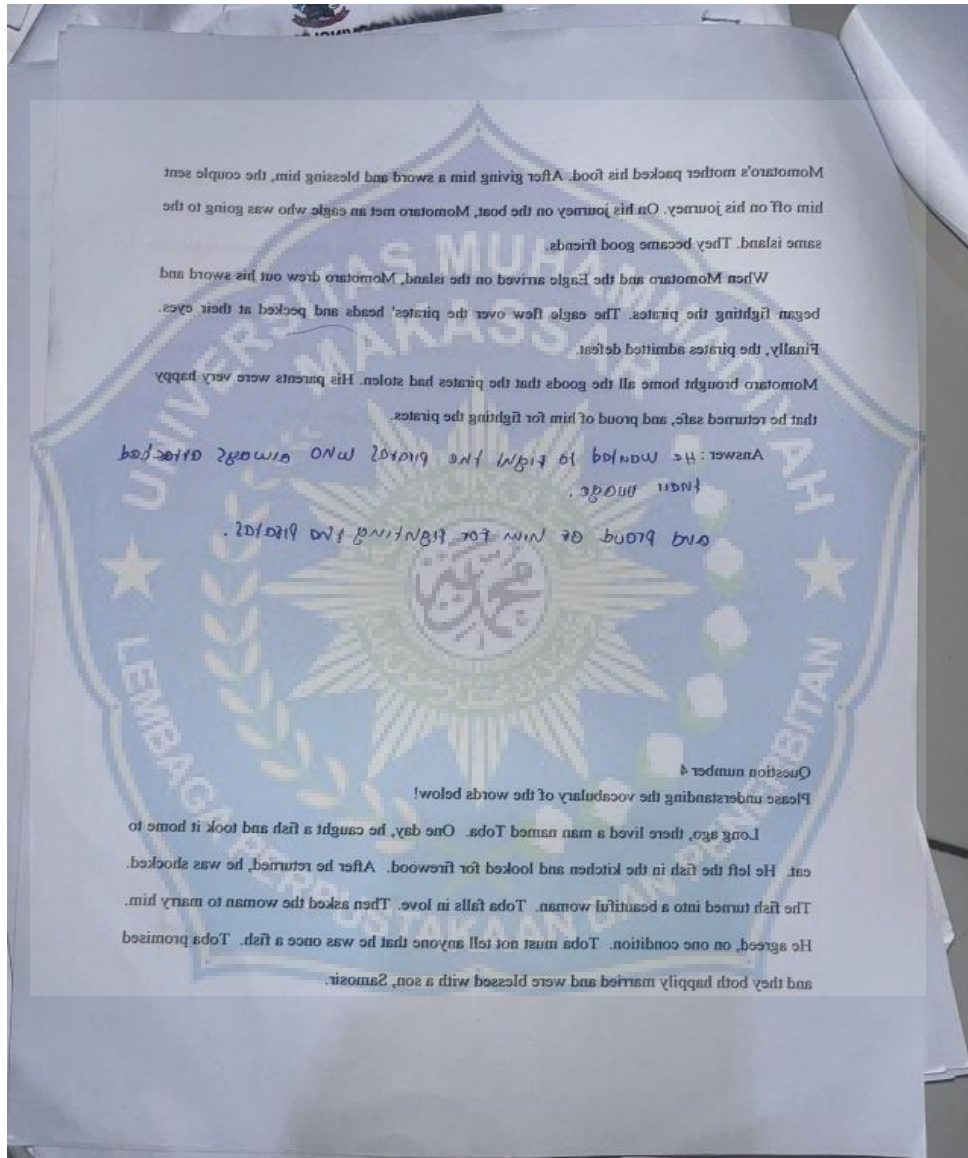Answer: ~~one~~ one day. The woman limped, in the middle of the forest.

Question number 3

Please make inference from the text below!

Once upon a time in Japan, there lived a peasant and his wife. They had no children, so they kept praying to the gods for a child.

One day, while cutting firewood by a stream, the peasant saw a big peach floating in the river and picked it up. His wife was excited; she had never seen such a large peach before. When they were about to cut the peach, a voice came from inside. The couple was astounded. The peach cracked open to reveal a beautiful baby boy inside. The couple was very happy. They named him Momotaro, meaning „Peach Boy'.

When Momotaro had grown up, he told his parents that he was going to the Pirate's Island a few kilometers away. He wanted to fight the pirates who always attacked their village.

Momotaro's mother packed his food. After giving him a sword and blessing him, the couple sent him off on his journey. On the boat, Momotaro met an eagle who was going to the same island. They became good friends.

When Momotaro and the Eagle arrived on the island, Momotaro drew out his sword and began fighting the pirates. The eagle flew over the pirates' heads and pecked at their eyes. Finally, the pirates admitted defeat.

Momotaro brought home all the goods that the pirates had stolen. His parents were very happy that he returned safe, and proud of him for fighting the pirates.

Answer: He wanted to fight the pirates who always attacked their village.

and proud of him for fighting the pirates.

Question number 4

Please understanding the vocabulary of the words below!

Long ago, there lived a man named Toba. One day, he caught a fish and took it home to eat. He left the fish in the kitchen and looked for firewood. After he returned, he was shocked. The fish turned into a beautiful woman. Toba falls in love. Then asked the woman to marry him. He agreed, on one condition. Toba must not tell anyone that he was once a fish. Toba promised and they both happily married and were blessed with a son, Samosir.

One day, Toba was working on a farm in Samosir "Why did you eat mine have lunch? You fish boy!" said Toba. Samosir cried and ran back to his house. He told his mother about the incident. The mother was sad, because Toba broke his promise. Then, he told Samosir to go to a hill. Because disaster will come soon. Suddenly a flood came and turned the place into a lake. Woman jump into the water and turn into a fish. Samosir was rescued on the hill. But his Father, Toba drowned in the lake. After that, people started calling the place Lake Toba, and they called the island in the middle of the lake Samosir Island.

Answer : ● please understanding the vollabulary of the words below

- caught   — menangkap
- took   — magambil
- tall   — memberitahu
- working   — bekerjo
- cried   — menangis
- rund   — barlari

INSTRUMENT

Reading Text

Name : Tiara

Class : XI. MIPA

Question number 1

Please determine the main idea from the text below!

Once upon a time, there lived a shepherd boy who was shepherding his master the Sheep are in a place far from village. The grassland is surrounded by dense, dark grasslands forest. He didn't have much to entertain himself with except playing with the dog. As a result, he became very bored.

One day, he thought of something pleasant. He imagined if he should meet a wolf. He remembered being taught to ask the villagers for help in driving away wolves far from the village. Therefore, his plan was to run to the village and scream for help even though he didn't see anything. He kept shouting, "Wolves! There are wolves!" when acting really scared. The villagers quickly gathered and ran towards the grassland only to find the shepherd boy laughing, with no fear in sight. Because the first try was successful. He did it again a second time in a few days. Once again, the villagers were deceived and was laughed at by the shepherd boy.

A few days later. The boy saw a wolf emerge from the forest and attack one of them sheep. He immediately ran into the village shouting for help, "Wolves! Wolf!" with all power. However, the villagers did not want to help him because they thought it was just a joke. They went back to talking and ignoring the boy. With no one to help, the shepherd boy lost some of his when the wolf disappeared back into the forest.

Answer :
Once upon a time, there lived a shepherd boy who was shepherding
his master the sheep are in a place far from village. The grassland
is surrounded by dense, dark grassland forest. He didn't have
much to entertain himself with except playing with the dog.
As a result, he became very bored.

Question number 2

Please find out the detail information from the text below!

In the middle of the forest, there lived a beautiful young woman who lived in poverty. He was so poor that he couldn't even feed himself properly. He lived alone because his parents had died during the war. From then on, he had to take care of everything alone. Most of its food comes from hunting in the forest. However. Since him too good, he couldn't bear to kill animals and eat them. He always thought it was animal are his friends. Therefore, he only ate fruit and vegetables from the trees in the forest.

One day, the woman limped. He was hungry and his stomach was nauseous growled loudly. He saw a cow in a cage. He thought that killing and eating a cow it won't work, the impact is very bad. He approached the cow, opened the cage and ready to take the cow. When he held the cow and was about to slaughter it, he realized that the cow was crying. He was so shocked that he fell to the ground. He had made a mistake. He always believed that animals

were his friends. He then hugged the cow and apologized for trying to kill it. He let go of the cow and promised himself not to do that horrible thing again

Answer :

→ The main character : beautiful young woman
→ Time : at noon
→ Place : In the middle of the Forest
→ Second actor : cow
→ the ending : the beautiful woman didn't eat the cow

Question number 3

Please make inference from the text below!

Once upon a time in Japan, there lived a peasant and his wife. They had no children, so they kept praying to the gods for a child.

One day, while cutting firewood by a stream, the peasant saw a big peach floating in the river and picked it up. His wife was excited; she had never seen such a large peach before. When they were about to cut the peach, a voice came from inside. The couple was astounded. The peach cracked open to reveal a beautiful baby boy inside. The couple was very happy. They named him Momotaro, meaning „Peach Boy'.

When Momotaro had grown up, he told his parents that he was going to the Pirate's Island a few kilometers away. He wanted to fight the pirates who always attacked their village.

One day, Toba was working on a farm in Samosir "Why did you eat mine have lunch? You fish boy!" said Toba. Samosir cried and ran back to his house. He told his mother about the incident. The mother was sad, because Toba broke his promise. Then, he told Samosir to go to a hill. Because disaster will come soon. Suddenly a flood came and turned the place into a lake. Woman jump into the water and turn into a fish. Samosir was rescued on the hill. But his Father, Toba drowned in the lake. After that, people started calling the place Lake Toba, and they called the island in the middle of the lake Samosir Island.

Answer :

- Catch : menangkap
- ~~to~~
- bring : membawa
- eaten : di makan
- leave : meninggalkan
- fall in love : jatuh cinta
- request : meminta
- marry : menikah
- Telling you : memberi tahu
- promise : berjanji
- work : bekerja
- cry : menangis
- run : berlari
- deny : mengingkari
- ordered : menyuruh
- change : mengubah
- jump : melompat
- changed : berubah
- saved : di selamatkan
- sink : Tenggelam
- mention : menyebut

INSTRUMENT

Reading Text

Name : Fahmi

Class : XI. MIPA

Question number 1

Please determine the main idea from the text below!

Once upon a time, there lived a shepherd boy who was shepherding his master the Sheep are in a place far from village. The grassland is surrounded by dense, dark grasslands forest. He didn't have much to entertain himself with except playing with the dog. As a result, he became very bored.

One day, he thought of something pleasant. He imagined if he should meet a wolf. He remembered being taught to ask the villagers for help in driving away wolves far from the village. Therefore, his plan was to run to the village and scream for help even though he didn't see anything. He kept shouting, "Wolves! There are wolves!" when acting really scared. The villagers quickly gathered and ran towards the grassland only to find the shepherd boy laughing, with no fear in sight. Because the first try was successful. He did it again a second time in a few days. Once again, the villagers were deceived and was laughed at by the shepherd boy.

A few days later. The boy saw a wolf emerge from the forest and attack one of them sheep. He immediately ran into the village shouting for help, "Wolves! Wolf!" with all power. However, the villagers did not want to help him because they thought it was just a joke. They went back to talking and ignoring the boy. With no one to help, the shepherd boy lost some of his when the wolf disappeared back into the forest.

Answer: Once upon a time, there lived a shepherd boy who was shepherding his master the sheep.

Question number 2

Please find out the detail information from the text below!

In the middle of the forest, there lived a beautiful young woman who lived in poverty. He was so poor that he couldn't even feed himself properly. He lived alone because his parents had died during the war. From then on, he had to take care of everything alone. Most of its food comes from hunting in the forest. However. Since him too good, he couldn't bear to kill animals and eat them. He always thought it was animal are his friends. Therefore, he only ate fruit and vegetables from the trees in the forest.

One day, the woman limped. He was hungry and his stomach was nauseous growled loudly. He saw a cow in a cage. He thought that killing and eating a cow it won't work, the impact is very bad. He approached the cow, opened the cage and ready to take the cow. When he held the cow and was about to slaughter it, he realized that the cow was crying. He was so shocked that he fell to the ground. He had made a mistake. He always believed that animals

were his friends. He then hugged the cow and apologized for trying to kill it. He let go of the cow and promised himself not to do that horrible thing again

Answer: In the middle of the forrest,there lived a beautiful young woman who lived in poverty He was so pour that he couldn't even feed himself properly

Question number 3

Please make inference from the text below!

Once upon a time in Japan, there lived a peasant and his wife. They had no children, so they kept praying to the gods for a child.

One day, while cutting firewood by a stream, the peasant saw a big peach floating in the river and picked it up. His wife was excited; she had never seen such a large peach before. When they were about to cut the peach, a voice came from inside. The couple was astounded. The peach cracked open to reveal a beautiful baby boy inside. The couple was very happy. They named him Momotaro, meaning „Peach Boy'.

When Momotaro had grown up, he told his parents that he was going to the Pirate's Island a few kilometers away. He wanted to fight the pirates who always attacked their village.

Momotaro's mother packed his food. After giving him a sword and blessing him, the couple sent him off on his journey. On his journey on the boat, Momotaro met an eagle who was going to the same island. They became good friends.

When Momotaro and the Eagle arrived on the island, Momotaro drew out his sword and began fighting the pirates. The eagle flew over the pirates' heads and pecked at their eyes. Finally, the pirates admitted defeat.

Momotaro brought home all the goods that the pirates had stolen. His parents were very happy that he returned safe, and proud of him for fighting the pirates.

Answer: Finally, the pirates admitted defeat.

Question number 4
Please understanding the vocabulary of the words below!

Long ago, there lived a man named Toba. One day, he caught a fish and took it home to eat. He left the fish in the kitchen and looked for firewood. After he returned, he was shocked. The fish turned into a beautiful woman. Toba falls in love. Then asked the woman to marry him. He agreed, on one condition. Toba must not tell anyone that he was once a fish. Toba promised and they both happily married and were blessed with a son, Samosir.

One day, Toba was working on a farm in Samosir "Why did you eat mine have lunch? You fish boy!" said Toba. Samosir cried and ran back to his house. He told his mother about the incident. The mother was sad, because Toba broke his promise. Then, he told Samosir to go to a hill. Because disaster will come soon. Suddenly a flood came and turned the place into a lake. Woman jump into the water and turn into a fish. Samosir was rescued on the hill. But his Father, Toba drowned in the lake. After that, people started calling the place Lake Toba, and they called the island in the middle of the lake Samosir Island.

Answer : working : bekerja

jump : lompat
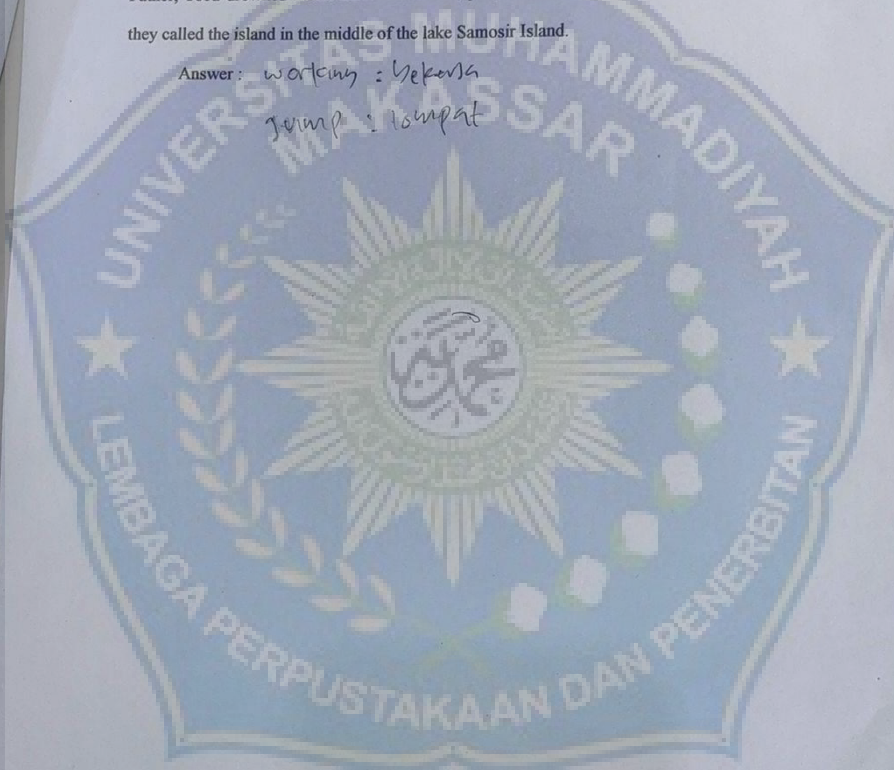
MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Rahmi

Nim   : 105351107720

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	2 %	10 %
2	Bab 2	20 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	9 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 28 Mei 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Pernerbitan,

Nursinah Sabidin,M.I.P
NBM. 964 591

Appendix Ix. Certificate turnitin

Appendix X. LP3M Cover Letter from the Faculty

Appendix XI Letter from LP3M

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 3870/05/C.4-VIII/III/1445/2024   08 March 2024 M
Lamp : 1 (satu) Rangkap Proposal   27 Sya'ban 1445
Hal   : Permohonan Izin Penelitian
        Kepada Yth,
        Bapak Gubernur Prov. Sul-Sel
        Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
        di –
             Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16018/FKIP/A.4-II/III/1445/2024 tanggal 8 Maret 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **RAHMI**
No. Stambuk : **10535 1107720**
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' Difficulties in Comprehending English Reading Narrative Text at SMA NEGERI 12 JENEPONTO"

Yang akan dilaksanakan dari tanggal 27 Maret 2024 s/d 27 Mei 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761

03-24

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

Jalan Sultan Alauddin No. 259 Makassar
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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Rahmi

NIM : 105351107720

Judul Penelitian : An Analysis of Student's Difficulties in Comprehending English Reading Narrative Text at SMA NEGERI 12 JENEPONTO

Tanggal Ujian Proposal : 12 Februari 2024

Tempat/Lokasi Penelitian : SMA NEGERI 12 JENEPONTO

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 16-09-2024	Pengenalan	Wahyuniati Z, S.Pd, Gr.	
2	Selasa, 17-09-2024	observasi	Wahyuniati Z, S.Pd, Gr.	
3	Rabu, 18-09-2024	Pembagian teks narasi di kelas	Wahyuniati Z, S.Pd, Gr.	
4	Kamis, 18-09-2024	memeriksa hasil kerja siswa	Wahyuniati Z, S.Pd, Gr.	
5	Senin, 22-09-2024	masuk di kelas xi mipa	Wahyuniati Z, S.Pd, Gr.	
6	Selasa, 23, 09-2024	dokumentasi wawancara	Wahyuniati Z, S.Pd, Gr.	

Appendix XII. Research Control

7	rabu, 24, 09, 2024	ikut sama guru bhs inggris mengajar	Wahyuniati Z, S.Pd., Gr.	الله
8	kamis, 25, 04, 2024	interview siswa kelas X1 IMP.7	Wahyuniati Z, S.Pd., Gr.	الله
9	Jumat, 26, 04, 2024	ikut sama guru bhs inggris mengajar	Wahyuniati Z, S.Pd., Gr.	الله
10	senin, 29, 04, 2024	ulangan terima kasih Pamit dari sekolah	Wahyuniati Z, S.Pd., Gr.	الله

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi

22 April..................2024

Wayan Sujati, S.Pd., M.M.
NIP 197203092005021002

Appendix XIII. Certificate of Having Conducted Research

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 12 JENEPONTO
Alamat : Jalan Poros Barobbo, Desa Bulusibatang, Kec. Bontoramba, Kab. Jeneponto
Email: smandubel.ipt@gmail.com Website: sman12jeneponto.sch.id Kode Pos 92351

SURAT KETERANGAN PENELITIAN
Nomor: 421.3/868-UPT.SMA12/JPN/DISDIK

Yang bertanda tangan dibawah ini, Kepala sekolah SMA Negeri 12 Jeneponto menerangkan bahwa :

Nama : Rahmi

Nomor Pokok : 105351107720

Tempat Tanggal Lahir: Barobbo, 29, Desember 2001

Program Studi : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa (S1)

Alamat :Graha Kalegowa, Kec. Pallangga, Kab. Gowa

Yang melalukan penelitian pada SMA Negeri 12 Jeneponto Pada Tanggal 16-29 April 2024 yang berjudul "*AN ANALYSIS OF STUDENTS' DIFFICULITIES NARRATIV TEXT AT SMA N 12 JENEPONTO*" Berdasarkan surat dari Dinas Penenaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan No. : 4297/R.01//PTSP/2024 Tanggal 22 Februari 2024

Demikian surat tugas ini untuk dapat dipergunakan sebagaimana mestinya.

Jeneponto, 18 April 2024

Mengetahui,
Kepala UPT SMA Negeri 12
Jeneponto

(WAYAN SUIATI, S.PD.,M.M)
NIP. 197203092005021002

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بِسْـــمِ اللّٰه الرَّحمن الرَّحيــم

LETTER OF ACCEPTANCE
0898/BG-FKIP/LOA/B/VII/1445/2024

Dear RAHMI

It is our pleasure to inform you that, after reviewing your paper:
AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING
ENGLISH READING NARRATIVE TEXT AT SMA NEGERI 12 JENEPONTO
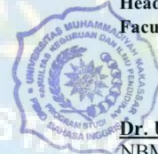The manuscript ID: 1486
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Language Teaching and Assessment**, ISSN (online) *2809-5707. ISSN* (printed) 2810-0468 . We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jlta@bg.unismuhmakassar.ac.id*

Makassar,   6 July 2024 M
29 Dzulhijja 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
BAN-PT   LAMDIK

Appendix XIV. Letter of Acceptance
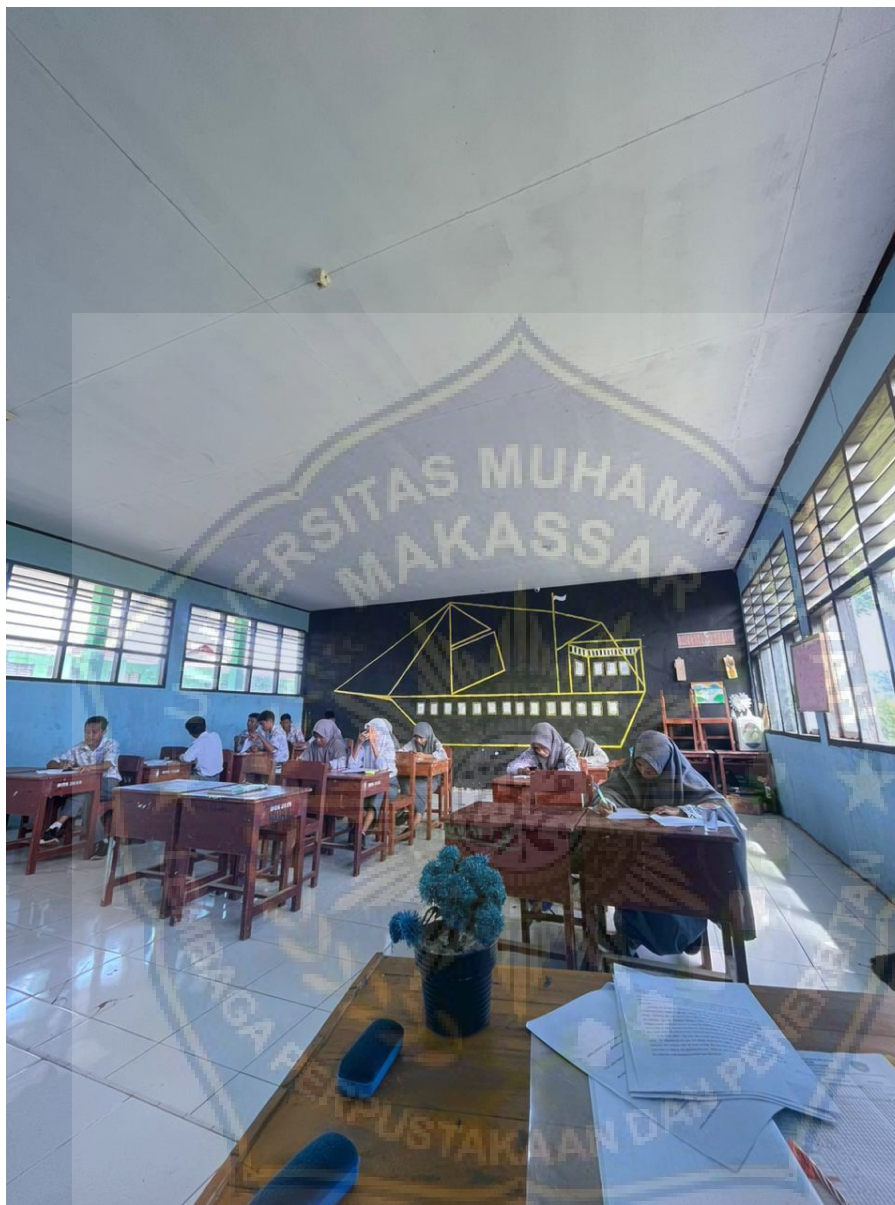
DOCUMENTASI

With the english teacher at

With the students class XI

Mipa

SMA NEGERI 12 JENEPONTO

With the students in class XI mipa

Students work on narrative text worksheet

Curriculum Vitae

Rahmi was born on december 29, 2001 in Jeneponto, South Sulawesi , Jeneponto Regency. The author is the fourth of four children of Mr. Kadding and Mrs. Madawia. The author took the first education at asyisyiyah barobbo in 2007-2008, and continued primary school at Barobbo Elementary School in 2009-2014, then the author continued to the next level of education at Bontoramba Junior High School in 2015-2017. After that the author continued to the next level of education at Jeneponto High School in 2018-2020, and in 2020 the author continued his education at one of the universities in Makassar, namely at Muhammadiyah University of Makassar. The author majored in English education at the Faculty of Teacher Training and Education. Praise be to Allah SWT who has given strength to the author, as well as motivation and prayers from the author's parents and inspiration from siblings, as well as support from all family and friends who always accompany the author, so that the author is able to complete this entitled "An Analysis of Students' Difficulties in Comprehending English Reading Narrative Text at SMA NEGERI 12 JENEPONTO".