

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**THE STUDENTS' DIFFICULTIES ON READING  
COMPREHENSION FOR SECOND  
GRADE AT SMA NEGERI 12  
PEKANBARU**



UIN SUSKA RIAU

**BY  
OKTIA ROSA DIANITA  
SIN. 11810421393**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1445 H/2024 M**



**THE STUDENTS' DIFFICULTIES ON READING  
COMPREHENSION FOR SECOND  
GRADE AT SMA NEGERI 12  
PEKANBARU**



**BY  
OKTIA ROSA DIANITA  
SIN. 11810421393**

**Thesis  
Submitted to Fulfill One of the Requirements  
For Undergraduate Degree in English Education  
(S.Pd.)**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1445 H/2024 M**

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

STATEMENT OF AUTHENCITY

Name : Oktia Rosa Dianita  
 Student number : 11810421393  
 Phone Number : 082386805797  
 Email : [oktia2310@gmail.com](mailto:oktia2310@gmail.com)  
 Department : English Education  
 Faculty : Education Teacher and Training  
 University : State Islamic University Sultan Syarif Kasim Riau

Certify that this skripsi entitled "THE STUDENT'S DIFFICULTIES ON READING COMPREHENSION FOR SECOND GRADE AT SMA NEGERI 12 PEKANBARU" is certainly my own and it does not consist of other people work. Iam entirely responsible for the content of this skripsi.Others opinion include in this skripsi are quoted in accordance with standard.

Pekabharu, April 1 .2024



*Oktia*

Oktia Rosa Dianita  
 11810421393



- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## SUPERVISOR APPROVAL

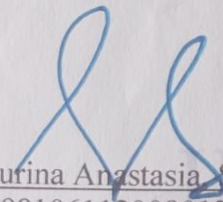
The thesis entitled "*The Students' Difficulties on Reading Comprehension for Second Grade at Sma negeri 12 Pekanbaru*" was written by Oktia Rosa Dianita SIN 11810421393 It had been accepted and approved to be examined on the final examination of an Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

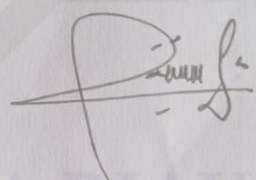
Pekanbaru, 17 Rajab 1445 H  
29 Januari 2024

Approved by,

Head of Department of  
English Education

Supervisor

  
Dr. Faurina Anastasia, S. S, M. Hum  
NIP. 198106112008012017

  
Nurdiana, S.Pdi, M. Pd  
NIP. 198108222014112003



Hak Cipta Dilindungi Undang-Undang

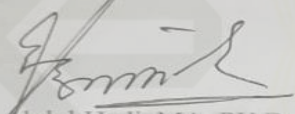
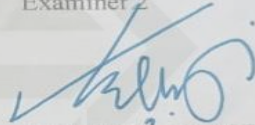
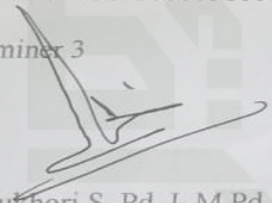
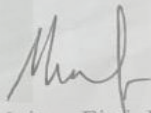
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**EXAMINER APPROVAL**

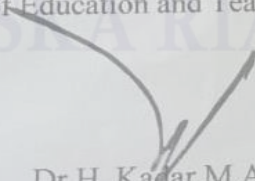
This thesis entitled *The Students' Difficulties On Reading Comprehension for Second Grade at SMA NEGERI 12 Pekanbaru* was written by Oktia Rosa Dianita SIN 11810421393. It has been examined and approved by the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Syarif Kasim Riau on Rajab 19, 1445H/ January 31, 2024 M. It is submitted as one of requirements for Bachelor Degree (S. Pd) at Department of English Education.

Pekanbaru, Rajab 19 1445 H  
January 31 2024 M

Examination Committee

|  |   |
|--|---|
| <p>Examiner 1</p>  <p><u>Abdul Hadi, MA, PH.D</u><br/>NIP. 197301182000031001.</p>         | <p>Examiner 2</p>  <p><u>Dedy Wahyudi, M.Pd</u><br/>NIP. 19801210 2023211011.</p> |
| <p>Examiner 3</p>  <p><u>Dr. Bukhori, S. Pd, I, M.Pd.</u><br/>NIP. 197905122007101001</p> | <p>Examiner 4</p>  <p><u>Mainar Fitri, M.Pd</u><br/>NIP198105192014112001</p>    |

Dean  
Faculty of Education and Teacher Training

  
Dr H. Kadar, M.Ag  
 NIP.19650521 19194021001



## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## ACKNOWLEDGMENT

## بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most Gracious and Merciful, praise belongs to Allah Almighty. By his guidance and blessing, the researcher has accomplished the final research paper entitled “*The Students’ Difficulties in Reading Comprehension for Second Grade of High School at Sma negeri 12 Pekanbaru*”. It is a scientific writing to fulfill one of the academic requirements to finish the Bachelor Degree (S. Pd) at Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau. Then, shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

Appreciation and sincere thanks to my beloved parents, who has devoted love and affection as well as moral and material attention. May Allah SWT always bestow grace, health, and blessings in the world and in the hereafter for the kindness that has given to the researcher Thank you so much Mr. Adrian Danil and Mrs. Yusnita. Please keep becoming my inspiration.

The researcher would like to show her gratitude to all beloved people that have encouraged. Motivated even helped the researcher in finishing the paper. They are:

1. Prof. Dr. Hairunas, M.Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau. Prof. Dr. Hj, Helmiati, M. Ag., as Vice Rector I, Prof. Dr.H. Mas’ud Zein, M. Pd., as Vice Rector II, Prof. Edi Erwan, S. Pt., M. Sc., Ph. D, as Vice Rector III, and all staff. Thanks for the kindness and the encouragement.
2. Dr. H. Kadar, M. Ag., the Dean of Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Dr. H. Zarkasih, M. Ag., as the Vice Dean I, Prof. Dr. Zubaidah Amir, MZ, M. Pd., as the Vice Dean II, Dr. Amirah Diniaty, M. Pd. Kons., as the Vice Dean III, and all the staff. Thanks for the kindness and the encouragement.
3. Dr. Faurina Anastasia, S.S., M. Hum., Head of Department of English



## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Education, who has given me correction, suggestion, support, advice, and guidance in completing the thesis.

4. Dr. Nur Aisyah Zulkifli, M. Pd., the Secretary of Department of English Education, for her guidance to the students.
5. The Academic Supervisor Mr. Dr, Bukhori,S, Pd I, M. Pd for all his guidance to the students.
6. Nurdiana,S.Pdi., M. Pd my beloved supervisor who has given me correction, suggestions, support, advice, and guidance in accomplishing this thesis.
7. The Headmaster of Sma Negeri 12 Pekanbaru Hj. Ermita,S Pd, MM and also the English teacher and all staffs who have helped me in accomplishing this research.
8. My beloved sibling idris akbar adyusman and also my mood booster in my life time.
9. My beloved all of my family, thank you for always giving support.
10. My best friends annisa yuni kamila who became my place to share and brain storming opinion
11. All of my friends in Department of English Education, especially all of the members of c class. Thank you for your support and motivation.
12. For all people who have given me the great support in conducting and finishing this paper that cannot be written one by one.

Finally, the researcher realize that this thesis is still far from perfections. Therefore, constructive comments, critiques and suggestions are appreciated very much.

Pekanbaru, Januari 29<sup>th</sup> 2024

The Reseacher

Oktia Rosa Dianita  
Sin: 11810421393



## ABSTRACT

### **Okta Rosa Dianita, (2024): The Students' Difficulties on Reading Comprehension for Second grade at SMA Negeri 12 Pekanbaru**

The main focus of this research was to know the most difficult components of reading comprehension that encountered by students of SMA NEGERI 12 Pekanbaru. The researcher categorized as quantitative research, This research uses descriptive research. In conducting the research, the sample of this research are 70 students The subject of the research is the Second grade of SMA NEGERI 12 Pekanbaru, and the object of the research is students' difficulties on reading comprehension at the second years of SMA NEGERI 12 Pekanbaru, the technique sampling that was used is purposive sampling. In collecting the data. The technique of analyzing data was using pearson product moment correlatin and it was eased by using counting the percentage through proportion technique. Based on the data analysis, the researcher conclude that The researcher got that the elevent grade students on SMA NEGERI 12 Pekanbaru still struggles on reading comprehension, The students difficult component is on the indicator 2 where the students' are able to identify supporting details was 62.8 ( 19.29%.”).

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**ABSTRAK**

**Okta Rosa Dianita, (2024): Kesulitan Siswa dalam Pemahaman Membaca Kelas Dua di SMA Negeri 12 Pekanbaru**

Fokus utama dari penelitian ini adalah untuk mengetahui komponen pemahaman membaca yang paling sulit yang sedang dihadapi oleh siswa SMA NEGERI 12 Pekanbaru. Penelitian merupakan penelitian kuantitatif, Penelitian ini menggunakan metode penelitian deskriptif Dalam melaksanakan penelitian tersebut, sampel dalam penelitian ini berjumlah sebanyak 70 siswa. Subjek penelitian adalah siswa kelas II SMA NEGERI 12 Pekanbaru, dan objek penelitian adalah kesulitan siswa dalam pemahaman membaca pada tahun kedua di SMA NEGERI 12 Pekanbaru, yaitu Teknik pengambilan sampel yang digunakan adalah purposive sampling. Teknik analisis data menggunakan korelasi pearson product moment dan dipermudah dengan menghitung persentase melalui teknik proporsi. Berdasarkan analisis data, peneliti menyimpulkan bahwa Peneliti memperoleh bahwa pemahaman membaca siswa kelas sebelas SMA NEGERI 12 Pekanbaru masih kesulitan memahami bacaan. Komponen kesulitan siswa terdapat pada indikator 2 dimana siswa mampu mengidentifikasi rincian pendukung sebesar 62,8 ( 19,29%.”.)

UIN SUSKA RIAU



## ملخص

أوكتيا روسا ديانيتا، (٢٠٢٣): صعوبات الطلاب في فهم القراءة في الصف الثاني بالمدرسة الثانوية الحكومية ١٢ بكنبارو

ينصب التركيز الرئيسي لهذا البحث على اكتشاف أصعب مكونات فهم القراءة التي يواجهها طلاب المدرسة الثانوية الحكومية ١٢ بكنبارو. هذا البحث بحث كمي، ويستخدم هذا البحث منهج البحث الوصفي، وفي إجراء هذا البحث كانت العينة ٧٠ طالباً. الأفراد طلاب الصف الثاني في المدرسة الثانوية الحكومية ١٢ بكنبارو، والموضوع الصعوبات التي يواجهها الطلاب في فهم القراءة في السنة الثانية في المدرسة الثانوية الحكومية ١٢ بكنبارو، أي أن تقنية أخذ العينة المستخدمة هي أخذ العينة الهادفة. تستخدم تقنية تحليل البيانات ارتباط ضرب العزوم ليرسون ويتم تسهيلها عن طريق حساب النسب المئوية باستخدام تقنية التناسب. بناءً على تحليل البيانات، خلصت الباحثة إلى أنها وجدت أن فهم القراءة لطلاب الصف الحادي عشر في المدرسة الثانوية الحكومية ١٢ بكنبارو لا يزال لديهم صعوبة في فهم القراءة. يوجد عنصر صعوبة الطلاب في المؤشر ٢ حيث يتمكن الطلاب من تحديد التفاصيل الداعمة بقدر ٦٢.٨ (١٩.٢٩٪).

UIN SUSKA RIAU



## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## LIST OF CONTENT

|   |      |
|---|------|
| <b>STATEMENT OF AUTHENCITY</b> .....                        | i    |
| <b>SUPERVISOR APPROVAL</b> .....                            | ii   |
| <b>EXAMINER APPROVAL</b> .....                              | iii  |
| <b>ACKNOWLEDGEMENT</b> .....                                | iv   |
| <b>ABSTRACT</b> .....                                       | vi   |
| <b>ABSTRAK</b> .....  | vii  |
| <b>ملخص</b> .....   | viii |
| <b>LIST OF CONTENTS</b> .....                               | ix   |
| <b>LIST OF TABLES</b> .....                                 | xi   |
| <b>LIST OF APPENDICES</b> .....                             | xii  |
| <br><b>CHAPTER I INTRODUCTION</b>                           |      |
| A. Background of the Problem.....                           | 1    |
| B. The Problem of the Research .....                        | 5    |
| 1. Identification of the Problem .....                      | 5    |
| 2. Limitation of the Problem .....                          | 6    |
| 3. Formulation of the Problem .....                         | 6    |
| C. The Objectives and the Significance of the Research..... | 6    |
| 1. Objective of the Research .....                          | 6    |
| 2. Significance of the Research .....                       | 6    |
| D. The Definition of the Terms .....                        | 7    |
| <br><b>CHAPTER II REVIEW OF RELATED LITERATURE</b>          |      |
| A. Theoretical Framework.....                               | 9    |
| 1. The Nature of Reading.....                               | 9    |
| 2. Reading Purpose.....                                     | 10   |
| 3. Students' Reading Comprehension.....                     | 12   |
| 4. The Students' Difficulties in Reading Comprehension      | 13   |
| 5. The Nature of Narrative Text.....                        | 23   |
| 6. Types of Narrative Text.....                             | 24   |
| 7. Language Features of Narrative Text.....                 | 25   |
| 8. Text Organization of Narrative Text.....                 | 26   |



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

|                              |    |
|------------------------------|----|
| B. Relevant Research.....    | 27 |
| C. Operational Concept ..... | 29 |

**CHAPTER III METHOD OF RESEARCH**

|   |    |
|---|----|
| A. Research design .....                            | 31 |
| B. The Location and the Time of the Research .....  | 32 |
| C. The Subject and the Object of the Research ..... | 32 |
| D. The Population and Sample of the Research.....   | 32 |
| E. The Technique of collecting the data.....        | 33 |
| F. The Technique of Analyzing the Data .....        | 34 |
| G. Validity Test .....                              | 35 |
| H. Reliability Test .....                           | 36 |

**CHAPTER IV FINDINGS AND DISCUSSION**

|                     |    |
|---------------------|----|
| A. Findings .....   | 37 |
| B. Discussion ..... | 41 |

**CHAPTER V CONCLUSION AND SUGGESTION**

|                     |    |
|---------------------|----|
| A. Conclusion.....  | 43 |
| B. Suggestion ..... | 43 |

**REFERENCES**

**APPENDICES**

**CURRICULUM VITAE**



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LIST OF TABLES

|             |  |    |
|-------------|--|----|
| Table III.1 | The Population of Class XI .....               | 32 |
| Table III.2 | The Current population .....                   | 33 |
| Table III.3 | Blue print comprehension .....                 | 34 |
| Table III.4 | Validity Tes .....                             | 35 |
| Table III.5 | Reliability Test.....                          | 36 |
| Table IV.1  | Recapitulation Score .....                     | 37 |
| Table IV.2  | The frequency tableof the students’ score..... | 38 |
| Table IV.3  | The descriptive statistic data.....            | 39 |
| Table IV.4  | Criteria of Interpretation Score .....         | 40 |
| Table IV.5  | Analysis of indicators .....                   | 40 |



## LIST OF APPENDICES

|                   |                                |
|-------------------|--------------------------------|
| <b>Appendix 1</b> | Instruments                    |
| <b>Appendix 2</b> | Students' Recapitulation Score |
| <b>Appendix 3</b> | Recommendation Letters         |
| <b>Appendix 4</b> | Documentation                  |



- Hak Cipta Dilindungi Undang-Undang**
- Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  - Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is a fundamental skill that is closely related to other skills such as writing, speaking and listening. Students need to read a lot and understand the reading material in order to get better results in the learning process. According to Grabe and Stoller (2002), reading can be taught to draw information from texts and form interpretations of that information. This means that reading is also a gateway for students to get information and knowledge in the educational process. A student who enjoys reading and spends a lot of time in reading activities also has good writing skills. Reading allows students to improve their vocabulary and writing skills. Conversely, a student with poor reading ability will have difficulty in the learning process.

In addition, students was embarrassed to adapt to their school environment. Conversely, a good teacher must be better at mastering grammar and understanding vocabulary. The importance of teaching reading is to build students' skills and knowledge to understand reading textual material. For example, the ability to read a wide variety of texts in English, the ability to adapt the reading style to the purpose of reading (i, skimming, scanning), and the ability to look critically at the content of the text (Hedge, 2003, cited in Alousef , 2005).

A good read means understanding what the researcher is trying to convey with his writing. This means that when reading, a reader needs

background knowledge and competence. Razali and Razali (2013) state that some readers use their background knowledge and experience to formulate the meaning of the text in the reading process, then readers would combine the ideas in the text with what they already know to understand the text to understand. Text. Even most people can understand what they read after reading it word for word, and they spend a lot of time repeating difficult phrases in the text. Reading comprehension is the ability to understand the information in a text and to interpret exactly what is meant by the text (Grabe and Stoller, 2002). This means that reading comprehension is the ability to read text, process it and understand its meaning. Individual ability to understand text is influenced by their nature and abilities, one of which is the ability to draw inferences. Reading comprehension could also improve vocabulary and writing skills.

According to Nuttal (1982), there are five aspects of reading comprehension that students need to understand in order to understand texts well, such as these aspects are seen as difficulties with which the students understand the text. In secondary schools, reading instruction aims to develop students' reading comprehension skills. All schools implement curricula relevant to the specific needs of their students. The curriculum is more positive, which could achieve the goal of increasing motivational learning, knowledge and skills, and developing values or even a positive attitude. Currently, most schools apply the 2013 syllabus as the current syllabus.

Based on the basic competence by the Ministry of Education and Culture in 2013, which is the Basic Skills of 1st Grade Sixth Form 2013,



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

students are expected to understand social functions, textual structure and linguistic features when reading texts (descriptive, narrative, retold text) understand, etc.) in oral and written form. However, in real-world situations, students had not met curriculum expectations and have low reading comprehension. Obviously, texts such as English magazines, newspapers, and articles play an important role as authentic materials to improve students' reading skills and knowledge of current affairs. But it is not easy for students to read and understand.

There is previous research that shows similarities to this research conducted by Zuhra (2015). This research addresses the reading comprehension difficulties of high school students. Her research aims to find out what types of reading comprehension questions students found most difficult on reading tests and why they encountered these difficulties on national exams. As a result, he found that the most difficult types of reading comprehension questions students faced were conclusion questions because they did not understand the questions being asked. This is due to their weakness in distinguishing the characteristics of different types in reading comprehension questions. However, it is important to be aware of the difficulties in reading comprehension. Students' problems may differ from school to school.

Based on the initial research, researcher did the interview and observations, it turns out that most students at SMA Negeri 12 Pekanbaru still had difficulty understanding text reading materials such as the difficulty in



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

drawing conclusions, identifying main ideas, and finding references. Some of the reasons for this are that they don't know how to apply reading comprehension strategies and lose focus on reading comprehension. However, most students had difficulty reading English texts from newspapers, articles, textbooks and magazines. In SMA Negeri 12 Pekanbaru the researcher found that the students had low score for English subject . Ideally, the tenth grade students of SMA Negeri 12 Pekanbaru could comprehend the text. In fact, some of them still got difficulties to comprehend the narrative text. It could be seen from the students' in ability to find the topic and the explicit information of the narrative text. Moreover, because of their limitation of vocabulary, they could not find moral value. Consequently, they also could not find out the reference words of narrative text that they read. By looking his problem, the researcher found symptoms as follows:

1. Some of the students are not able to understand the topic well.
2. Some of the students are not able to find main idea in the paragraph text.
3. Some of the students are not able to find the topic in the paragraph of text.
4. Some of the students are not able to get information from the text.
5. Some of the students are struggles with lack vocabularies

The research gap between initial research which was done in 2023 with the previous research done by Zuhra 2015 researcher found significant different the two research in 2015 the students still had no idea how to obtain from the text the situation quiet chaotic for student at the time, when the researcher deliver the test the researcher find out from the data students most



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

struggling with finding main idea, its was the lowest score and compared to primary research or initial research done in 2023 the researcher find the different result the student seems struggle the most with finding the explicit meaning or moral from narrative text due to this situation, the researcher is interested in analyzing students' difficulties components in reading comprehension. Based on the phenomena explained by the researcher above, the researcher is interested in conducting a research entitled:” The students’ Difficulties in Reading Comprehension in Grade Eleventh of SMA Negeri 12 Pekanbaru.

## **B. The Problem of the Research**

### **1. Identification of the Problem**

Based on the background and the phenomena in writing descriptive text encountered by the students, thus the problems of this research are identified as most students at SMA Negeri 12 Pekanbaru still have difficulty understanding text reading materials such as the difficulty in drawing conclusions, identifying main ideas, and finding references.

1. Some of the students are not able to understand the topic well.
2. Some of the students are not able to find main idea in the paragraph text.
3. Some of the students are not able to find the topic of the paragraph in the text.
4. Some of the students are not able to get information from the text.
5. Some of the students had of lack vocabularies.



## 2. Limitation of the Problem

Based on the identifications of the problems stated above, the researcher needs to limit and focus the problem of this research on analyzing students' difficulties components in reading comprehension that encountered by students of SMA Negeri 12 Pekanbaru.

## 3. Formulation of the Problem

Based on the background above, the research questions of this research is What are the most difficult components of reading comprehension that encountered by students of SMA Negeri 12 Pekanbaru?

## C. The Objectives and Significance of the Research

### 1. The Objectives of the Research

The objectives of the study can be stated as to know the most difficult components of reading comprehension that encountered by students of SMA Negeri 12 Pekanbaru.

### 2. Significance of the Research

- a. Research is hopefully contributing to the other research as a researcher in a term of learning as a novice.
- b. It will motivate students to improve their interest in learning English since they would know the Students' difficulties in reading comprehension, especially in the English class, not always difficult to learn. Their improvement of interest in learning English will help them master English well



- c. To add references for other next researcher had the same problems the researcher.

#### **D. The Definition of the Terms**

To avoid misunderstanding and misinterpreting in writing this proposal, it is necessarily for the researcher to explain the terms used in the study. They are defined as follows:

##### **1. Reading Comprehension**

Many experts define reading comprehension description in a different thought. Rubbin (1994) as cited by Atikah (2009) describes that reading comprehension is a complex intellectual process involving a number of abilities. The two major involve word meanings and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension, without reading comprehension there would be no reading. We need comprehension to read. Reading and comprehension are regarded as one activity that cannot be separated. According to Collins English Learner's Dictionary, reading comprehension is a text that students use to help them improve their reading skills by it and answering questions relating to the text. Sometimes used as a test or examination of reading skills. Comprehension is the ability to understand something with full knowledge and meaning. In Longman Dictionary, perceiving a written text in order to understand its contents is called comprehension. It means that reading comprehension is an activity to extract the meaning of written materials with fully understanding.



## 2. Difficulties

Difficulty is something that complicated to do (Richard 2007, as cited in Wahab 2012). It was seen from students' mistake or error learning process. In fact, many senior high school students often find the difficulties in reading comprehension. These difficulties result the student's poor performance in reading test. Thus, from these factors arise some difficulties in reading comprehension.

UIN SUSKA RIAU

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**<CHAPTER II****REVIEW OF RELATED LITERATURE****A. Theoretical Framework****1. The Nature of Reading**

Harmer (2002) said that reading is a receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear. In this aspect, the cognitive processes involved in reading are similar to those employed while listening. Though, in both, students are engaged in decoding a message rather than encoding, reading is not simply an act of absorbing information only. It is communicative act that involves creating discourse from text.

Learning English is not something new for university students. They often speak and write. In English, there are four skill be mastered by students: reading, writing, speaking, and listening. Reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William, 2005). The activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text. Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a

part of education (Grabe, 2009). Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information.

From those definition, reading could be regarded as a complex process, means to get information from the printed page, it is receiving ideas and impression from researcher via printed page. It can be said that reading is interpreting sign, letters, or symbols by taking meaning. In other words, reading is interpreting graphic symbols, which involves an interaction between the researcher and the reader through text. In a very short and proper definition, reading is interaction between a reader and the text.

## 2. Reading Purpose

There is possible cause of the variation between readers and reading which we need to consider that is readers' different purposes. If a reader wishes to get a general idea of text content, he will pay less attention to the detail of the text and he may read in very different ways than if he is studying a text in order to identify key information. Thus, it becomes inevitable to say that the reason he is reading a text will influence the way he reads it. Reading short story at bedtime is likely different from reading a hand out for an examination to the next morning of course. A readers' purpose determines the way in which he treats a passage and which comprehension skills he uses. Because according to Hennings, what the readers get from reading also depends on what they bring to the reading of selection and the



### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

purpose for reading it.

Harmer (2002) said that while reading, presumably, many things could be happened. Not only is the reader looking at the printed page and deciphering marks. The readers is presumably thinking about what he is reading, how useful, useless, entertaining, boring text is. He may find some difficulties and ways of overcoming those or continuing the pleasure. Many different things can be going on when a reader reads with a different purpose of reading. Basically, reading experts divide purposes of reading into two broad categories:

- a. Instrumental: a large amount of reading takes place because it will help us to achieve some clear aim. For example, we read a road sign or instruction on a ticket machine because we want to know how to operate it. In other words, we read because we have some kind of utilitarian or instrumental purpose.
- b. Pleasurable: another kind of reading takes place largely for pleasure. Such as read a magazine or poetry. Familiar sensations: you are at the wheel of your car, waiting at traffic light, you take a book out of the bag, rip off the transparent wrapping, and start reading the first line. A storm of honking breaks over you. For this purpose, the reader maybe completely unconscious of how he is reading and of what is happening around him. He may be fully absorbed in the text he reads

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



### 3. Students' Reading Comprehension

Many experts define reading comprehension description in a different thought. Rubbin (1994) as cited by Atikah (2009) describes that reading comprehension is a complex intellectual process involving a number of abilities. The two major involve word meanings and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension, without reading comprehension there would be no reading. We need comprehension to read. Reading and comprehension are regarded as one activity that cannot be separated. According to Collins English Learner's Dictionary, reading comprehension is a text that students use to help them improve their reading skills by it and answering questions relating to the text. Sometimes used as a test or examination of reading skills. Comprehension is the ability to understand something with full knowledge and meaning. In Longman Dictionary, perceiving a written text in order to understand its contents is called comprehension. It means that reading comprehension is an activity to extract the meaning of written materials with fully understanding.

Grabe and Stoller (2002) said that reading comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. Reading comprehension refers to reading with understanding. The understanding the written text means extracting the information from it as efficient as possible. Usually, in reading comprehension workbook, the questions include reader recalling what he



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

had read without further recourse to the text. Reading is also defined as the process of understanding meaning from a piece of text. From the definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is understanding all or most of the thoughts the researcher intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

#### 4. The Students' Difficulties in Reading Comprehension

##### a. Definition of Students' Difficulties in Reading Comprehension

To comprehend a text, Westwood (2001) argues that readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. He think that efficient interpretation of the text involves a combination of word recognition skill, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting. Therefore, comprehending the English reading text is not an easy thing, so that is why there are many students find difficulties in comprehending the English text. Reading difficulty refers to problem associated with reading and it was causing to fall behind in terms of reading requirements within the classroom (Oberholzer, 2005). It



means that reading difficulty is the problems that are faced by the students in comprehending the text. This problem can have negative effect on their study especially in their reading ability

## **b. The Components of Students' Difficulties in Reading Comprehension**

Moreover, Kuswidyastutik (2013) said that someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions. The basic questions on the reading test is about the main idea, finding reference, understanding the difficult word and making inference based on the passage. The researcher considers that those questions are also the basic difficulties that are face by the students in comprehending the text. According to Oakhill (1993) he shows that one general problem that less-skilledcomprehends seems to have is making inferences from text. These difficulties include: (a) inferring information that is only implicit in a text; (b) making inferences to connect up the ideas in a text; (c) inferringthe meanings of particular words from context. Three studies discuss about the difficulties in reading comprehension. The above studies aboutinferring information that is only implicit in a text include main idea.

According to Wilawan (2012) found explicitly main idea is not a difficult reading task for many people due the fact that they could



search for main points of text at specific locations of paragraphs (i.e. the first, second or last sentence) but explicit included local main idea, it is Explicit connective has two types of text require readers to infer the underlying structure of the text, which is a difficult task for students.

Determining implied main idea is much more difficult and could be problematic for most readers. Main idea comprehension, as noted earlier, is a difficult task which involves the simultaneous application of bottom-up, top-down. Determining a main idea of a text is one of the most difficult tasks in reading comprehension. It is a complex process which concerns the application of various reading strategies. Students have difficulty in comprehension, particularly in identifying main ideas and important details.

The main idea is generally stated in the topic sentences, which is often the first sentences in paragraph. The main idea is easier to identify when it is first or the last sentences in the paragraph. It is more difficult to find when it is located in the middle of a reading. And it is perhaps most difficult to identify when it is inferred and not actually stated. Inference making is understanding language, it is often necessary to make inferences to go beyond what is stated explicitly in the text or discourse to infer the intended message. Even very straightforward texts require inferences to be drawn. Therefore, if the reader does read in text, they will infer the text that they have



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

understood. Besides, main idea is important in text, so that, main idea must look for firstly. After that, they do making inference in text. Spivey (2011) shows that most all texts have one sentence within a paragraph or passage stating the researcher's message, or main idea. The main idea can appear at the beginning, middle, or end of a paragraph or passage. Finding the main idea becomes more difficult in the upper grades where the main idea may be explicit (a complete sentence taken directly from the text) or implied (summarized by evaluating the details in the text). The sentences in the text may have too much detail to pick one main idea or so little information that there is no obvious message. The main idea helps readers recall important information. Locating the main idea helps the reader understand the points the researcher was attempting to express. Identifying the relationship between these will improve comprehension.

Whorter writes in his book entitled "Topics, Main idea, and Topics sentences" State that the students learned earlier that the main idea of a paragraph is most important point. The main idea is also the most general statement the researcher makes about the topic. In this brief paragraph, the main idea is expressed in the first sentence. This sentence, known as the topic sentence, is the most general statement in the paragraph. All the other sentences are specific details that explain this main idea. In addition, Williams noted the importance of identifying main ideas as essential to successful reading

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



comprehension in terms of drawing inferences from text, studying effectively.

Main idea is important in reading comprehension because main idea is important information that tells more about the overall idea of a paragraph or section of a text and most paragraphs have a main idea that is either contained in general sentences or else suggested by several specific sentences and making inferences make the students difficulty in a text. So that way, if the students do not find the inferring information that is only implicit in a text included main idea, the students would difficult to read some books especially in reading comprehension.

According to Parera (2002) there are types of difficulty in reading comprehension, as follow:

- 1) Illegible handwriting, print that is blurred or uncomfortably small, or lack of contrast between the words and the background.
- 2) When the subject matter is outside the reader's knowledge and experienced. In this case, it is possible for all the words of the text to be understand but for the whole not to make sense.
- 3) Presented by unfamiliar vocabulary. Some of the book written for junior school pupils, contains several words which are unlikely to be known by young children.
- 4) There may be grammatical difficulties in the text.
- 5) They overall of discourse organization may be unclear or



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

unfamiliar.

6) Lack of facilities.

In addition, Al Odwan (2012) also stated that reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It represents how well readers understand literal comprehension which concentrates on explicit meaning and inferential comprehension which concentrates on implicit meaning in the reading text. EFL students in senior high schools are expected to be able to comprehend the meaning of some kinds of text such as recount, descriptive, and narrative in written and oral form as well as know the aspects of the texts such as grammatical features and generic structures (Kemendikbud, 2014). Beside that, the students are also expected to master five aspects in reading comprehension, namely (1) main idea, (2) detailed information, (3) vocabulary in context, (4) reference, and (5) inference (Roe, et al. 2005). Unfortunately, the students still struggling with reading comprehension and cannot attain the curriculum expectation.

Duong (2018) stated that the areas of the difficulties in reading comprehension are:

1) Unknown words



- 2) Text coverage
- 3) Background knowledge
- 4) Organization structure
- 5) Grammar (Tenses, linking words, Pronouns)
- 6) Others (motivation, timing, strategies, materials)

On the other hand, Ha Le (2021) stated that there are 5 common difficulties in reading comprehension faced by the students. There are

- 1) Vocabulary knowledge.

Vocabulary is a tremendous obstacle preventing students from performing well in reading comprehension. Shehu (2015) also reported lexical resources as the primary challenge for learners when reading a text. The factor behind this is that new words make learners stop for a while to read and understand their meaning; consequently, the speed and effectiveness in reading comprehension will inevitably had a negative effect. On the other hand, vocabulary knowledge is a reliable predictor, which means the broader range of vocabulary the learners have, the higher their reading comprehension. Vocabulary knowledge is a strong predictor of reading ability when factoring reading speed with decoding and comprehension. Vocabulary knowledge is essential in reading comprehension because it had a similar background knowledge



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

background in reading comprehension. Vocabulary knowledge helps students decode, which is an integral part of the reading. Students are assumed to understand the meaning of the words to understand the reading passage in a foreign language fully. Students with high vocabulary knowledge wouldl decode and understand the reading passage better than students with low vocabulary levels.

## 2) Background knowledge.

Background knowledge is defined as "past knowledge that a reader brings to the topic when reading". The more background knowledge learners had, the better they perform, which means students would readily comprehend the text and develop their critical thinking if they had a broad grasp of various reading aspects. In contrast, if the reader's prior knowledge is insufficient or incorrect, it may lead to a "negative impact on the reader". For example, readers would struggle to absorb the text's meaning without background knowledge or find it hard to learn new academic concepts. In a plethora of schools, students are taught to use cognitive processes such as visualizing, predicting, summarizing, questioning, making connections, and inferring to understand the text; however, "without sufficient background knowledge, none of these tools was effective". Back ground knowledge is a crucial factor



### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

contributing to improving learners' reading comprehension competence.

3) Working memory.

Short-term memory as "a single mechanism that temporarily held information to be used in processing" during the process of reading comprehension. Working memory helps readers to understand and build knowledge from the text. Since working memory is considered a mental workspace where the process of retrieving, integrating, updating and revising of information is performed, it plays an important role in understanding a text. As a result, the students with poor short-term memory complain that they could not recollect the information they had just read for a comprehensive process

4) Lack of motivation.

One of the most critical factors which receive the particular focus in foreign language teaching is reading motivation. The correlation between motivation and reading comprehension had been investigated in many studies in the past few years. Motivation plays an essential role for learners since it helps them read more efficiently and comprehend the text. Additionally, reading motivation significantly impacts reading comprehension. The study of Daff and Alla [28] confirms that motivational techniques improve the EFL intrinsic motivation to read, motivation and attitudes affect EFL learners'



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

reading comprehension skills. Through this research's data collection result, 75% of students agrees that motivation strategy effectively improves learners' reading skills. Moreover, motivation is an important aspect that helps learners read more, and it has a crucial relationship with reading and recognizing texts. Many researchers have been well aware of the significance of motivation in target language learning and how motivation increases comprehension among language learners.

5) Other factors.

Besides factors affecting students' reading comprehension mentioned above, some other studies indicate time pressure and grammar affect reading comprehension; however, the connection between these studies with reading comprehension do not represent specifically Time pressure. Time pressure could be one of the influential factors that may affect task performance. Grammar. A few research pieces support grammar as a vital reading comprehension factor. The different grammatical knowledge levels will differently affect readers' understanding, especially those who have "inadequate knowledge of grammar tend to have difficulties in reading comprehension." Consequently, to comprehend the meaning of the passages, grammar knowledge is necessary for learners.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 5. The Nature of Narrative Text

According to Pearson Longman (2008) said that narrative is the descriptive of event, especially in a novel. While, narrative text is a text describes about events. The narrative text is a type of fictional story that tells a story in chronological order. According to Dian, in writing a narrative text must include sufficient detail about the action and context so that the reader can understand what is going on (Luthfiyati et al., 2015, p.162). Then, selecting and emphasizing events and details that have a purpose must be considered. The narrative text aims to entertain, gain and maintain the reader's interest (Sejnost & Thiese, 2010). Therefore, the narrative text is made using imaginative language and expresses a lot of emotions from each character which makes the narrative more interesting. To be able to understand the events in narrative text, it is necessary to know the elements so that the plot of the story can be easily understood.

In this study, narrative text is classified into fiction and non-fiction text. Fiction describes about invented people and event, not the real one. Thus kind of fiction is in the form of fable, including short story. While, non-fiction describes the real people and the real events. Thus, based on Kane (2000) said that the story of narrative could be long and complicated, with many characters, elaborate plots, and subtle interpenetration of character, action, and setting.

Dealing with Sudarwati (2006) said that the purpose of narrative text is to amuse the reader with a story that deals with complication or



problematic events by leading to a crisis and in turn finds a resolution. Based on the explanation above, the researcher assumes that narrative text is a text that tells about events in the past that provides to amuse or entertain the readers.

## 6. Types of Narrative Text

According to Rizal & Irda (Arisman & Haryanti, 2019, p.327) there are several types of narrative text. They are mystery, fable, legend, science fiction, romance, fairy tales, and myth. These may include in particular, autobiography and biography or a mixture of both.

### a. Mystery

Mystery is a text that tells about a crime that focuses on how detectives solve their problems. Example: Murder of Roger Ackroyd.

### b. Fable

Fables are short story that gives a moral point and tells traditionally with animal characters talking and acting like humans. Example: The Goose with the Golden Eggs.

### c. Legend

Legends are narratives of human actions that both the storyteller and the listener consider to take place in human history. Legend tells the history of an area in brief. Some define legends as folk tales. Example: Robin Hood and Sangkuriang.





#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

#### d. Science fiction

Science fiction tells about the science and technology of the future. These stories involve laws or scientific theories that are partly completely fictional. Example: A Space Odyssey.

#### e. Romance

Romance tells of two lovers who have difficulty being together, so there is a need for sacrifice. Example: Love Story.

#### f. Fairy tales

Fairy tales are full of fantasy. It usually featured folklore characters such as fairies, giants, and usually magic. Example: Pinocchio and Snow White.

#### g. Myth

Myths are ancient stories, mainly describing natural or prehistoric events of a place or person. Example: The Myth of Dewi Sri.

There are many types of narrative text, but senior high school students need to focus on learning and comprehending legend and fairy tale stories. This is in accordance with the regulations of the Ministry of Education. Several titles of legend stories are given to students, such as Malin Kundang, Sangkuriang, and so on.

### 7. Language Features of Narrative Text

According to Peter Knapp and Megan Watkins (Knapp & Watkins, 2005, p.98- 100) there are six language features of Narrative text:

- a. Using action verb. The action verb is a verb to convey the character's action. For example: Jurna talked about a soil which looked like a cat

to his wife.

- b. Using temporal connectives. Temporal connectives are used to link the one event to another. So that the story becomes connected and the plot is neat. For example: Then, his wish came true again. On the next day, Jurna went to his rice field.
- c. Using the past tense. The use of the past tense is used to explain that the story being told happened in the past. For example: he prepared offerings to the gods and he also shared to his neighbors.
- d. Using mental processes and relational processes to show the characters feeling in the story. For example: But, Jurna not satisfied. wanted to have more and more harvest.
- e. Using metaphoric verbs. Metaphoric verbs are use of words that are not their true meaning, but new additional words as a metaphor used to explain new equations of meaning. For example: He could not believe his eyes.
- f. Using rhythm and repetition to make special effects in the story. For example: the little ducklings cried. "Quack, quack" their mother greeted in return.

## 8. Text Organization of Narrative Text

Dealing with Hainemhan (2004) explain that every text has text organizations, narrative text as well. The text organizations of narrative are as follow:

- a. Orientation : the setting, time, main character and possible some minor characters of the story are established. These parts set the moods and



invite the readers to continue reading.

- b. **Complication** : an event or series of event involving the main character and unfold lead to a complication in which the character is involved in some conflicts that serve to frustrate or hamper the main character from reaching the ambition or wish. These conflicts serve to build tension and hold the readers interest as the lead into major problem or climax.
- c. **Resolution** : the complication is resolved satisfactorily in the resolution and loose ends are generally tidied up. Some narratives leave the reader to decide on the ending of resolution while other fills in all details.

## B. Relevant Research

Syafi'i (2016) said that relevant research is needed to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. Relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers.

These are relevant research which have relevancy to this research:

1. Satriani (2018) did the research with the title Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau. She stated that the aim of this research is to find out the difficulties of reading comprehension faced by the first semester of students in FKIP UIR Pekanbaru. Qualitative research design in case study used in this research by using the instruments were questionnaire and interview guide.



Based on the results of analyzing data from the questionnaire and interview, the researcher found most of students' difficulties in reading comprehension because they have no motivation in reading habit, they read a little or nothing. It is considered to be a problem for the students to comprehend a reading text. Another students' difficulties in reading comprehension was the low reading skill. The students complained about the fact that they found, they need to study hard to remember the information they just read. They also need much time to read the text to overcome their problem. Too difficult reading material is also one of students problem in understanding the reading text. The material of reading is unfamiliar for them and grammatical complexity is also a reason why the students failed to comprehend the text correctly. The sentences in reading text too long or uses complicated sentences. Related with these problem, new words and long texts are seen by the students as a major obstacle to comprehend a reading text.

2. Saraswati et al, (2021) also conducted a research with the title an analysis of students' reading comprehension difficulties of eighth grade students. She stated that 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.



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The result of students' reading comprehension test indicated eight grade students of SMP N 4 Tegallalang have difficulty in all five aspects of reading comprehension. Those were determining main idea, locating reference, understanding vocabulary meaning, making inference, and finding specific information. Determining main idea was the most difficult aspect faced by students which got 72% of the percentage of difficulty. It was followed by locating reference which got 70%. For students' difficulty in understanding vocabulary and finding specific information the percentage of difficulty were 68% and 67% which only one percent difference. Meanwhile, students' difficulty in making inference got the lowest of the percentage difficulty which was 63%.

3. Qarqez (2017) the difficulties that the student's facing on reading comprehension for secondary school ELF learners they find that ambiguous word, unfamiliar word are cognitive or consciously hard to understands text.
4. Li {2021) based on the observation difficulties for ELLs on reading comprehension the result shown that the lowers was vocabulary
5. Albader ( 2007) from the observation linguistics cover several component such as grammar, sound or pronunciation meaning

### C. Operational Concept

Acording to Syafi'i (2016), operational concept are gotten from related theoretical concept for all variables in the research title that should be practically and empirically. It should be interpreted into particular words in order to make it easy to measure. In carrying this research, it is necessary to clarify the variable used in analyzing the data. The research will use the



indicators of reading comprehension test to know the students' difficulty in reading comprehension. The researcher will use the reading comprehension test as the measurement for this research. The indicators of the students' difficulties in reading comprehension are from Roe, et al. 2005, which are:

1. The students had difficulties in determining main idea.
2. The students had difficulties in identifying supporting details.
3. The students had difficulties in making the inference.
4. The students had difficulties in identifying the reference.
5. The students had difficulties in understanding the vocabulary.

UIN SUSKA RIAU

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design

This research was a descriptive research design. Descriptive research is survey research. This research is descriptive study, which has only one variable. Tavakoli (2012, p. 160) said that descriptive research is an investigation that provides a picture of a phenomenon as it naturally occurs, as opposed to studying the impacts of the phenomenon or intervention. Descriptive research attempted to look at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constitute their various fields of inquiry.

There was also another theories follows regardless this research design in Short this type design only had one variable, it focus on situation phenomena (Gay, mills, Airasian, 2012, p.7) the data that the main purpose to describe, Explain, predict or control phenomena by using statistic or numerical as the actual result.

Descriptive quantitative is a design used observation, interview, test, surveys to emphasize or visualization the characteristic or status at phenomena or situation (Eggen and Kauchak,2010). Descriptive quantitative was a compilation of knowledge real situation usually it start with the word analysis and only one variable ( Muchtar 2010).

## B. The Location and the Time of the Research

The research was conducted the second grade of SMA Negeri 12 Pekanbaru. this research was on March until July 2023, In specific it was located in ketitiran street, Garuda sakti kilometer 3, simpang baru, tampan, Pekanbaru.

## C. The Subject and the Object of the Research

The subject of the research was the Second grade of SMA Negeri 12 Pekanbaru, and the object of the research was students' difficulties in reading comprehension at the second years of SMA Negeri 12 Pekanbaru.

## D. The Population and Sample of the Research

### 1. Population of the Research

The population of this research was the elevent grade students at SMA Negeri 12 Pekanbaru. According to Sugiono(2014p.117),

Populatioon is generalization that composed of the subject/object that has certain qualities and characteristics of the applied researcher to learn and then be concluded. Thereare classes of students in this school as a population.

**Table III.1**  
**Population of the Students**

| NO | CLASS    | NUMBER |
|----|----------|--------|
| 1  | XI IPA 1 | 22     |
| 2  | XI IPA 2 | 21     |
| 3  | XI IPS   | 27     |
|    | TOTAL    | 70     |



The table III.1 was the table that shown the population of the subject or object for the previous research conducted by sugiono in 2014.

**Table III.2**  
**The current population of the students**

| No. | CLASS    | NUMBER |
|-----|----------|--------|
| 1.  | XI IPA 1 | 44     |
| 2.  | X1 IPA 2 | 44     |
|     | TOTAL    | 88     |

## 2. Sample of the Research

Because of the population was under 100 students, so the sampling techniques was purposive sampling. Purposive or judgmental sampling is a strategy in which particular settings persons or events are selected deliberately in order to provide important information that cannot be obtained from other choices (Maxwell, 1996). So, the researcher will take 2 classes as the sample of the research. The reason of choosing the sample is because the teacher recomends XI IPA 1 and XI IPA 2, because the teacher stated that the students on that classes had a good ability and knowledge in English subject.

## E. The Technique of Collecting the Data

The instrument to measure reading comprehension in this research included some aspects that became the indicators of reading comprehension itself. The total questions of test are 25 items. As explained previously, they are in form of multiple choice questions. This instrument is also developed to help researcher ensure that



some of the questions are matched to the objectives of this research.

**Table III.3**  
**Blue Print of Reading Comprehension**

| No    | Indicator  | Questions         | Number of items |
|-------|--|-------------------|-----------------|
| 1     | The students' are able to determine main idea.         | 1, 9, 17, 22, 24  | 5               |
| 2     | The students' are able to identify supporting details. | 2, 10, 13, 16, 18 | 5               |
| 3     | The students' are able to make the inference.          | 5, 8, 11, 12, 25  | 5               |
| 4     | The students' are able to identify the reference.      | 3, 6, 14, 20, 21  | 5               |
| 5     | The students' are able to understand the vocabulary    | 4, 7, 15, 19,23   | 5               |
| Total |  |                   | 25              |

#### F. The Technique of Analyzing Data

The analyze data from the test in this research was analyzed by counting the percentage through proportion technique formula as follows:

$$K = \frac{A}{N} \times 100\%$$

Note:

K = The percentage of active participation in each

activity A = The number of students who actively

participates

N = The number of whole students

**Table IV.4**  
**Criteria of Interpretation Score**

| Score      | Criteria  |
|------------|-----------|
| 0% - 20%   | Poor      |
| 21% - 40%  | Fair      |
| 41% - 60%  | Average   |
| 61% - 80%  | Good      |
| 81% - 100% | Excellent |

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## G. Validity Test

### Validity Test

Based on Kimberlin and Winterstein (2008) Validity is a way to measure the instrument what supposed to measure. Basicly validity test conducted to find out the instrument that researcher used valid or invalid and there is table of validity test it consist of 25 item in total, the table was below.

**Table.III.4**  
**Validity Test**

| Number of item | R tabel | Rxy   | Result |
|----------------|---------|-------|--------|
| 1              | 0.304   | 0.405 | Valid  |
| 2              | 0.304   | 0.365 | Valid  |
| 3              | 0.304   | 0.308 | Valid  |
| 4              | 0.304   | 0.509 | Valid  |
| 5              | 0.304   | 0.509 | Valid  |
| 6              | 0.304   | 0.512 | Valid  |
| 7              | 0.304   | 0.365 | Valid  |
| 8              | 0.304   | 0.322 | Valid  |
| 9              | 0.304   | 0.422 | Valid  |
| 10             | 0.304   | 0.467 | Valid  |
| 11             | 0.304   | 0.426 | Valid  |
| 12             | 0.304   | 0.449 | Valid  |
| 13             | 0.304   | 0.51  | Valid  |
| 14             | 0.304   | 0.366 | Valid  |
| 15             | 0.304   | 0.382 | Valid  |
| 16             | 0.304   | 0.354 | Valid  |
| 17             | 0.304   | 0.462 | Valid  |
| 18             | 0.304   | 0.338 | Valid  |
| 19             | 0.304   | 0.381 | Valid  |
| 20             | 0.304   | 0.438 | Valid  |
| 21             | 0.304   | 0.369 | Valid  |
| 22             | 0.304   | 0.451 | Valid  |
| 23             | 0.304   | 0.52  | Valid  |
| 24             | 0.304   | 0.391 | Valid  |
| 25             | 0.304   | 0.346 | Valid  |

Based on the formula validity was  $R_{xy} > R_{table}$  was valid from the data 25 item question r table for 88 population it was 0.304 the result shown that all variable number was bigger than 0.304 all the question was valid

## H. Reliability Test

Reliability test was used to measure stability and equivalence the number item based on sudjiono(2011) the item consider reliable  $r_{ii} > 0.70$  the result table for the research conducted at SMA NEGERI 12 below

**Table. III.5**  
**Reliability Test**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| 0.999                  | 25         |

From table we find out that 25 item reliable, all of the item could be used as the instrument research because cronbach's alpha bigger than 0.70

UIN SUSKA RIAU





**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings in chapter IV, the researcher could conclude this the researcher got that the elevent grade students in SMA NEGERI 12 Pekanbaru reading comprehension, the level of students' reading comprehension score is Good Level. The students most difficult component was on the indicator 2 where the students' are able to identify supporting details was 62.8 (19.29%.)

#### B. Suggestion

Considering the reading difficulties in SMA Negeri 12 Pekanbaru, the writer would like to give some suggestion as follows:

1. Suggestion for Teachers
  - a. It is recommended to teacher to help students who had the difficulties in reading comprehension.
  - b. The teacher should be creative to improve the students' reading comprehension by giving them more activities or exercise.
2. Suggestion for Students
  - a. The students should be creative to improve their skill, in order to get better of the reading comprehension.
  - b. The students should pay more attention to the lesson explained by the teacher.



## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## REFERENCES

- Airasian, Gay. Mills. Educational Research, New Jersey: Person Educational, 2012
- Alyousef, H.S. (2005). Teaching Reading Comprehension to ESL/ EFL Learners. The Reading Matrix. Retrieved December 24, 2011, from <http://www.readingmatrix.com/articles/alyousef/article.pdf>
- Arikunto. 2006. Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta : PT. Rineka Cipta.
- Atikah, Ika. (2009). Analisis on the Students' Linguistic Problems in Reading Comprehension. Second Grade Students of MTs Baiturrahmah Sukabumi. Jakarta : State Islamic University Syarif Hidayatullah.
- Eggen, P. Kauchak, D. (2010) Educational Psychology: Windows on Classrooms (8 th Ed.) New Jersey: Pearson
- Grabe, W. dan F. Stoller. (2002). Teaching and Researching Reading. Great Britain: Pearson Education.
- Hainemhan, Rigby. (2004). Writing resource book. Western Australia: Advance Press.
- Harmer, Jeremy. (2002). The Practice of English Language Teaching;third edition. Malaysia: Longman.
- Kimberlin, C. L., & Winterstein, A. G. (2008). Validity and reliability of measurement instruments used in research.
- Li, M., Geva, E., D'Angelo, N., Koh, P. W., Chen, X., & Gottardo, A. (2021). Exploring sources of poor reading comprehension in English language learners. *Annals of Dyslexia*, 71(2), 299–321. <https://doi.org/10.1007/s11881-021-00214-4>
- Mukhtar. 2013. Metode Praktis Penelitian Deskriptif Kualitatif. Jakarta. GP Press Group.
- Nuttal, C. (2001). Teaching reading skill to the students. London: Heineman Education Book.
- Oakhill Jane,( 1993), Children's Difficulties in reading comprehension,` educational psychology review.
- Parera, J.D. 2001. Leksikon Istilah Pembelajaran Bahasa. Jakarta: Gramedia Pustaka Utama. Al Odwan (2012)



## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Qrgez, M., & Ab Rashid, R. (2017). Reading Comprehension Difficulties Among EFL Learners: The Case of First and Second Year Students at Yarmouk University in Jordan. *SSRN Electronic Journal*, 8(September), 421–431. <https://doi.org/10.2139/ssrn.3053577>
- Razali, K., & Razali, I. (2013). Strategies in improving reading comprehension through vocabulary acquisition. *Englisia: Journal of Language, Education, and Humanities*, 1(1), 1-16.
- Roe, Smith & Burns. 2005. *Teaching Reading in Today's Elementary School* (ninth edition). USA: Houghton Mifflin Company.
- Saraswati, N.K.R., Dambayana, P.E., Pratiwi, N.P.A. (2021). An Analysis of Students' Reading Comprehension Difficulties of Eighth Grade Students. *Journal IKA Undiksha*, Vol.19(1) p.36-40
- Satriani, E. (2018). Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau, *Journal of English for Academic*, Vol. 5, p.16
- Spratt, M, Pulvernes, A and Williams, M. 2005. *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press.
- Sudjiono. (2011). *Pengantar Evaluasi Pendidikan*. Jakarta: Raja Grafindo Persada
- Sugiyono. (2014). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. p.85-142
- Syafi'i, 2015. *From Paragraphs to a Research Report*. Pekanbaru: Suska Press.
- Westwood, P. (2001). *What Teachers Need to Know About Reading and Writing Difficulties*. Australia: ACER Press. p.34-37
- Yousuf B. Albader. (2007). *Difficulties in Second Language Reading*. School of Linguistics & English Language Bangor University



# APPENDIX

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## Appendix 1

### Instrument

Directions :

1. The instruments are used for a research only
2. Your answers will not affect your score in English subject.

Instructions :

1. Write down your name and your class
2. Read each of the questions carefully
3. Choose the correct answer with the option a, b, c, d and e.
4. Thank you

Name :

Class :

#### NARRATIVE TEXT QUESTION

Please choose the correct answer with the option a, b, c, d and e.

##### Text 1

A beggar found a leather purse that someone had dropped in the marketplace. Opening it, he discovered that it contained 100 pieces of gold. Then he heard a merchant shout, "A reward! A reward to the one who finds my leather purse!" Being an honest man, the beggar came forward and handed the purse to the merchant saying, "Here is your purse. May I have the reward now?" "Reward?" scoffed the merchant, greedily counting his gold. "Why the purse I dropped had 200 pieces of gold in it. You've already stolen more than the reward! Go away or I'll tell the police."

"I'm an honest man," said the beggar defiantly. "Let us take this matter to the court."

In court the judge patiently listened to both sides of the story and said, "I believe you both. Justice is possible! Merchant, you stated that the purse you lost contained 200 pieces of gold. Well, that's a considerable cost. But, the purse this beggar found had only 100 pieces of gold. Therefore, it couldn't be the one you lost."



## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

And, with that, the judge gave the purse and all the gold to the beggar.  
Read the text, then choose the best choice to each questions.

- 1.) The passage mainly tells about ....
  - a. a Beggar
  - b. a Stolen Purse
  - c. An Honest Beggar
  - d. a Reward Of Stolen Purse
  - e. a Beggar And a Merchant
- 2.) A beggar is ....
  - a. a Person Asked For Money For Living
  - b. a Person Sold Something For Living
  - c. a Man Stole The Purse
  - d. a Place Sold The Purse
  - e. a Very Smart Person
- 3.) What is the character of the merchant?
  - a. Deceitful.
  - b. Honest
  - c. Clever.
  - d. Smart.
  - e. Calm.
- 4.) Which paragraph told that the merchant was deceiving?
  - a. Paragraph 1.
  - b. Paragraph 2.
  - c. Paragraph 3.
  - d. Paragraph 4.
  - e. Paragraph 5.
- 5.) ... he discovered that it contained 100 pieces of gold. (par.1) The underlined word means ....
  - a. Funded
  - b. Found
  - c. Fixed
  - d. Took
  - e. Put



## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## Text 2

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Read the text, then choose the best choice to each questions.

- 6.) Who was Ah Tim ?
  - a. The young woman's brother
  - b. The young woman's son
  - c. The young woman's brother and nephew
  - d. The young woman's brother's son
  - e. One of the men who fetched a stick
- 7.) How could the wolves catch Ah Tim ?
  - a. He was afraid
  - b. He was stumbled by a stone
  - c. He ran slowly
  - d. The woman cried
  - e. The wolves were good runners
- 8.) What did the villagers bring sticks for ?
  - a. For the weapon to beat the wolves
  - b. To bring the woman's nephew
  - c. For the fire woods.
  - d. For play
  - e. For building a house for the woman.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

9.) “ all men in the village fetched thick stick ... “ the word “ fetched” has a similar meaning to :

- a. Received
- b. Caught
- c. Got
- d. Hit
- e. Lifted

10.) From the passage we learn that the villages were ....

- a. Located in one huge area
- b. Situated in a large district
- c. Separated by untamed jungles.
- d. Wild and unsafe
- e. Dark and very dangerous

**Text 3**

Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter’s name is Misna. She is beautiful but she had envious heart.

One day she saw girl of her age passing by her hut. The girl was joining her father hunting. She dressed in beautiful cloth. His father’s assistants respected her. Misna could not sleep when she was remembering this. She was very angry with her condition. She hated her hopeless mother.

In the morning she shouted at her mother. She wanted her mother to buy the most beautiful gown in the markets for her. Of course her mother could not afford it. Then she cried and cried. She did not want to eat anything. Her mother was very sad. She decided to sell a piece of land, the only valuable thing that she had. She bought her beloved daughter a very beautiful dress.

Misna admired herself. She wanted to show everybody that she was a very beautiful girl. She asked her mother to bring her to another village. Along the way, she smiled to everyone. People in the village thought that she was a princess. They gave her a high respect and invited her to have meal in their house. Misna enjoyed this and told everybody that she was princess and mother was maid. Her mother was very sad but she kept her felling deep in the heart.

On the way home Misna met a handsome prince. He was interested in her and wanted to marry her. Misna told the prince that her mother had died and father went married to another woman. She was having a long trip with her loyal maid. Listening to this, her mother was very upset. She cried loudly Misna was very angry to her and told her to be away from her.

Suddenly there was a heavy rain accompanied with big thunders. Everyone run away to save themselves. Misna was very afraid. She cried. Her mother wanted to help her but she did not want to at that time a big thunder hit her to dead.

Read the text, then choose the best choice to each questions.



## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 11) What is the type of the text?
  - a. Procedure
  - b. Descriptive
  - c. Narrative
  - d. News item
  - e. Report
- 12) When did she ask her mother a beautiful dress?
  - a. After she saw another girl with beautiful dress
  - b. on the way home she met a handsome prince
  - c. after her mother sold a piece of her land
  - d. when a heavy rain and big thunders came
  - e. since the villagers invited her to have meal in their house
- 13) How could her mother buy her a beautiful dress?
  - a. from her saving
  - b. by asking her relative some money
  - c. by robbed a bank
  - d. from her salary
  - e. by selling the only land she had
- 14) What happened at last?
  - a. Misna got married to a prince
  - b. Misna was wet in rain
  - c. Her mother bought her the most beautiful gown
  - d. A thunder hit Misna to dead
  - e. She had meal in villagers house
- 15.) She is beautiful but she had envious heart  
What is the synonym of the underlined word?
  - a. Ambigious
  - b. Jealous
  - c. Fierce
  - d. Festive
  - e. Humble

## Text 4

Once upon a time there lived a kind-hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird return to its previous nest.

Knowing that their sparrow flew away, the kind man and woman looked for their sparrow. They walked a long way, crossed the bridge, climbed a mountain, and passed the wood



## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Not long afterwards, they found the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets: one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose one

They choose the small one. And that was the best choice. There were many rolls of silk and piles of gold in it. Being jealous, the ill-tempered old woman did the same thing as the kind man and woman did.

She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death

Read the text, then choose the best choice to each questions.

16. The purpose of the text above is to...

- inform something
- describe someone
- entertain the reader
- report something
- keeping something

17. A: 'what is sparrow?'

B: 'it is a kind of...'

- dog
- rabbit
- chicken
- bird
- Fish

18. "The sparrow welcomed them..."

The bold typed word refers to the.....

- nest
- sparrow
- baskets
- kind man and woman
- ill-tempered old woman

19. "And other horrible creatures". The bold typed word means...

- interesting
- attracting
- exiting horror
- rare
- animal which has long body

20. The suitable title for the text above is...

- the sparrow's nest



## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. the tongue and the sparrow
- c. the evil woman
- d. the tongue cut sparrow
- e. the old woman and sparrow

## Text 5

Long ago a mouse and a frog were friends. Every morning the frog would hop out of its pond and go to visit its friend who lived in a hole in the side of a tree. It would return home at noon.

The mouse delighted in its friend's company was unaware that the friend was slowly turning into an enemy. The frog felt slighted because though it visited the mouse every day, the mouse on its part, had never made an attempt to visit it. One day the frog felt it had been humiliated enough. When it was time for the frog to take leave of the mouse, it tied one end of a string around its own leg, tied the other end to the mouse behind it.

The frog dived deep into the pond. The mouse tried to free itself, but couldn't and soon drowned. Its bloated body floated to the top.

A hawk saw the mouse floating on the pond's surface. it swooped down, and grabbing the mouse in its talons, flew to the branch of a nearby tree. The frog, of course, was hauled out of the water too. It desperately tried to free itself, but couldn't and the hawk soon put an end to its struggles.

Read the text, then choose the best choice to each questions.

21. The story mainly tell us about ....
  - a. Two good friends
  - b. Two close friends
  - c. Two hatred enemies
  - d. Two unfortunate friends
22. What was the character of the frog?
  - a. crafty
  - b. irritable
  - c. annoying
  - d. outrageous
23. What can you learn from the story?
  - a. it is important to respect other, so they will respect you either.
  - b. being kind and gracious is important as it will always be rewarded.
  - c. don't dig to deep a pit for your enemy, you may fall into it yourself.
  - d. never judge people from their appearances, otherwise you'll make mistakes.
24. "it swooped down" the word it in the sentence on the line 12 refers to ....
  - a. a frog
  - b. a mouse
  - c. mice
  - d. a hawk



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

25. “The frog felt slighted because though it visited ....” (Paragraph 2)  
 What does the underlined word mean?
- a. offended
  - b. unhappy
  - c. furious
  - d. depressed



# Appendix 2

| No | Nama       | Items |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | total | score | No         | Nama       | Main Idea  | supporting detail | inference | reference | vocabulary | total | score |    |
|----|------------|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|-------|------------|------------|------------|-------------------|-----------|-----------|------------|-------|-------|----|
|    |            | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |       |       |            |            |            |                   |           |           |            |       |       |    |
| 1  | student 1  | 0     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 16    | 64    | 1          | student 1  | 3          | 2                 | 4         | 3         | 4          | 16    | 64    |    |
| 2  | student 2  | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 17    | 68    | 2          | student 2  | 4          | 3                 | 4         | 3         | 4          | 17    | 68    |    |
| 3  | student 3  | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 19    | 76    | 3          | student 3  | 5          | 3                 | 5         | 3         | 3          | 19    | 76    |    |
| 4  | student 4  | 0     | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 16    | 64    | 4          | student 4  | 3          | 2                 | 4         | 4         | 3          | 16    | 64    |    |
| 5  | student 5  | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 24    | 96    | 5          | student 5  | 5          | 5                 | 5         | 5         | 4          | 24    | 96    |    |
| 6  | student 6  | 1     | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 16    | 64    | 6          | student 6  | 4          | 2                 | 5         | 5         | 2          | 16    | 64    |    |
| 7  | student 7  | 1     | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 18    | 72    | 7          | student 7  | 3          | 7                 | 3         | 2         | 3          | 18    | 72    |    |
| 8  | student 8  | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 1  | 18    | 72    | 8          | student 8  | 5          | 2                 | 3         | 2         | 4          | 18    | 72    |    |
| 9  | student 9  | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 24    | 96    | 9          | student 9  | 5          | 5                 | 5         | 5         | 5          | 24    | 96    |    |
| 10 | student 10 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 15    | 60    | 10         | student 10 | 3          | 3                 | 3         | 3         | 3          | 15    | 60    |    |
| 11 | student 11 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 1  | 1  | 15    | 60    | 11         | student 11 | 4          | 3                 | 2         | 4         | 2          | 15    | 60    |    |
| 12 | student 12 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0     | 21    | 84         | 12         | student 12 | 4                 | 5         | 4         | 4          | 4     | 21    | 84 |
| 13 | student 13 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0     | 20    | 80         | 13         | student 13 | 4                 | 4         | 4         | 4          | 4     | 20    | 80 |
| 14 | student 14 | 0     | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 19    | 76    | 14         | student 14 | 4          | 4                 | 4         | 3         | 4          | 19    | 76    |    |
| 15 | student 15 | 0     | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20    | 80    | 15         | student 15 | 4          | 4                 | 4         | 4         | 5          | 20    | 80    |    |
| 16 | student 16 | 0     | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 14    | 56    | 16         | student 16 | 3          | 3                 | 3         | 3         | 2          | 14    | 56    |    |
| 17 | student 17 | 0     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 0  | 1  | 16 | 64    | 17    | student 17 | 4          | 3          | 1                 | 4         | 4         | 16         | 64    |       |    |
| 18 | student 18 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 24    | 96    | 18         | student 18 | 5          | 5                 | 5         | 4         | 4          | 24    | 96    |    |
| 19 | student 19 | 0     | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 19    | 76    | 19         | student 19 | 4          | 3                 | 4         | 4         | 4          | 19    | 76    |    |
| 20 | student 20 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 24    | 96    | 20         | student 20 | 5          | 5                 | 5         | 5         | 4          | 24    | 96    |    |
| 21 | student 21 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 16    | 64    | 21         | student 21 | 2          | 4                 | 3         | 3         | 4          | 16    | 64    |    |
| 22 | student 22 | 1     | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 15    | 60    | 22         | student 22 | 3          | 4                 | 3         | 3         | 2          | 15    | 60    |    |
| 23 | student 23 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 21    | 84    | 23         | student 23 | 4          | 4                 | 4         | 5         | 4          | 21    | 84    |    |
| 24 | student 24 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 20    | 80    | 24         | student 24 | 4          | 4                 | 4         | 4         | 4          | 20    | 80    |    |
| 25 | student 25 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 17    | 68    | 25         | student 25 | 4          | 3                 | 4         | 3         | 3          | 17    | 68    |    |
| 26 | student 26 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 23    | 92    | 26         | student 26 | 4          | 4                 | 5         | 5         | 5          | 23    | 92    |    |
| 27 | student 27 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 24    | 96    | 27         | student 27 | 5          | 5                 | 5         | 5         | 5          | 24    | 96    |    |
| 28 | student 28 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0     | 22    | 88         | 28         | student 28 | 4                 | 5         | 5         | 4          | 4     | 22    | 88 |
| 29 | student 29 | 0     | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 22    | 88    | 29         | student 29 | 4          | 4                 | 5         | 5         | 4          | 22    | 88    |    |
| 30 | student 30 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 19    | 76    | 30         | student 30 | 5          | 3                 | 4         | 4         | 3          | 19    | 76    |    |
| 31 | student 31 | 1     | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 18    | 72    | 31         | student 31 | 4          | 2                 | 4         | 5         | 3          | 18    | 72    |    |
| 32 | student 32 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 22    | 88    | 32         | student 32 | 3          | 5                 | 5         | 5         | 4          | 22    | 88    |    |
| 33 | student 33 | 1     | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 20    | 80    | 33         | student 33 | 4          | 4                 | 5         | 4         | 3          | 20    | 80    |    |
| 34 | student 34 | 1     | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 20    | 80    | 34         | student 34 | 5          | 4                 | 4         | 3         | 4          | 20    | 80    |    |
| 35 | student 35 | 0     | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 21    | 84    | 35         | student 35 | 4          | 5                 | 4         | 4         | 4          | 21    | 84    |    |
| 36 | student 36 | 0     | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 20    | 80    | 36         | student 36 | 4          | 4                 | 4         | 4         | 4          | 20    | 80    |    |
| 37 | student 37 | 0     | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 20    | 80    | 37         | student 37 | 4          | 4                 | 5         | 3         | 4          | 20    | 80    |    |
| 38 | student 38 | 0     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 0  | 22 | 88    | 38    | student 38 | 4          | 5          | 5                 | 4         | 4         | 22         | 88    |       |    |
| 39 | student 39 | 0     | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 19    | 76    | 39         | student 39 | 4          | 4                 | 4         | 4         | 3          | 19    | 76    |    |
| 40 | student 40 | 0     | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 13    | 52    | 40         | student 40 | 3          | 1                 | 3         | 4         | 2          | 13    | 52    |    |
| 41 | student 41 | 0     | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 21    | 84    | 41         | student 41 | 4          | 4                 | 5         | 4         | 4          | 21    | 84    |    |
| 42 | student 42 | 1     | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 21    | 84    | 42         | student 42 | 3          | 4                 | 4         | 5         | 2          | 21    | 84    |    |
| 43 | student 43 | 0     | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 17    | 68    | 43         | student 43 | 2          | 4                 | 4         | 4         | 3          | 17    | 68    |    |
| 44 | student 44 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 17    | 68    | 44         | student 44 | 3          | 4                 | 4         | 3         | 3          | 17    | 68    |    |
| 45 | student 45 | 1     | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 0  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 17    | 68    | 45         | student 45 | 5          | 1                 | 4         | 3         | 4          | 17    | 68    |    |
| 46 | student 46 | 1     | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 15    | 60    | 46         | student 46 | 4          | 2                 | 3         | 3         | 4          | 15    | 60    |    |
| 47 | student 47 | 0     | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 0  | 1  | 1  | 11    | 44    | 47         | student 47 | 2          | 1                 | 2         | 2         | 2          | 11    | 44    |    |
| 48 | student 48 | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 20    | 80    | 48         | student 48 | 5          | 3                 | 4         | 4         | 4          | 20    | 80    |    |
| 49 | student 49 | 0     | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 19    | 76    | 49         | student 49 | 3          | 5                 | 4         | 3         | 4          | 19    | 76</  |    |



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.







PEMERINTAH PROVINSI RIAU  
**DINAS PENDIDIKAN**

JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553  
 PEKANBARU

Pekanbaru, 05 JUN 2023

Kepada  
 Yth. Kepala SMAN 12 Pekanbaru

di-  
 Tempat

Nomor : 800/Disdik/1.3/2023/ 14231  
 Sifat : Biasa  
 Lampiran :  
 : Izin Riset / Penelitian

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/56955 Tanggal 6 Juni 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : OKTIA ROSA DIANITA  
 NIM/KTP : 118104213930  
 Program Studi : PENDIDIKAN BAHASA INGGRIS  
 Jenjang : S1  
 Alamat : PEKANBARU  
 Judul Penelitian : THE STUDENTS DIFFICULTIES ON READING COMPREHENSION FOR SECOND GRADE AT SMA NEGERI 12 PEKANBARU  
 Lokasi Penelitian : SMA NEGERI 12 PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

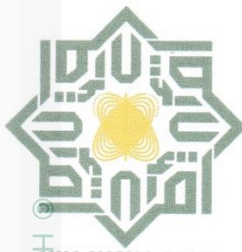
Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN  
 PROVINSI RIAU  
 SEKRETARIS

*Tati Lindawati*  
 TATI LINDAWATI, SH, M.Si  
 Pembina Tingkat I (IV/b)  
 NIP. 19660717 198603 2 002

Tembusan:  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Hak Cipta Dilindungi Undang-undang  
 Sifat Lampiran  
 atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBİYAH DAN KEGURUAN**  
 كلية التربية والتعليم  
**FACULTY OF EDUCATION AND TEACHER TRAINING**

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647  
 Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Pekanbaru, 05 Juni 2023 M

Nomor : Un.04/F.II/PP.00.9/8883/2023  
 Sifat : Biasa  
 Lamp. : 1 (Satu) Proposal  
 Hal : **Mohon Izin Melakukan Riset**

Kepada  
 Yth. Gubernur Riau  
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
 Satu Pintu  
 Provinsi Riau  
 Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Oktia Rosa Dianita**  
 NIM : 11810421393  
 Semester/Tahun : X (Sepuluh)/ 2023  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : *The Students' Difficulties On Reading Comprehension For Second Grade AT SMA Negeri 12 Pekanbaru*  
 Lokasi Penelitian : SMA Negeri 12 Pekanbaru  
 Waktu Penelitian : 3 Bulan (05 Juni 2023 s.d 05 September 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



**Dr. H. Kadar, M.Ag.**  
 NIP.19650521 199402 1 001

Tembusan :  
 Rektor UIN Suska Riau



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**SURAT KETERANGAN**

Pekanbaru, 31 Mei 2023

*Assalamu 'alaikum Warahmatullahi Wabarakatuh.*

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama : Oktia Rosa Dianita  
 NIM : 11810421393  
 Pendidikan : S1 Pendidikan Bahasa Inggris  
 Judul Penelitian : The Students' Difficulties on Reading Comprehension for Second Grade at SMA Negeri 12 Pekanbaru

Nama yang bersangkutan di atas di izinkan melakukan Pra Riset di Jurusan Pendidikan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan  
 Pendidikan Bahasa Inggris

  
 Dr. Faurina Angastasia, M. Hum  
 NIP. 198106112008012017



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/8701/2023  
Sifat : Biasa  
Lamp. : -  
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 30 Mei 2023

Kepada  
Yth. Kepala SMAN 12 Pekanbaru  
di  
Tempat

*Assalamu 'alaikum warhmatullahi wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

|                |  |
|----------------|--|
| Nama           | : Oktia Rosa Dianita                   |
| NIM            | : 11810421393                          |
| Semester/Tahun | : X (Sepuluh)/ 2023                    |
| Program Studi  | : Pendidikan Bahasa Inggris            |
| Fakultas       | : Tarbiyah dan Keguruan UIN Suska Riau |

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

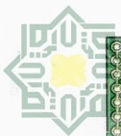
Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan  
Wakil Dekan III  
  
Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**PEMERINTAH PROVINSI RIAU  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH ATAS (SMA) NEGERI 12 PEKANBARU  
SEKOLAH RUJUKAN NASIONAL**

Alamat : Jl.Garuda Sakti Km. 3 Kel. Bina Widya, Kec.Bina Widya Kode Pos : 28293  
Email : smanduabelas.pekanbaru@gmail.com Telp : (0761) 7875113  
NSS : 301096008042 NIS : 300420 NPSN : 10404011

**Akreditasi : A**

**SURAT KETERANGAN RISET**

Nomor : 070 / SMAN.12 / VIII / 2023 / 1413

Berdasarkan Surat Dinas Pendidikan Provinsi Riau Nomor : 800/Disdik/1.3/2023/14231

Tanggal 08 Juni 2023 Tentang Izin Riset / Penelitian, Yang bertanda tangan di bawah ini,

Kepala SMA Negeri 12 Pekanbaru, dengan ini menerangkan :

Nama : **OKTIA ROSA DIANITA**  
NIM : 118104213930  
Program Studi : S1 / Pendidikan Bahasa Inggris  
Mahasiswa : UIN SUSKA RIAU

Benar telah melaksanakan riset / penelitian di SMA Negeri 12 Pekanbaru, yang dilaksanakan pada tanggal 24 s.d 29 Agustus 2023, data atau hasil dari penelitian tersebut akan dipergunakan untuk bahan pembuatan tesis yang berjudul :

**“THE STUDENTS DIFFICULTIES ON READING COMPREHENSION FOR SECOND GRADE AT SMA NEGERI 12 PEKANBARU.”**

Demikianlah surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Pekanbaru, 29 Agustus 2023  
Kepala Sekolah,  
**Hi.ERMISA,S.Pd. MM**  
NIP.19720821 199802 2 001



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

LAMPIRAN BERITA ACARA  
UJIAN PROPOSAL

Okta Rosa Dianita

11010421393

Selasa, 23 Mei 2023

the students' difficulties in Reading Comprehension for Second  
Grade of high school at sman 12 Pekanbaru

- Hak Cipta Dilindungi Undang-undang
1. Dilarang mengutip, menyalin, atau selanjutnya karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak cipta dilindungi undang-undang UIN Suska Riau State Islamic University of Sultan Syarif Kasim Riau

URAIAN PERBAIKAN

1. Revisi judul proposal

Jelaskan lebih detail mengenai difficulties pada bab II

Pekanbaru, 23 Mei 2023

Penguji II

Penguji I

( Drs. Samsi Hasan M.H.Sc )

( Riri Fauzana M.Sc )

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**



كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Oktia Rosa Dianita  
Nomor Induk Mahasiswa : 11810421393  
Hari/Tanggal Ujian : Selasa 23 Mei 2023  
Judul Proposal Ujian : The students' difficulties on reading comprehension for second grade at SMA NEGERI 12 pekanbaru  
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

| No | NAMA                     | JABATAN    | TANDA TANGAN   |   |
|----|--------------------------|------------|--|---|
|    |                          |            | PENGUJI I  | PENGUJI II  |
| 1. | Drs. Samsi Hasan, M.H.Sc | PENGUJI I  |  |   |
| 2. | Riri Fauzana, M.Sc       | PENGUJI II |  |  |

Mengetahui  
a.n. Dekan  
Wakil Dekan I

Pekanbaru,  
Peserta Ujian Proposal



Dr. Zarkasih, M.Ag.  
NIP. 19721017 199703 1 004

Oktia Rosa Dianita  
NIM. 11810421393





KEMENTERIAN AGAMA  
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBİYAH DAN KEGURUAN**  
 كلية التربية والتدريب  
**FACULTY OF EDUCATION AND TEACHER TRAINING**

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
 Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Nomor: Un.04/F.II.4/PP.00.9/2096/2023

Pekanbaru,06 Februari 2023

Sifat : Biasa  
 Lamp. : -  
 Hal : **Pembimbing Skripsi**

Kepada  
 Yth. Nurdiana,S.Pd.I.,M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
 Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama :OKTIA ROSA DIANITA  
 NIM :11810421393  
 Jurusan :Pendidikan Bahasa Inggris  
 Judul :the students difficulties in reading in sma n 12 pekanbaru  
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam  
 an. Dekan  
 Wakil Dekan I



Dr. Zarkasih, M.Ag.  
 NIP. 197210171997031004

Tembusan :  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 كلية التربية والتعليم  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
 amat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA  
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
- a. Seminar usul Penelitian :
- b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nurdiana, M, Pd
- a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : : Oktia Rosa Dianita
4. Nomor Induk Mahasiswa : 11810421393
5. Kegiatan :

| No | Tanggal Konsultasi | Materi Bimbingan                                       | Tanda Tangan | Keterangan |
|----|--------------------|--|--------------|------------|
|    | 4 november 2023    | Materi bab 4-5   |              | Revisi     |
|    | 2 desember 2023    | Pembahasan lebih detail bab 2 tentang komponen reading |              | Revisi     |
|    | 29 januari 2024    | Perbaikan bagian akhir                                 |              | Acc        |
|    |                    |  |              |            |
|    |                    |  |              |            |
|    |                    |  |              |            |
|    |                    |  |              |            |

Pekanbaru 29 januari.2024  
 Pembimbing,

Nurdiana, M, Pd  
 NIP.198108222014112003

Hak Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**LEMBAR DISPOSISI**

INDEKS BERKAS  
KODE : 002

HAL : Pengajuan Pembimbing

TANGGAL : 25 Januari 2023

ASAL : Oktia Rosa Dianita / 11810421393

TANGGAL PENYELESAIAN: SIFAT:

**- INFORMASI**

The Students Difficulties in Reading in SMAN 12 Pekanbaru

Dosen Pembimbing =  
Murdiana, M.Pd

Kajur PBI

*[Signature]* 26/1/2023

**DITERUSKAN KEPADA:**

1. Kajur PBI

2.

3.

4.

- \*) 1. Kepada bawahan "Instruksi" atau "Informasi"  
2. Kepada atasan "Informasi" coret "Instruksi"

UIN SUSKA RIAU



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CURRICULUM VITAE



**Okkia Rosa Dianita is the youngest child of Mr. Ardian Danil and Mrs Yusnita, she was born 23th oktober 1999. She was graduated from elementary school 012 pekanbaru and continued her study at junior high school muhammadiyah 1 pekanbaru and after finished she continued at senior high school muhammadiyah 1 pekanbaru.**

**In 2018, she was accepted to become one of the students in Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. In 2021, she did KKN program in Sialang Munggu, kelurahan 12 Pekanbaru Then, she did the teaching practice (PPL) program at SMA NEGERI 3 pekanbaru from October-December 2021**

**To fulfill one of the requirements for bachelor's degree in the Department of English Education, she conducted the research on march by the thesis entitled "The Students' Difficulties on Reading Comprehension For Second Grade at SMA Negeri 12 Pekanbaru.**