STUDENTS' DIFFICULTIES IN COMPREHENDING ENGLISH READING TEXT AT SECOND GRADE STUDENTS OF SMA N 2 METRO

(A Script)

By

ARIYANTI PUSPITA

ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
2017

STUDENTS' DIFFICULTIES IN COMPREHENDING ENGLISH READING TEXT AT SECOND GRADE STUDENTS OF SMA N 2 METRO

ABSTRACT

By
Ariyanti Puspita

The objective of this research was to find out the students' constraints in comprehending English reading text. This research used qualitative method and it was conducted at the second grade students of SMA N 2 Metro. The XI IPA 1 class was chosen as the sample. The data were collected through reading test and interview.The descriptive method was used to expose the result in this research.

The results showed that 80% of the students have constraints with respect to five aspects of reading; determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words in comprehending English reading text. The finding from the interview revealed that the students had five problems in comprehending English reading text namely unfamiliar vocabularies, unfamiliar contents of the text, ambiguous pronouns, reading techniques, and sentence patterns.

This indicates that students' capability of comprehending English reading texts needs to be improved.

Keywords: students' difficulties, reading comprehension

STUDENTS' DIFFICULTIES IN COMPREHENDING ENGLISH READING TEXT AT SECOND GRADE STUDENTS OF SMA N 2 METRO

By

ARIYANTI PUSPITA

(A Script)

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Department of
Teacher Training and Education Faculty**

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
2017**

Research Title : **STUDENTS' DIFFICULTIES IN COMPREHENDING ENGLISH READING TEXT AT SECOND GRADE STUDENTS OF SMA N 2 METRO**

Student's Name : Ariyanti Puspita

Student's Number : **1113042009**

Department : **Language and Arts Education**

Study Program : **English Education**

Faculty : **Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor   Co-Advisor

Prof. Ag. Bambang Setiyadi, M.A. Ph.D.   **Mahpul, M.A., Ph.D.**
NIP 19590528 198610 1 001   NIP 19650706 199403 1 002

The Chairperson of
The Department of Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

ADMITTED BY

1. Examination Committee

   Chairperson : **Prof. Ag. Bambang Setiyadi, M.A., Ph.D.**

   Examiner : **Dr. Flora, M.Pd.**

   Secretary : **Mahpul, M.A., Ph.D.**

2. The Dean of Teacher Training and Education Faculty

   Dr. H. Muhammad Fuad, M.Hum.
   NIP 19590722 198603 1 003

Graduated on : **January 11ˢᵗ, 2017**

SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan dibawah ini:

nama	: Ariyanti Puspita
NPM	: 1113042009
judul skripsi	: Students' Difficulties in Comprehending English Reading Text at Second Grade Students of SMA N 2 Metro
program studi	: Pendidikan Bahasa Inggris
jurusan	: Pendidikan Bahasa dan Seni
fakultas	: Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa

1. Karya tulis ini bukan saduran/terjemahan, murni gagasan, rumusan, dan pelaksanaan penelitian/implementasi saya sendiri tanpa bantuan dari pihak manapun, kecuali arahan pembimbing akademik dan narasumber di organisasi tempat riset;
2. Dalam karya tulis ini terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali secara tertulis dicantumkan sebagai acuan dalam naskah dengan disebutkan nama pengarang dan dicantumkan dalam daftar pustaka;
3. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran dalam pernyataan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma yang berlaku di Universitas Lampung.

Bandar Lampung, 11 Januari 2017
Yang membuat pernyataan,

Ariyanti Puspita

CURRICULUM VITAE

The writer's name is Ariyanti Puspita. She was born on January 6th, 1993 in Ganjar Agung, Metro Barat, Kota Metro, Lampung. She is the first child of a loving couple Hendro Purwanto and Darmiyati. She has one sister, Marchelinda Dwi Putri and one little brother, Yusuf Ghani Alkhalifi.

She began her formal education at TK Pertiwi Ganjar Agung in 1997 and graduated in 1999. In the same year, she continued her study at SDN 6 Metro Barat and graduated in 2005. Then, she continued her study at SMP Negeri 1 Metro, Kota Metro, Lampung and graduated in 2008. Having graduated from the senior high school, she continued her study at SMA Negeri 1 Metro and graduated in 2011.

In 2011, she continued her study at English Education Study Program of Teacher Training and Education Faculty in Lampung University. At the beginning of July 2014, she carried on *Kuliah Kerja Nyata Kependidikan-Terintegrasi* (KKNK-T) in Gedung Cahya Kuningan, Ngambur, Pesisir Barat and completed Field Experience Program (PPL) inSMPN 2 Ngambur for three months, from July to September 2014.

DEDICATION

I thank God, Allah SWT, for all His tremendous blessing.

With love and appreciation, this script is proudly dedicated to:

My greatest inspiration, my beloved parents Hendro Purwanto and Darmiyati,

thank you for your great love, support, and pray

My lovely sister and brother, Marchelinda Dwi Putri and Yusuf Ghani Alkhalifi,

thank you for the love, laugh, motivation, and for being great partners

The Big Family of Racana Raden Intan – Puteri Silamaya

and

My Great Almamater, University of Lampung

MOTTO

"Do not praise people because it seems great

Or never ever being irrespective because it seems small

Do not see who is talking

But keep in mind what is discussed"

(Sandi Racana Putera Saburai)

"Do it, Face it, and Do not regret it!"

(Ariyanti Puspita)

ACKNOWLEDGEMENTS

The writer would like to acknowledge her deepest gratitude to the Most Gracious and the Most Merciful, Allah SWT who gives endless bless throughout the writer's life and also enables the writer to accomplish this script entitled "*Students' Difficulties in Comprehending English Reading Text at Second Grade Students of SMA N 2 Metro*". It is submitted to fulfill one of the requirements for S1 degree Program at English Education Study Program of Teacher Training and Education Faculty in University of Lampung.

The writer is eager to present her countless gratitude to the people who had supported her throughout her life and especially in finishing this script. Thus, the writer wants to express her sincere respect and gratitude to the writer's first advisor, Prof. Ag. Bambang Setiyadi, M.A., Ph.D., for his advices, kindness, patience, corrections, supports and valuable advice in helping the writer to improve this script to be better. Mahpul, M.A., Ph.D., as the writer's second advisor for his advices and suggestions, encouragement, and guidance in finishing this script. Dr. Flora, M. Pd., as the examiner, for her kindness and critical suggestions to the script, thus his contribution had enabled the writer to finish the script rightly. Dr. Ari Nurweni, M.A., as the Head of English Education Study Program. For all lecturers of English Education Study Program who have contributed their guidance in accomplishing this script. And Dr. Mulyanto Widodo, M. Pd., as the Head of Language and Arts Education Department thank you for his contribution and attention.

Most importantly the writer's special gratitude should go her beloved parents, Hendro Purwanto and Darmiyati, for their endless love, supports and prayers, and encouragements for the writer to accomplish everything in life. The writer's

beloved sister and brother, Marchelinda Dwi Putri and Yusuf Ghani Alkhalifi for their loves, laughter, bickers, and supports.

The writer also would like to thank to Krismantio, thank you for the love, care, patient, happiness, supports and motivation. Thank you for accompanying and guiding me through my days. My best friends, Helchia Shandra Gusalfandia, Ida Fitri Mardaningsih, Indayani, Sulistiana, Galuh Septiara Sywi, and Yuniar Aprilia, thank you for sharing every laugh, tears, and every best condition or even the worst, thank you for giving me unforgetable moments in my life, generous supports, encouragements, friendship, and amazing experiences of 4 years dedication in University of Lampung, it will never be forgotten. And the last for my beloved family of English Education Study Program' 11 thank you for the assistance, support and suggestion.

Finally, the writer realizes that this script is still far from perfection. Thus, comments, critics, and suggestions will be openly appreciated for better future studies. The writer hopes that this research would be a positive contribution to the educational development, the readers, and the other researchers.

Bandar Lampung, 11 Januari 2017

Ariyanti Puspita

LIST OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Students Answer Sheet

I. INTRODUCTION

This chapter presents the background of the research, research questions, objective, uses, scope, and definition of terms in order to provide an insight into the research and justify the significance of this research.

1.1 Background

Learning English is very important, because knowing English will make us bilingual and more employable in every country in the world. English is widely regarded as the language of higher education. It is the language that has to be taught formally from elementary schools up to the univesity level and included in Indonesian curriculum.

The students are supposed to master the four skills in learning English, one of them is reading. Reading is one of the important skills that should be mastered because students could develop their English vocabulary, get much knowledge, and learn many things by reading. As Grellet (1999: 4) states, there are two main reasons for reading: reading for pleasure and reading for information (in order to find out something or in order to do something with the information the readers get). Following this statement, the students will get much information about everything that they do not know or see before by reading. The information that

the students will get is more details rather than they just listen the radio, or watch the television. By reading, the students can find some specific information, understand the whole stories, and the students also can be entertained by reading especially when the students read folktales, comics, novel, short story, and etc.

In the curriculum, the students are required to comprehend English reading text. They are not required to understand each individual part of the sentence or paragraph, but they should understand the message the writer is trying to convey (Chastain, 1976: 309). Furthermore, Oberholzer (2005) said that understanding what we are reading is far more important to us than knowing the mechanical skill of reading. Without understanding, reading would serve no purpose. It means that understanding text is the most important aspect in reading. Not only to understand but also the students should comprehend the text that they read. Comprehend means that the students should fully understand of all the aspect of the text (Townend, 2003).

Indonesian students may get difficulties in comprehending English reading text because English is not their first language. For example, the students find some difficulties when the teacher asks them about some information that do not purely mention in the text but still in the context. Indonesian students had lack of vocabulary and it made them find difficulties in understanding the text. Another difficulty that is faced by the students is in finding the main idea of the text. The students should master those aspects so they can comprehend the text and answer the questions which are served well.

The research which focused on difficulties in reading text is a research from Sasmita (2012) who conducted a research to find out the students' problems in comprehending English reading texts. The findings showed that the factors that may make the students have difficulties in understanding English reading texts were related to vocabulary, grammar knowledge, and reading interest. The other research which is related to the students difficulties in reading is from Atikah (2009) which focused to find out the students' difficulties in linguistic problem in reading comprehension and the finding showed that the students find difficulties in vocabulary, grammar and spelling.

The difficulties in comprehending English reading text should be known and solved by the students and the teacher because comprehending reading text is the important skill and as an achievement indicator in reading that should be achieved by the students. If the students find difficulties in comprehending the text, it will affect their study. As Oberholzer (2005) stated that "difficulty with reading can have an increasingly negative effect on the students' schoolwork and tertiary education, as reading requirements become greater and more extensive." Therefore, the researcher believes that it is important to do research based on this topic with the assumption that every student may have different difficulties in comprehending English reading text. By knowing the students difficulties, it will help the teacher to find the appropriate teaching method to help students improve their ability in reading. The aspect that will be analyzed is five aspect in reading comprehension by Nuttal (1982). They are determining main idea, finding specific

information, making inference, identifying reference, and understanding the meaning of words.

Based on the Curriculum 2013, the types of text that are learnt by second grade students of Senior High School are personal letter, invitation, procedure text, report, analytical exposition text, and biography text. The researcher chooses procedure text because this text has been learnt by the second grade students in the first semester so they already know about procedure text.

Based on the description above, the researcher was interested in conducting the research entitles, "Students' Difficulties in Comprehending English Reading Text at Second Grade Students of SMA N 2 Metro".

1.2 Research Question

Related to the background stated before, the research question in this research was:

What are the students' constraints in comprehending English reading text at second grade students of SMA N 2 Metro?

1.3 Objective

Based on the research questions above, the objective of this research was to find out:

The students' constraints in comprehending English reading text at second grade students of SMA N 2 Metro.

1.4 Uses

This research will be hopefully useful both theoretically and practically:

1. Theoretically

   The results of this research hopefully can be used as verification of the previous theories about comprehending English reading text.

2. Practically

   a. As information for the English teacher to help the students to improve students' performance in reading.

   b. As information for the English teachers to improve their reading teaching and learning process and to choose the most appropriate teaching method based on the students' problem.

   c. To be a reference for the next researchers who will take the students' difficulties in comprehending reading text as materials in their research.

1.5 Scope

The scopes of this research are limited to the subject and object investigated.

1. Subject

   The subject of this study was second grade students of SMA N 2 Metro in academic year 2015/2016.

2. Object

   This research focused on the students' difficulties in comprehending English reading text. The researcher used reading test to analyze the students' difficulties. The text which was used by the researcher was procedure text.

1.6 Definition of Term

There are some terms that were used in this research and to make it clearly, some definition of terms were presented as follow:

1. Reading is an active cognitive process of interacting with print and monitoring comprehension to prove meaning (Clark and Silberstein, 1987).

2. Reading difficulty refers to problems associated with reading and it was causing to fall behind in terms of reading requirements within the classroom (Oberholzer, 2005). In this study, the researcher use the term reading difficulties which mean the problems that are faced by the students in comprehending English reading text.

3. English reading text in this research means the written or printed material that has to be studied by students in learning reading on English subject.

4. Comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text (Doyle, 2004).

5. Procedure Text is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instructions for making something, doing something orgetting somewhere (Anderson and Kathy, 1998: 2).

II. LITERATURE REVIEW

In this chapter, the literature review for the research is provided. The discussion will cover the concept of reading, comprehending the reading text, aspect of reading, reading difficulty, relevant previous research, concept of text, procedure text and theoretical assumption.

2.1. Concept of Reading

Reading functions as the window of knowledge in which people are able to know much information they cannot get completely from other skill such as listening, speaking, or writing. It might be said that through speaking with others, and listening to the radio or television, someone will get knowledge or information, however the amount of the information will not be as perfect as when she/he does reading. The reader can find the reason, example, explanation, summary, and comments of the news that they read.

Nuttal (1982: 42) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent a language, and the knowledge in the world. In this process the reader tries to match their perception with the author's perception.

The other theory said reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning (Clark and Silberstein, 1987: 2). Anderson (1999) also states that reading is an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, nor is it only in the reader. From those theories, it can be said that reading always deal with printed materials and it is an active process of the reader to interpret the meaning of the text.

There are some assumptions about the nature of reading according to Penny (1999), they are:

1. We need to perceive and decode letters in order to read words.

2. We need to understand all the words in order to understand the meaning of a text.

3. The more symbols (letter or words) there are in the text, the longer it will take to read it.

4. We gather meaning from what we read.

5. Our understanding of a text comes from understanding of the words of which is composed.

From the assumption above, it means that reading is an activity to read words in order to get the information from the text.

According to Milan (1998) there are some essential skills in reading, they are:

1. Comprehension and Retention

The reader should be able to comprehend the text and memorize what they have read. To build comprehension and retention, the students can determining the main idea of paragraphs and their purpose of reading, comprehending main idea and distinguishing between main ideas and supporting details.

2. Inferences and Conclusion

McWhorter (1989: 254) defines that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the connection that you draw between what you observe and what you do not know. In making inference, the readers are required to "read between the lines" to make deductions based on the information given. It means that the readers should try to understand what is meant by something that is not written explicitly or openly. For example, from the text that a reader read, he/she may know that the main character in a story is brave because of his actions, even though the author never uses the word brave in the entire story. In reading activity, the readers should make inferences from what they are reading and also make conclusion toward the text that has been read.

3. Critical Thinking and Analysis

In this skill, the readers should distinguish the text that they read, whether it is the text of fact or opinion. Text of fact is a reading text which is written based on real occurrence or based on something happened. While text of opinion is a reading text which is written based on someone's point of view. So, the readers should analyze whether the text is a text of fact or

opinion, then they also think critically whether the information or message in that reading text is important for them or not.

Based on the statement above, it can be concluded that comprehension is important in reading process. Reading with comprehension is not only understanding the meaning of the text, but also understanding the purpose of the main idea of the reading text to get the message and information from the text that they have read.

2.1.1 Comprehending the Reading Text

The main purpose of reading is comprehends the text she/he read. According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

Schumm (2006: 223) said that comprehension process involves an understanding of words and how these words are used to created meaning. Comprehension entails three elements, they are:

1. The reader who is doing the comprehension

   To comprehend the text, a reader must have a wide range of capacities and abilities. These included cognitive capacities, motivation and various types of knowledge.

2. The text that is to be comprehended

   The features of the text have large effect on comprehension. Comprehension does not occur by simply extracting meaning from the text. Texts can be easy or difficult, depending on the factors inherent in the text. When there are too many of these factors are not matched to the readers' knowledge and experience, the text may be too difficult for optimal comprehension to occur.

3. The activity in which comprehension is a part

   A reading activity involves one or more purposes, some operation to process the text at hand, and consequences of performing the activity. The consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge that the reader have. Another consequence of reading activities is finding out how to do something.

Rubbin (1993: 194) states 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. From these concept basically, it can be understood that reading need comprehension. Reading and comprehension are regarded as one activity that cannot be separated. It means that reading comprehension is an activity to extract the meaning of written materials with fully understanding.

Grellet (1999: 4) said that understanding a written text means extracting the required information from it as efficiently as possible. There are the main ways of reading, they are:

1. Skimming: quickly running one's eyes over a text to get the gist of it.

2. Scanning: quickly going through a text to find a particular piece of information.

3. Extensive reading: reading longer text, usually for one's own pleasure. This is fluency activity, mainly involving global understanding.

4. Intensive reading: reading shorter text, to extract specific information. This is more an accuracy activity involving reading for detail.

Smith (2008) said while reading the text, the reader must use general reading strategies such as questioning, making inferences and connections and activating prior knowledge and content specific strategies including drawing on subject specific information to make meaning of the text. It means that reading strategies are useful for the students to comprehend the text.

2.1.2 Aspects of Reading

There are five aspects of reading comprehension according to Nuttal (1982) which the students should understand to comprehend a text well, such determining main idea, finding specific information, making inference, identifying reference, and the understanding meaning of words. These aspects are regarded as difficulties that the students encounter in comprehend the text.

a. Determining Main Idea

The main idea is a statement that tells the author's point about the topic. Roell (2016) stated the main idea of a paragraph is the point of the passage, minus all the details. In determining of the main idea, the students are expected to find the main idea of the text, so, they should comprehend the topic that is told in the text. The main idea is usually a sentence, it is usually the first sentence but it can be in the middle or in the last sentence (Vener, 2002). Therefore, this can make the main idea is more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

b. Finding Specific Information (Scanning)

Brown (2001) stated that scanning is quickly searching for some particular piece or pieces of information in a text. In finding the specific information, the students have to find the detail information or idea that was mentioned on the text. Therefore, sometimes it is difficult for a student to see and distinguish between important and unimportant information in the text in order to find specific piece of information such as name, date, word or phrases, and references in the text.

c. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. For example, the question is "what the meaning of the statement above?" It means that the students need to find the conclusion based on the statement. Kopitski (2007) also said that readers need to practice combining clues from the text with their background knowledge in order

to make inferences. Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

d. Identifying Reference

Reference is the relationship between a grammatical unit usually a pronoun that refers to (or stands in for) another grammatical unit usually a noun or noun phrase (Rainbolt and Dwyer, 2011). In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation. For example, in the text there is a simple sentence like "The boys in class 7 go outside to play football. *They* play in the school hall." And the question is "The word *they* refer to?", so the students should find that the word *they* refer to whom.

e. Understanding the Meaning of Word

In understanding the meaning of words, the students have to find the meaning of difficult word on the text context by comprehending the meaning of the sentence or the text, and then they will find the suitable meaning of the word. Hedge (2000: 193) noticed vocabulary is another major component of reading ability with which language learners will experience difficulty. Therefore, unfamiliar vocbularies about the text need to be taught to students before reading the material so that they can be easily understand the material.

Therefore, in this research, the researcher focuses on the aspect of reading above as the theories consideration in constructing reading test.

2.2 Reading Difficulty

To comprehend a text, Westwood (2001: 31) 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.

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. But in this research, the researcher analyzed the students' difficulties based on the five aspect of reading comprehension by Nuttal above. Below, the researcher shows some of the causes of students' difficulties in comprehending the text according to Reis (2016).

1. Teachers' Willingness to Lecture over Reading Material

   Smith (2008) stated that content area reading is the reading that a person usually a student needs to complete and understand in a particular subject area. Once students believe that a text is too hard for them, they assume that it is the teacher's job to explain the text to them. Since teachers regularly do so, it will deprive students of the very practice and challenge they need to grow as readers.

2. Failure to Adjust Reading Strategies for Different Purposes

   Inexperienced readers are also unaware of how a skilled reader's reading process will vary extensively depending on the reader's purpose. Some reading tasks require only skimming for gist, while others require the closest scrutiny of detail. Good readers varied their reading speed appropriately while poor readers do not discriminate in their reading time as a function of reading purpose.

3. Difficulty in Perceiving the Structure of an Argument as They Read

   Inexperienced readers are less apt to chunk complex material into discrete parts with describable functions. They do not say to themselves, for example, "This part is giving evidence for a new reason," "This part maps out an

upcoming section," or "This part summarizes an opposing view." These students are taking an ant's-eye view of the text-crawling through it word by word-rather than a bird's-eye view, seeing the overall structure by attending to mapping statements, section headings, paragraph topic sentences, and so forth.

4. Difficulty in Reconstructing the Text's Original Rhetorical Context

Inexperienced readers often do not see what conversation a text belongs to-what exigency sparked the piece of writing, what question the writer was pondering, what points of view the writer was pushing against, what audience the writer was imagining, what change the writer hoped to bring about in the audience's beliefs or actions. They have difficulty perceiving a real author writing for a real reason out of a real historical moment.

5. Difficulty Seeing Themselves in Conversation with the Author

This problem possibly because they regard texts as sources of inert information rather than as arguments intended to change their view of something. Inexperienced readers often do not interact with the texts they read. They don't ask how they, as readers, are similar to or different from the author's intended audience. They don't realize that texts have designs upon them and that they need to decide, through their own critical thinking, whether to succumb to or resist the text's power.

6. Difficulties with Vocabulary and Syntax

Inadequate vocabulary hampers the reading comprehension of many students. Using a dictionary helps considerably, but often students do not appreciate how context affects word meanings. Moreover, the texts they read often contain technical terms, terms used in unusual ways, terms requiring extensive

contextual knowledge, or terms that have undergone meaning changes over time. Additionally, students have difficulty tracking complex sentence structures. Although students may be skilled enough reading syntactically simple texts, they often have trouble with the sentence structure of primary sources or scholarly articles.

Shoebottom (1996) also stated the main sources of language difficulty for ESL students.

1. Illegibility

   ESL students may have problems that are caused solely by the fact that what they are trying to understand has been poorly printed or copied, is badly set-out or is in a very small type-face.

2. Unfamiliar Words

   A written message may be difficult to understand because it contains many words that are unknown to the student.

3. Lack of Background Knowledge

   Another difficulty arises in cases where the necessary background knowledge is missing. For example, there is little point him/her looking up the unknown words in the following passage since the definitions are unlikely to further comprehension.

4. Difficult Concepts

   The next difficulty can be seen in texts such as the following:

   The appeal of the view that a work of art expresses nothing unless what it expresses can be put into words can be reduced by setting beside it another view, no less popular in the theory of art, that a work of art has no value if what it expresses can be put into words.

The words in themselves are not unduly difficult and no special background knowledge is required, but the concept expressed in the passage is complex.

5. Complex Syntax

In general, long sentences containing subordinate or embedded clauses tend to be less immediately intelligible than shorter, simpler ones. For example, the second instruction below is probably more readily understood than the first, which contains an embedded participial clause.

Explain clearly using at least three different reasons or drawing three diagrams why McClelland lost the battle.

Explain clearly why McClelland lost the battle. Give at least three reasons or draw three diagrams.

6. Polysemy

Polysemous words are words with multiple meanings. These can cause difficulty if the student has learned one meaning of the word, but the word has a different meaning in the context of the sentence the student is reading. An example is the word *solution* which can mean either the answer to a problem or a mixture of two substances.

7. Advanced cohesion

Cohesion refers to the way writers link phrases, clauses and sentences into a coherent whole. However, a mature and pleasing style can be impenetrable to language learners. In the pairs of sentences below, the first one in each case will probably be more difficult to understand than the second:

John bought a red pencil and Mary a blue one.

John bought a red pencil and Mary bought a blue pencil.

8. Poor Writing

A text may be difficult because the ideas are not organized logically, or because punctuation is lacking, faulty or ambiguous, or because cohesion is slipshod. The following extract, taken from a recent IB Computing Studies exam, has an example of poor cohesion.

A bar code is often found on produce sold in supermarkets and, by means of a bar code reader, a computer can directly identify that item.

The students may fail to realize that 'that item' refers to 'produce'.

While Akbari (2014) in her research found some of the comprehension problems from insufficiency or lack of grammatical knowledge.

a. Recognizing and understanding different kinds of phrases and determining their head noun.

b. Recognizing and understanding different kinds of clauses and determining their grammatical function.

c. Recognizing the main sentence in a complex sentence and consequently failing to recognize the main verb of the sentence.

d. Recognizing the role of conjunctive adverbs.

e. Recognizing the reference of the pronouns.

f. Recognizing and understanding the tense of the verb.

g. Understanding the passive sentences.

h. Lack of knowledge of collocations.

    i.   False generalizations or stereotyping about words with similar spelling or pronunciation

2.3 Relevant Previous Research

There are many researchers who analyzed the difficulties that are faced by the students in reading. The researcher finds out some researches which were relevant to this research. As follow:

Atikah (2009) analyzed the students' linguistic problem in reading comprehension at second grade students of junior high school in Sukabumi. The finding showed that the students get difficulties on linguistic problem in reading such vocabulary, structure and spelling.

Sasmita (2012) conducted a research to find out the students' problems in comprehending English reading texts. The findings showed that the factors that may make the students have difficulties in understanding English reading texts were related to vocabulary, grammar knowledge, and reading interest.

Chung (2012) conducted the research with the title "A Study of Reading Comprehension Problems in English Encountered by First Year Students of Faculty of Vietnamese Studies at HNUE." This study is aimed to find out the main reading comprehension problem encountered by the students. From the result, it shown that the two most serious problem faced by the students are insufficient vocabulary and the need to reread.

From the related studies above, it showed that the difficulties in reading are important to be known and analyzed. However, the problems that are faced by the students might be different in one school to other school. The researcher was interested to analyze the students' difficulties in comprehending English reading text. The differences of this research and all the research above were: the first was the sample of this research was second grade of Senior High School students. Second, the text which was used in this research was procedure text. The researcher chooses to use procedure text because the previous research above used many kinds of text except procedure text. So the researcher want to know whether the students find difficulties in procedure text or not. Moreover, the differences were also from the aspect of reading. In this research, the researcher used five aspect of reading comprehension by Nuttal (1982).

2.4 Concept of Text

Nuttal (1982: 80) points out that actually a text could consist of a single sentence. According to her, understanding a text involves understanding different kinds of meaning at the same time, at least four levels of meaning exist:

1. Conceptual meaning: the meaning of word can have on its own concept, or notion, can be found at any level, from the whole text down to a single word o morpheme. Every lexical item embodies a concept, sometimes simple (e.g. blue), sometimes complex (e.g. probability).

2. Propositional meaning: the meaning of a sentence can have on its own. It is the meaning a clause or sentence can have even if it is not being used in a context, but is just standing on its own. A word on its own, e.g.

misleading, carries no propositional meaning: we cannot affirm it, deny it or doubt it.

3. Contextual meaning: the meaning of a sentence can have only when in context. This might be a reason, justification, assumption, explanation, or other functions that the sentence might assume from the context. As soon as a sentence is used in a given situation or context, it takes on a value derived from the researcher's reason for using it, and from the relationship between one sentence (utterance) and others in the same text.For example, when it stands alone, the proposition "I like the thinking process that goes with it" just gives the view of the speaker. But when it follows the sentence "I'd take several courses in philosophy", it assumes the function of giving a reason or justification. The writer uses it to explain why he would take philosophy courses.

4. Pragmatic meaning: the meaning of a sentence has only as part of the interaction between writer and reader. This is the meaning that reflects the researcher's feelings, attitudes and so on, and the attention that the reader should understand. It therefore includes the intended effect of the utterance upon the reader. This is what we usually mean by "reading between the lines".

According to Simanjuntak (1988), text is a stretch of language, which forms a whole. It is considered by linguists to a text, whether it is spoken or written. It can be assumed that text is an association of sentence which brings a message to the reader whether it is spoken or written.

2.5 Procedure Text

Procedure text is one of the texts that should be comprehended by the second grade of senior high school students. The researcher used procedure text because this text is included in 2013 Curriculum for second grade students of senior high school and has been studied by the students in the first semester so the students have had knowledge about the procedure text. It easier the researcher to did the research because there was no treatment in this reseacrh. The researcher also considered to use procedure text because the previous research that has been stated before used many kinds of text except procedure text.

Siahaan and Shinoda (2008) state that a procedure text is the writer describes how something is accomplished through a sequence of action or step. Anderson and Kathy (1998: 2) also explain that a procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere. Procedure is commonly used to describe how to make something which is close to our daily activity for example how to make a fried rice, how to make an email account, etc.

Siahaan and Shinoda (2008) state there are two components of procedure text namely:

1. Social Function: To describe how something is accomplished through a sequence of actions or steps.

2. Generic Structure:

    ➢ Goal   : Showing the purpose.

➢ Material   : Telling the needed materials (not required for all

procedure texts).

➢ Step 1- end   : Describing the steps to achieve the purpose (goal followed

by a series of steps oriented to achieving the goal).

According to Martiani (2012), there are several features of the procedure text language, such as:

1. Using pattern imperative sentences (commands), for example, cut, put, do not mix, and so on.

2. Using action verbs, such as turn, dig, try, mix, etc.

3. Using connectives (conjunctions) to sort of activities, such as then, while, and so on.

4. Using the adverbials (adverb) to reveal details of time, place and manner accurate, for example, for five minutes, 2 hours, etc.

5. Using the simple present.

Example of procedure text:

Goal   : *How to Make Jelly*

Ingredients   :

➢ jelly crystals

➢ water

Steps   :

1. Sprinkle the flavored jelly crystals into a bowl.

2. Add 250mls of boiling water and stir with a whisk until dissolved.

3. Add 250mls of cold water and stir.

4. Pour the jelly into a dish or jelly mold.

5. Put it in the refrigerator until it sets (at least two hours)

6. Remove the jelly from the refrigerator and serve.

2.4 Theoretical Assumption

Reading is an important skill that should be mastered by the students. To be good readers, the students should comprehend the text that they read. Reading comprehension is an activity to extract the meaning of written materials with fully understanding. There are five aspects that should be mastered by the students to comprehend the text, such as determining the main idea, finding specific information, making inference, identifying the reference, and understanding the meaning of words. The researcher assumes that there are many students faced the difficulties in comprehending the text on those aspects. So, the researcher is interested in conducting the research to find out the students' difficulties in comprehending English reading text.

III. METHODS

This chapter describes the method which was used in this research such as research design, source of data, instruments, reliability and validity, level of difficulty, procedures, data analysis, and scoring system.

3.1 Research Design

This research was qualified as a qualitative research. The researcher used descriptive method to expose the result. The descriptive method is appropriate with this research since it describes the students' difficulties in comprehending English reading text. Bodgan and Taylor in Setiyadi (2006: 219) explain that qualitative research is a research which produces descriptive data in written or spoken words from the people and their behavior which can be observed. The data of this research was collected by giving reading test and interview.

3.2 Source of Data

The source of the data is the important thing in this research and it was included:

1. Population

   Population is all of research subjects (Arikunto, 2005). The population of this research was the second grade students of SMA N 2 Metro in academic year 2015/2016.

2. Sample

According to Setiyadi (2006, 38), sample is the member who give the data and representative the population of the research. The sample of this research was taken by using *Purpossive Sampling.* Purpossive sampling is determining the subject based on specific purpose. It is not based on the strata, random or territory (Arikunto, 2006: 139-140). It was used because the researcher could reach a targeted sample quickly. It was easy to get a sample of subjects with specific characteristics. There were six classes of second grade students in SMA N 2 Metro, and the researcher choosed one class, that was XI IPA 1 class. This class was chosen because their average score of class is higher than the other classes. This class also in the English subject class and have studied about procedure text.

3.3 Research Instruments

The instruments that were used by the researcher in this research were reading test and interview.

3.3.1 Reading Test

The researcher gave reading test to the students to measure the students' comprehensibility in reading. By giving the reading test, the researcher tried to find out whether the students can answer the test well or not. The right and the wrong answer from the students were used as an indicator whether the students find the difficulties or not. According to Harris in Hermina (2000), multiple choice form items tent to have superior reliability as the most useful of all objective types, since it could be simply administered. Based on the opinion

above, the reading test was given in the form of multiple choice types. The writer used five aspects of reading comprehension in this test. The five aspects of reading comprehension were determining main idea, making inference, identifying reference, finding specific information, and the understanding meaning of words or vocabulary. The specification of the reading test's content was presented by the table below:

Table 3.1 Table of Specification of Reading Test

No.	Aspects	Item Numbers	Total Items	Precentage
1.	Determine the main idea	1, 6, 11, 16, 21, 26	6	20%
2.	Specific information	3, 7, 12, 17, 22, 27	6	20%
3.	Inference	5, 8, 15, 20, 24, 30	6	20%
4.	Reference	4, 10, 13, 19, 25, 29	6	20%
5.	The meaning of words	2, 9, 14, 18, 23, 28	6	20%
Total			**30**	**100%**

3.3.2 Interview

Interview is one of the collecting data techniques in qualitative research. Interview is data collecting technique which use open form questions and it can be used to get more information about the cause and effect for each aspect in qualitative research (Setiyadi, 2006: 243). The researcher interviewed the students who have difficulties in comprehending the procedure text. The students answered the question with their own words and there was no alternative answer from the researcher. It was used to get more detail information in order to support the data from the reading test.

3.4 Reliability and Validity

Reliability refers to the extent to which a test produces consistent result when administered under similar condition (Hatch and Farhady, 1982: 243). A test is called reliable if the score gained by the examinees is constant whenever and by whomever the test is conducted. In qualitative research, reliability is about the data which is collected (Setiyadi, 2006: 30). While in qualitative research, the concept of validity is about the collected data should be authentic. The researcher used Triangulation technique to measure the reliability and validity of the instruments. Triangulation is combination of two or more technique in collecting the data about the research subject behavior (Setiyadi, 2006: 246). In this research, the kind of triangulation which was used was Method Triangulation. Method triangulation involves the use of multiple qualitative and/or quantitative methods to study the program (Guion, 2002: 02). The researcher used reading text as the quantitative method and interview as the qualitative method. In this research, triangulation was used to get the whole and more detail information from the students about the result of the test and the difficulties that they faced when they do the reading test. According to Guion (2002: 02), if the findings from all of the methods draw the same or similar conclusions, then validity in the finding has been established. In this research, the data from those methods filled up each other. The researcher was expected to get fuller understanding of the data obtained. It means that the methods applied by the researcher enable to get more accurate data and more detail information, so that the researcher was able to draw more accurate conclusion.

3.5 Level of Difficulty

Level of difficulty is important since test items which are too easy can tell us nothing about differences within the test population. It is related to how easy or difficult the item is from the point of view of the students who took the test (Shohamy, 1985: 79). Level of difficulty is calculated by using the following formula:

$$LD = \frac{R}{N}$$

Where:

LD   = level of difficulty

R   = the number of students who answer correctly

N   = the total of students in higher and lower group

(Shohamy, 1985: 79)

The criteria as follow:

< 0.30   = difficult

0.30 – 0.70   = average

> 0.70   = easy

3.6 Research Procedure

In conducting the research, the researcher prepared some research procedures, as follow:

1. Determining research problem

2. Determining research objective

3. Determining the population and sample of the research

The population of this research was the second grade students of SMA N 2 Metro. And the sample of this research was class XI IPA 1.

4. Administrating the reading test

Reading test was used to get the data of students' reading comprehension. In this test, the student should answer the multiple choice test. The test which was given to the students consists of 30 questions.

5. Interviewing the students

The interview was conducted for the students who find difficulties when answered the reading test. This was used to get more details information related to students' difficulties in comprehending the text to support the data from the reading test.

6. Analyzing the data

After collecting the data from reading test and interview, the researcher calculated and analyzed the data.

7. Drawing findings and conclusions from the data.

3.7 Data Analysis

Having collected all of data from test and interview, the researcher analyzed the data. In analyzing the data the researcher used descriptive manner. The procedures of analyzing the data were:

1. Identification of data

Firstly, the researcher analyzed the result of the test to determine the students' difficulties in comprehending the text, and in what aspects the students face the difficulty. The researcher distinguished the students' difficulties from the mistake

they have done in answering reading questions. And then from the interview, the researcher got details and deeper information about the students' difficulties.

2. Description

The researcher used descriptive method to make the result and discussion of the research. The researcher described the result of the collected data and also the percentage of data. It was to make the result of the research clear and readable.

3. Conclusion

Finally, the researcher concluded the result of this research and she presented it in the form of narrative.

3.7.1 Scoring System

The researcher used multiple choices test in order to gain the objectivity of the result. In scoring system of the students' reading test, the researcher used Arikunto's formula (2005, 236). The ideal highest score is 100. The researcher calculated the students' reading test by using this formula:

$$S = \frac{R}{T}\ 100$$

Notes:

S   = the score of the test

R   = number of the right answer

T   = total number of the items on the test

summarizing, predicting, and monitoring. It means that the five problems found in this research had important role in reading comprehension.

Comprehension means that we should extract the meaning of text with fully understanding. To comprehend the text, first we should understand the content of the text. In understanding the content, it is involved the words, the sentence structure, and the pronouns which is used in the text, also the length of the text. Those aspects will be easily understood if supported with the vocabulary knowledge we had. The most important thing is that to comprehend the text well, we should use appropriate reading technique while reading.

V. CONCLUSIONS AND SUGGESTIONS

This chapter covers two points relating to the results of the data analysis and discussion after conducting the research. Then, it can be taken the conclusions and suggestions from the research.

5.1 Conclusions

Based on the results of the data analysis and discussion in the previous chapter, the researcher draws the following conclusions:

Based on the research at the second grade students of SMA N 2 Metro, the results showed that the students have constraints with respect to five aspects of reading; determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of word in comprehending English reading text. From the results of the interview, it has been found that there were five problems faced by the students in comprehending the text. They may appear not only from the features of the text but also from the students' ability. The problems that appear from the features of the text, such there were unfamiliar vocabularies which were used in the text, unfamiliar content of the text which make the students are not interested to read, the appearance of an ambiguous pronoun which was confusing for the students, and the sentence pattern which was too complicated to be understood by the students.

While the students' problems that appear from the students' ability, that was; the students did not apply the appropriate reading techniques while reading. They read the whole passage more than once and found the meaning of every word in the text first before answer the questions.

5.2 Suggestions

After having discussion of the problems and conclusion of the results above, the researcher would like to propose some suggestions as follow:

1. The teacher should teach the students the technique to find the vocabulary meaning by using clues from the text without looking it up on the dictionary.

2. The teacher should tell and teach the students the reading technique that is used while reading. It will make the students reading process effectively and increase their reading ability.

3. The teacher should create and give materials with variant sentence patterns. So that the students can practice their ability in understanding a sentence to help them to comprehend the text well.

4. And the last, for the further researcher, try to find other problems that faced by the students that come from the students' ability in different grade and with different kind of text. So that, the researcher can finds more problems that are faced by the students in learning reading.

REFERENCES

Akbari, Z. 2014. *The Role of Grammar in Second Language Reading Comprehension: Iranian ESP Context* (International Conference on Current Trends in ELT). Procedia - Social and Behavioral Sciences 98122 – 126. Iran: Elsevier Ltd.

Atikah, I. 2009. *Analysis on the Students' Linguistic Problems in Reading Comprehension: A Case Study at Second Grade Students of MTs. Baiturrahmah Sukabumi.* Jakarta: State Islamic University.

Arikunto, S. 2005. *Manajemen Penelitian.* Jakarta-Indonesia: PT. Rineka Cipta.

_____. 2006. *Prosedur Penelitian suatu Pendekatan Praktik.* Ed Revisi VI. Jakarta: PT Rineka Cipta

Anderson, N. J. 1999. *Exploring Second Language Reading: Issues and Strategies.* Boston, MA: Heinle&Heinle.

Anderson, M. & Kathy, A. 1998. *Text Types in English 3.* Australia: MacMillan.

Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* 2nd Ed. New Jersey: Prentice Hall, Inc.

Chastain, K. 1976. *Developing Second – Language Skills: theory to practice.* Chicago, USA: Rand Mcnally College Publishing Company.

Chung, H.V. 2012. *A Study of Reading Comprehension Problem in English Encountered by First Year Students of Faculty of Vietnamese Studies at HNUE.* Hanoi National University of Education. (Online). (http://www.hnue.edu.vn). Accessed on 30th August, 2015

Clark, M. & Sillberstein, S. 1987. *Toward a Realization of Psycholinguistic Principle in the ESL Reading Class, in Methodology TESSOL.* New York: New Bury Publisher.

Doyle, B.S. 2004. *Main Idea and Topic Sentence*. London: Ward Lock Educational.

Guion, L.A. 2002. *Triangulation: Establishing the Validity of Qualitative Studies*. University of Florida. (http://edis.ifas.ufl.edu). Accessed on 30th August, 2015.

Grellet, F. 1999. *Developing Reading Skills*. England: Cambridge University Press.

Hatch, E. & Farhady, H. 1982. *Research Design and Statistics for Applied Linguistics.* Rowley: Newbury House Publisher.

Hedge, T. 2000. *Teaching and Learning in the Language Classroom.* Oxford: Oxford University Press.

Hermina. 2000. *Teaching Vocabulary through Songs.* Unpublished Thesis. Bengkulu University.

Kopitski, M. 2007. *Exploring the Teaching of Inference Skills* (A Capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in English as a Second Language). Minnesota: Hamline University.

Kuswidyastutik. 2013. *Identifikasi Kesulitan Belajar Matematika Siswa Kelas IV SDN Kedungringin 1*. Surabaya: UIN Sunan Ampel.

Martiani, T. 2012. *Reading Material (Prosedure text).* English teaching media. (Online). http://tursinamartiani.blogspot.com/2012/10/english-teaching-media.html. Accessed on 5th July, 2015.

Mc Whorter, K.T. 1989. *College Reading Study Skills.* London: Scott, Foresman and Company.

Milan, D.S. 1998. *Developing Critical Reading Skill.* The University of Shouthern California: Mcgraw – Hill College.

Nuttal, C. 1982. *Teaching Reading Skill in a Foreign Language*. London: Heinermann Educational Books.

Oberholzer, B. 2005.*The Relationship between Reading Difficulties and Academic Performance* (Submitted in part fu1fiIment of the requirements for the degree of M Ed (Ed. Psych). (Online). Vol. xii, 119 leaves. University of Zululand's Library Catalogue. (http://uzspace.uzulu.ac.za/handle/10530/398). Accessed on 30th August, 2015.

Penny, U. 1999. *Course in Language Teaching: Practice and Theory*. England: Cambridge University Press.

Rainbolt, G. W. & Dwyer, S. L. 2011. *Critical Thinking: The Art of Argument*. Wadsworth. (Online). http://grammar.about.com/od/rs/g/referenceterm.htm. Accessed on 22nd November, 2016

Reis, R. 2016. *Tomorrow's Professor Mailing List:* Helping Difficult Students Read Difficult Text. (Online). (http://cgi.stanford.edu/~dept-ctl/tomprof/posting.php?ID=1145). Accessed on 30th August, 2015.

Roell, K. 2016. *How to Find the Main Idea.* (Online). (http://testprep.about.com/od/tipsfortesting/a/Main_Idea.htm). Accessed on 12nd November, 2016.

Rubbin, D. 1993. *A Practical Approach to Teaching Reading*. Needham: Macmillan.

Sasmita, E. 2012. *Identifying Students' Abilities in Understanding English Reading Texts: A Case Study at the Second Year Students of Smkn 1 Gangga in Academic Year 2012/2013.* (Online). (http://fkip-unram.ac.id/ejurnal/index.php/inggris/article/view/235). Accessed on 30th August, 2015.

Schumm, J. S. 2006. *Reading Assessment and Instruction for All Learners.* United Stated of Amerika: Guilford Press.

Setiyadi, Ag. B. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif.* Yogyakarta: Graha Ilmu.

Shoebottom. 1996. *Helping ESL Students Understand Written Texts.* (Online). (http://esl.fis.edu/teachers/support/commun.htm). Accessed on 11st May, 2016.

Shohamy, E. 1985. *A Practical handbook in language testing for the second language teachers*. Tel-Aviv: Tel-Aviv University.

Siahaan, S. & Shinoda, K. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu.

Simanjuntak, E. G. 1988. *Developing Reading Skill for English Foreign Language Students*. Jakarta: P2LPTK.

Smith, W. P. 2008. *Reading Instruction Resource*. (Online). (http://www.k12reader.com/what-is-content-area-reading/). Accessed on 23rd October, 2016.

Townend, A. 2003. English as a Second Language. (Online). (http://www.english-test.net/forum/ftopic24468.html). Accessed on 30th August, 2015

Vener, D. 2002. *Landmark School Outreach Program*: Finding the Main Idea. (Online). (http://www.lndmarkoutreach.org/publications/spotlight/finding-main-idea). Accessed on 3rd November, 2016.

Westwood, P. 2001. *Reading and Learning Difficulties a Process to Teaching and Assessment.* Australia: Acer Press.