

**AN ANALYSIS OF STUDENTS' READING COMPREHENSION CONSTRAINTS
AT THE FIRST YEAR STUDENTS OF SMAN 1 BANDAR LAMPUNG
(A Script)**

By:

Anindya Sekarini



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
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ABSTRACT

AN ANALYSIS OF STUDENTS' READING COMPREHANSION CONSTRAINTS AT THE FIRST YEAR STUDENTS OF SMAN 1 BANDAR LAMPUNG

By

ANINDYA SEKARINI

The objectives of this research are to investigate the students' constraint in comprehending or understanding English texts in reading comprehension and to find out the most difficult English texts in reading comprehension. This research is basically qualitative research which uses a discourse analysis research that employs descriptive method. The subjects of this research are the students at the first year of SMAN 1 Bandar Lampung in the first semester of academic year 2016/2017. The research took one class as the subject and it was X Science 1 which consisted of 30 students. The reading test was applied to collect the data and the interview applied to confirm the result of reading test.

The result shows that there are six students' problems in understanding reading text, they are : lack of students' interest, lack of vocabulary mastery, lack of background knowledge, on transition phase, identifying main idea and lack of motivation. The second result shows that narrative text was regarded to be the most difficult English text types. Based on the result above, it can be concluded that reading is complex activity with many factor supporting.

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CONSTRAINTS AT THE FIRST YEAR STUDENTS
OF SMAN 1 BANDAR LAMPUNG**

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Anindya Sekarini

A Script

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Research Title : **AN ANALYSIS OF STUDENTS' READING
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YEAR STUDENTS OF SMAN 1 BANDAR LAMPUNG**

Student's Name : *Anindya Sekarini*

Student's Number : **1313042010**

Department : **Language and Arts Education**

Study Program : **English Education**

Faculty : **Teacher Training and Education**



Advisor

Mahpul, M.A., Ph.D.
NIP 19650706 199403 1 002

Co-Advisor

Dr. Muhammad Sukirlan, M.A.
NIP 19641212 199003 1 003

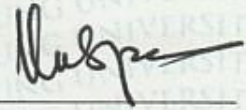
The Chairperson of
The Department of Language and Arts Education

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

ADMITTED BY

1. Examination Committee

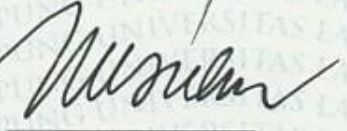
Chairperson : **Mahpul, M.A., Ph.D.**



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



Secretary : **Dr. Muhammad Sukirlan, M.A.**



The Dean of Teacher Training and Education Faculty



Dr. H. Muhammad Fuad, M.Hum.

NIP 19590722 198603 1 003



Graduated on : **August 09th, 2017**

SURAT PERNYATAAN

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

Nama : Anindya Sekarini
NPM : 1313042010
Judul Skripsi : An Analysis of Students' Reading Comprehension Constraints At The First Year Students of SMAN 1 Bandar Lampung
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

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Anindya Sekarini
NPM 1313042010

CURICULUM VITAE

Anindya Sekarini is the youngest daughter of a great father Dwi Sugianto and a best mother Kurniati. She was born on January 4, 1996 in Bandar Lampung, Lampung. She has three sisters, Desy Amalia Kurniasih, Meynar Dwi Lestari (Alm) and Febiana Tri Nastiti.

She went to Kindergarten Tadika Puri in 1999 and graduated in 2000. Then she studied at another Kindergarten Kartika II-2 Bandar Lampung in the same year and graduated in 2001. She went to elementary school at SD Kartika II-5 Bandar Lampung in 2001 and graduated in 2007. In the same year, she continued her study at SMPN 1 Bandar Lampung. After graduating from junior high school in 2010, she pursued her study at SMAN 1 Bandar Lampung and graduated in 2013. In 2013 she was registered as a student of English Education Study Program, in Language and Art Education Department of Teacher Training and Education Faculty at Lampung University.

From February July 18th to August 26th 2016, she carried out Teaching Practice Program (PPL) at SMPN 1 Bandar Sakti, Lampung Tengah, Lampung.

DEDICATION

With love and appreciation, this undergraduate thesis is proudly dedicated to
my incredible parents

Dwi Sugianto A.Md., and Kurniati S.Pd.

Whose love, support, pray of day and night, and putting me through best
education possible. I wouldn't have been able to get to this stage without them.

For all those who encouraged me to fly toward my dreams:

“ thank you for inspiring me and making me enjoy this journey a priority”

MOTTO

*"Be stubborn with your goals but flexible
with your methods"*

- PIA WURTZBACH -

*"Do my best, so that I can't blame myself
for anything"*

- ANINDYA SEKARINI -

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The writer realizes that this script is still far from perfection. There may be weaknesses and mistakes. Thus, the writer would be grateful to accept any comments and suggestions. The writer hopes that this research would give positive contribution to educational development, the readers, and those who want to accomplish further research.

Bandar Lampung, June , 2017

The Writer

Anindya Sekarini

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I. INTRODUCTION

This chapter presents backgrounds of the problem, research question, objective of research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Research

In general, language is used as a means of communication. In a broader context, people in Indonesia need to learn English in order to make them able to communicate and comprehend what is communicated in English as the international language. Realizing the demand above, the 2006 English curriculum of SMA states that SMA/MA students should be able to use the language in informational levels. Arriving at informational level means that the students are expected to be able to access knowledge and information from the target language (English) by their language skills. There are four language skills to be taught by English teacher of SMA/MA i.e., listening, speaking, reading, and writing (Depdiknas, 2006:307). The learners should be trained to be able to use English in real communication by mastering the four skills.

However, students' English achievement at some of either state or private schools has not shown its significant success in terms of students' mastery in language skills. Students occasionally consider that the importance of studying English subject is to pass the minimum score because it is one of the subjects that is generally used to pass the final examination only. In their mind, studying English

is all about the pattern or structure or even grammar of the language being tested in the national exam. The teacher, in this case, is still not successful in guiding the students' paradigm toward English language learning that the students are not going to learn about, but the students learn how to use the language. As a result, for more than 6 years they have learned English, they still cannot produce the language skills involving speaking, reading, listening, and writing skills.

Reading is one of the most important skills students need to master as it enables them understand what the text tells about. Students need to have good reading skill for acquiring knowledge and learning new information. Based on the curriculum 2013, the objective of teaching reading for the first grade of SMA students is to enable the students to identify the main idea of whole text, vocabularies, and some information of a reading text. Reading is important for the students to comprehend a reading text by having knowledge in general view of the text because it can help them to understand the main idea of the text and predict what will be discussed on the text. Grabe (2002:8) defines reading as a complex ability to extract, build meaning from a text. In short, reading is generally defined as a process of identifying a written or printed text to understand its meaning. As a matter of fact, students find it hard to comprehend the texts in English. This indicates that students have the constraints in comprehending reading text.

In reading activities, students are required to interpret the meaning of the text, because comprehension was the centre of understanding. Sometimes readers get difficulties to interpret the content of the text. They often find it hard to understand a message transmitted by the author in a reading text. Reading texts present the information, but it is difficult for students to interpret the intent and the purpose of the author.

The failure of a reader in understanding reading text might be due to several aspects. According to Rumelhart (1980: 47-48), failures to understand the reading text might be due to three things as follow : 1) The readers do not have appropriate schemata. When this happens, the reader will not be able to grasp the concept conveyed by reading text. 2) The readers have appropriate schemata but clue of failures might not be enough. This might lead the reader to find difficulty to understand the recitations, but when given an additional clue. 3) The readers may be able to find the interpretation of the discourse consistently but they may not find what is desirable of a writer. In this case the reader will understand the reading text, but the understanding is not the same as what the writer means.

In teaching reading at school, reading takes the position as one of language skills that should be taught. According to the 2013 curriculum, the students should be able to understand the functional and essay texts in descriptive, recount and procedure related to near behavior, especially for the first year students of senior high school. Students' score in reading comprehension that should reached in the KKM is 70.

Based on the pre-survey, it was found out that several students score in SMAN 1 Bandar Lampung did not achieve the target. The fact showed that the students could only reach score 55-60. This makes the researcher interested in investigate students constraints in comprehending English texts by the first year student of SMAN 1 Bandar Lampung. Therefore, the writer is interested in conducting the research entitled “ an analysis students' reading comprehension constraints in the first year student of SMAN 1 Bandarlampung”.

1.2. Research Questions

With reference to the problems described in the background above, the researcher formed the research question as follows:

1. What are the students' constraints in comprehending English texts by the first year students of SMAN 1 Bandarlampung?
2. What type of text is regarded as being the most difficult English text type by the first year students of SMAN 1 Bandarlampung ?

1.3 Objective of the Research

In line to with the background of the research, the objective of this research as follows:

1. To find out the students' constraints in comprehending / understanding English texts in reading comprehension by the first year students of SMAN 1 Bandarlampung.
2. To find out type of text is regarded as being the most difficult English texts in reading comprehension by the first year students of SMAN 1 Bandarlampung.

1.4 Uses of the Research

There are two kinds of uses of the research, theoretical and practical research. Therefore, the research is expected to provide contribution to educational research for both theoretical and practical use as follows:

1. Theoretically, the result of this research will bring additional information and to support the existing theory about constraints in reading comprehension.

2. Practically, it will be usefull for English teachers concering on students' constraint in reading comprehension.

1.5 Scope of the Research

This research was focused on analyzing the constraint of reading comprehension at the first grade/ first year students of SMAN 1 Bandar Lampung. This research took 30 students in one class only. The researcher uses three types of English texts, they are narrative text; recount text and decriptive text which appropriate with curricullum 2013 syllabus of the first year student of SMA.

1.6 Definition of Terms

There are some terms used by the reseacher and to make them clear and to avoid misunderstanding, there are clarified as follows :

1. Concept of Reading

Reading is one of the important skills that are needed by the students from elementary school up to the university. By reading, the students are able to get a lot of information based on what they are required in reading. Smith (1983) defines reading is a process of interpreting or understanding the text in terms of the question what the reader formulates about the text. It means that the reader will understand the text by making some questions dealing with the context. Consequently, the reading process involves what the reader wants to know about the text by consulting questions appear in his mind. Actually, reading is an active process. It needs thought and the ability in making sense of the text that is being read.

2. Concept of Reading Comprehension

Reading comprehension is the ability which depends on the accuracy and speed of graphophone perception that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy the ability to use contextual clues, and recognition cultural allusion.

3. Constraints of Reading Comprehension

Constraints of reading comprehension are various factors of reading comprehension that causing failure to understanding of reading comprehension.

II. LITERATURE REVIEW

In this chapter, the researcher discusses: (1) review of previous research, (2) concept of reading, (3) aspects of reading, (4) reading comprehension, (5) measurement of reading comprehension, and (6) constraints of reading comprehension.

2.1 Review of Previous Research

Nowadays, the study about reading comprehension becomes more specific. Researchers have moved the focus from discussing technique to improving reading comprehension ability to solve internal problem from the student or subject of the research.

The previous research was conducted by Mauli (2014) entitled An Analysis of Students' Problems in Finding Main Idea of Reading Text at The Second Grade of Mtsn 1 Kotabumi. She found that there are six problems faced by students in finding main idea, that is: 1). there were 19 students who lack of the students interest, 2). there were 25 lack of vocabulary knowledge, 3). there were 17 students had problem in identifying the main idea of the passage with very long sentence, 4). there were 19 students poor reading strategy, 5). there were 18 students had problem in sentence pattern (grammatical confusion), 6). there were 21 students ignorance of paragraph components.

Another study was conducted by Zuhra (2014) to find out the most difficult types of reading comprehension questions faced by students in reading tests and why they face these difficulties in the national examinations. From the interview, she found that the students had an inadequate knowledge of vocabulary and sentence structure but they lacked knowledge about different types of reading comprehension questions. It can be concluded that there were some factors that caused difficulties for the students in answering these tests. First, the students did not comprehend the questions asked due to their weaknesses in differentiating between the natures of different types of reading comprehension questions. Their difficulties were also influenced by their weaknesses in mastering a wide range of vocabulary and sentence structures. The previous relevant research above would be a clue for researcher to find out the constraint of reading comprehension in SMAN 1 Bandar Lampung.

2.2 Concept of Reading

Reading is one of the important skills needed by the students from elementary school up to the university. By reading, the students are able to get a lot of information based on what they are required in reading. Smith (1983) defines reading is a process of interpreting or understanding the text in terms of the question what the reader formulates about the text. It means that the reader will understand the text by making some questions dealing with the context. Consequently, the reading process involves what the reader wants to know about the text by consulting questions appear in his mind. Actually, reading is an active process. It needs thought and the ability in making sense of the text that is being read.

Afflerbach (2007) states that reading is a dynamic and complex process that involves skill, strategies and prior knowledge. Moreover, Clark (1993) defines

that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated.

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

2.3. Aspects of Reading

According to Nuttal (1982) there are five aspects of reading, which the students should understand to comprehend a text well. They are determining main idea, finding specific information, reference, inference, and vocabulary. Therefore, in order to make the students able to understand about the text, they should master the five aspect of reading comprehension.

1. Main idea

Finding the main idea of a paragraph is one of the most important specific comprehension skills. The main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants the reader to know about. Therefore, the main idea is the important idea that the author develops throughout the paragraph. The example of finding main idea can be illustrated into a question as follows: what words state the main idea of the text.

2. Specific Information

Supporting or specific information develops the topic sentence by giving definition, examples, fact comparison, analogy, cause and effect statistics and quotation. The question of finding supporting detail is as follows: who is the character of the text?

3. References

References are words or phrases used either before or after the references in the reading material. When such words are used, they are signals to the reader to find the meaning in the text. The following question is the example: ...“They are found on every continent except Antarctica...” (Paragraph 1, line 4) the word “they” refers to...etc.

4. Inference

An inference is an educational guess or prediction about something unknown based on available fact and information. The reader will be able to do this by making use of the context in which the word occurred in order to give him an idea of the meaning. The question containing inference meaning can be: what is the purpose of this text?

5. Vocabulary

Vocabulary is stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to product utterances for ending. The question consisting vocabulary aspect can be drawn as follows: “... that make flight difficult or impossible.” (Paragraph 2, line 11) the antonym of the underlined word is... “ the underline word is the antonym of...etc.

2.4 Concept of Reading Comprehension

Comprehension means relating to what we do not know or new information, to what we already know (Eskey, 1988). Therefore, in comprehending a text, the reader relates new information from the text to his previous knowledge that he has stored in his mind. Reading comprehension is a complex intellectual process involving a number of abilities. Two major abilities involve are word meaning and verbal reasoning. Without words meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading as stated by (Brown,1994).

Then, reading with comprehension will recognize and the important point of the text besides understanding the surface meaning of the text. According to Simanjuntak (1988: 6) understanding a text is an interactive process between the readers' background knowledge and the text. Therefore, Reading comprehension is defined as the process by which a person derives meaning from print. It is complex, dynamic process which requires active engagement with the text and a conscious afford on the part of the reader to gain meaning from what is read.

Caldwell (2008: 4) states that reading comprehension is the process of extracting and constructing the meaning through interaction and involvement with written language. Reading comprehension is the crucial link to effective reading-a strong factor in our education and professional lives. Furthermore, Kamil et al (2011) stated that in reading comprehension, students tend to understand more when it is in the language they know better and when the text they are reading deals with culturally recognition context.

Schumm (2006: 223) point out that comprehension process involves an understanding of words and how these words are used to create meaning. Comprehension entails three elements, there are: (1) the reader who is doing the comprehending; (2) the text that is to be comprehended; and (3) the activity in which comprehension is a part.

1. The reader who is doing the comprehending

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

2. The text that is to be comprehended

The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. Texts can be difficult or easy, depending on the factors inherent in the text. When too many of these factors are not matched to 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 operations to process the text at hand, and the consequences of performing the activity. The consequences of reading are part of the activity. Some reading activities lead to an increase of knowledge a reader has. Another consequence of reading activities is finding out how to do something.

Reading comprehension is important because it is a matter of identifying letters in order to recognize words to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers' own background knowledge about the text they read will have difficulties in comprehending the text. (Smith, 1983). Reading the words of a composition is one thing, but comprehension is the vital point for the reader. Reading the words

has no benefit if the reader does not comprehend what is being read. If the reader can read the words but they do not understand what they read, they are not really reading. Thus, comprehension is fundamentally relating the new to the already known. Reading involves more than recognition, which is without comprehension, no reading takes place. Readers use a variety of reading strategies to assist with decoding to translate symbols into sounds or visual representations of speech and comprehension. Readers integrate the words they have read into their existing framework of knowledge or schema on their brain.

Reading comprehension assessments are the most common type of published reading test or measurement. The most common reading comprehension assessment involves asking the readers to read a passage of text that is leveled appropriately for them, and then asking some explicit, detailed questions about the content of the text.

In reading comprehension test, the validity of construct means measuring whether the construction of the test has already in line with the objective of the learning or not (Hatch and Farhady, 1982: 251). It appears that measuring reading comprehension is commonly done by a test. Assessment in reading comprehension obliges the students to grasp the goal of reading itself namely students understand fully about the intended meaning of what they read. Moreover, the test should meet the construct validity in order to make sure that the test has been already in line with the learning objectives.

According to Rumelhart (1994), reading comprehension is an interactive activity between students and contexts. In the period of this interaction between students

and contexts, students utilize different experiences and knowledge which involve language skills, cognitive information and world knowledge. Additionally, Grabe and Stoller (2002) said “Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers”.

Comprehending the text is the reason why people read. In comprehending a topic or main idea, people definitely interact with the text relating pre- questioning of the text to prior experiences of constructive meaning which can be found in the text. Hence, it is necessary for people especially students of Senior High School to master reading comprehension in order to understand every text they will read along learning English.

Simply defined, reading is a process of finding the written symbols, then understanding and comprehending about what those symbols mean. It is one of the language skills which have very complex process. Aebersold and Field (1997:15) say that reading is what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. While, Davies (1995:1) says that reading is a private activity. It is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time. Due to this privacy, the process of reading and responding to a writer is not directly observable.

Based on definition above, it can be said that reading comprehension is activities to understand writer ideas through interpretation of meaning and interaction with existing knowledge.

2.5. The Concept of Text

Text is one of the main elements that plays a significant role in communication. People communicating in language do not do so simply by means of individual words or fragments of sentences, but by means of texts. According to Fowler (1991: 59) defines text is made up of sentences, but there exist separate principles of text-construction, beyond the rules for making sentences.

There are two main categories of text namely literary and factual. Literary texts are text constructed to appeal emotion and imagination. For example: stories, movies, scripts, folktales, novels, and lyrics' song. There are three main text types in this category: narrative, poetic and dramatic. Factual text presents information or ideas and aim to show, tell or persuade the audience. The main text types in this category are narrative, procedure, recount, exposition, explanation and discussion.

Not all the texts are the same. Some factors which accounts for the differences in texts are the purpose for which the text is being used and the language features. Each kind of text is structured in different ways to achieve its purpose. It is important to understand each type of text. Beside it is needed as an academic purpose, text also requires students to be real social life. To put simply, the text illustrates the description above. There are three texts that are used in this research; descriptive text, recount text, and narrative text.

2.5.1. Descriptive Text

Descriptive text is a text that is used to describe a particular thing, person, or place. It talks about specific thing, person, or place by mentioning its characteristics, parts, quantities, or qualities. Anything being described is explained as clearly as possible to make the readers or listeners able to see or imagine the subject in their minds clearly as the writer sees in his/her. For example, if you want to make a descriptive text about your mother you have to write her physical features, such as how is her hair, nose, lips, cheeks, body, etc, her personality, and other descriptions.

According to Decker (1989:249) in its forms\ description is either objective or impressionistic (subjective). Objective description is purely factual, uncolored by any feelings of the author; it is the type used for scientific papers and most business reports. But impressionistic description, as the term implies, at least tinges the purely factual with authors' personal impression; instead of describing how something is, objectively, he describe about how it seems subjectively. In this case, the definition of description can be concluded as description of how something is or how it seems, or how it looks like. We can describe person, place, animal, things, moments, theories and also facts.

It is supported by Langan (2008:179) who states that when you describe someone or something, you give your reader a picture in words. To make word pictures as vivid and real as possible, you must observe and record specific details that appeal to your reader's sense (sight, hearing, taste, smell, and touch). More than any other type of essay, a descriptive paper needs sharp and colorful details. It means that what a writer write in his description paper or text must contain of details information about what he describes so that the reader can see, feel, hear, smell, and touch what he describe in his writing. By having the details information about

what he describes, the reader can imagine your description as vivid and real as possible.

2.5.2. Recount Text

Recount text is one of the texts aimed to explain the event that happened in the past time, for example an accident, activities report, experience, etc. Since the event happened in the past time, the tense used to tell the idea is simple past tense. Beside the simple past tense, Recount Text has one main characteristic that is the uses of conjunction *after, then, finally*, etc. The purpose of recount, on the other hand, is to tell what happened in the past. To achieve its purpose, the text moves through a different set of stages:

- a. An orientation letting the reader know who is involved, where, when, etc.
- b. Retelling of a series of events in chronological sequence.

Recount is one kind of text which is used and written in

- a. Personal letter (not incitation)
- b. Biography/autobiography
- c. Journal reports
- d. Police reports
- e. Sport reports
- f. History

Recount Text has three main factors, they are:

- a. *Orientation*: telling about people or things which have done or have participated inside, with times, places, situation, etc.
- b. *List of an Event*: in accordance of the steps of an event.
- c. *Re-orientation or personal comment*: not always there (optional): summary the event.

According to Derewianka (1990), the focus is on a sequence of events, all of which relate to a particular occasion. The recount generally begins with an *orientation*, giving the reader the background information needed to understand the text (i.e., *who* was involved, *where* it happened, *when* it happened). Then, The Recount unfolds with a *series of events* ordered chronological sequence. At various stages there may be some *personal comment* on the incident (e.g., we had a wonderful time).

2.5.3. Narrative Text

Narrative text is one of the genres taught for the eight or nine grade students in junior high school. A narrative text is a text which relates a series of logically and chronologically related events that are caused or experienced by factor (Rebecca, 2002 : 120). In this view, narrative text is viewed as kind of text to retell the story that past tense and to entertain or to amuse the readers or listeners about the story.

In addition Anderson (2003 : 41) says that narrative is a text that tell a story and, in doing so , entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

In addition Widayati (2002 : 82) says that writing narrative is really just putting what happens to somebody on paper. It means that in narrative, the incidents that make up the story are usually told in the order in which it would really happen. The statement above means that a narrative can tell what happens in matter of minutes or years and it has similarity with story telling to entertain the readers or listeners.

2.6 Constraints of Reading Comprehension

Discussing the factors that affect or constraint of comprehension is important in relation to identifying students' reading problems. By discussing this we can see the position of the present study and serves as a map of comprehension process. It can also explain the students' reading problems.

The discussion of the factors is derived from ideas presented by Harris and Smith (1986: 227-231) quoted in Sutarsyah 2013: 35-38). They stated seven major factors that can affect a reader to comprehend a text. The factors divided into two categories. The first are five factors which are internal to the students, that is, background experience, language abilities, thinking ability, affection (interest, motivation, attitudes, beliefs, and feelings), and reading purpose. The second are includes two factors external, nature of the text to be read and physical factor (Duff, 2005).

Background experience, known as background knowledge, plays a very important role to understand a text. If the reader does not know or never experiences about the topic, he/she will have a serious problem to understand the text and will not be able to follow the story nor predict the end of the story. Based on the nature of background knowledge, it is clear that not all readers can comprehend a story in exactly the same way because each has different background experience.

The second factor is the ability to analyze the language as means to convey ideas of writer. The most obvious language requirement is one of semantic or word meaning. He should also know the rule how the language operates and to be able to distinguish one from another. That is to say, he is required to have a mastery of syntax, which link deep and surface structure.

The third factor is the ability of the reader to think. Having background experience and linguistic knowledge is not enough. The reader should be equipped with the ability to think or reasoning. The reader has to be able to engage in various types of reasoning so that he is able to deal with events and concept in the story. The fourth factor that could also cause comprehension is related to the reader's ability to understand his own emotion. The affective factors do the same thing for the other, such as motivation, attitudes, beliefs, and feeling. Interest, attitude, and beliefs are usually closely linked. A reader understands material better when it matches his or her own attitude on a topic.

The next factor is the purposes of reading. A reader will also have a problem when he/she does not have a purpose in mind. This purpose should come from his own intention and not from somebody else's purpose. The sixth factor, which is the external to the reader, is clarity of the text. The text should be in accordance with the reader's proficiency level, that is, the text is not too difficult or complicated to read. The appropriateness of the overall structure created by the writer and his/her ability to reveal that structure to the reader can facilitate or impede comprehension.

The last factor is about physical condition, that is a place or a situation where reading takes place. This includes proper lighting and room temperature, legible reading matter, and well-rested reader. This factor really affects student's performance in comprehending a text and the process of reading.

All of the factors have their own relationship. If one of them does not avail, the process of comprehending a text will not run well. Thus reading learner or teacher should pay attention to these factors and find possible way and compensate if one of them is not found.

III. RESEARCH METHOD

This chapter deals with several sub chapters that is: (1) setting of the research, (2) subject of the research, (3) research procedure, (4) data collecting technique, (5) scoring system, and (6) data analysis.

3.1. Setting of the Research

This research was designed based on the problems identified and arranged to adjust the main purpose of the research, so that the researcher used a discourse analysis research that employed descriptive method. Surakhmad (1994:139) believes that a descriptive method is a kind of research method employing technique of searching, collecting, classifying, analyzing the data, interpreting them and finally describing the conclusion. Therefore, in this research the researcher will use descriptive case study.

Case study research involves an in-depth study of an individual or group of individuals. Case studies often lead to testable hypotheses and allow us to study rare phenomena. Case studies should not be used to determine cause and effect, and they have limited use for making accurate predictions. There are two serious problems with case studies — expectancy effects and atypical individuals. Expectancy effects include the experimenter's underlying biases that might affect the actions taken while conducting research. These biases can lead to

misrepresenting participants' descriptions. Describing atypical individuals may lead to poor generalizations and detract from external validity.

Descriptive research can be either quantitative or qualitative. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. Because the human mind cannot extract the full import of a large mass of raw data, descriptive statistics are very important in reducing the data to manageable form. When in-depth, narrative descriptions of small numbers of cases are involved, the research uses description as a tool to organize data into patterns that emerge during analysis. Those patterns aid the mind in comprehending a qualitative study and its implications.

Most quantitative research falls into two areas: studies that describe events and studies aimed at discovering inferences or causal relationships. Descriptive studies are aimed at finding out "what is" so observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 1989). Basically, a case study is an in depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic. Whilst it will not answer a question completely, it will give some indications and allow further elaboration and hypothesis creation on a subject. The case study research design is also useful for testing whether scientific theories and models actually work in the real world. We may come out with a great computer model for describing how the ecosystem of a rock pool works but it is only by trying it out on a real life pool that you can see if it is a realistic simulation.

The data focus on an analysis of students constraints on reading comprehension based on their reading comprehension score that clasified in five level. They are very low, low, middle, high, very high. In identifying students constraints the researcher will take interview for students who get score between middle to very low.

3.2 Subject of the Research

The subjects of this research are the students at the first year of SMAN 1 Bandar Lampung. In this research, the research took one class as the subject of the research. In other words, the researcher doesn't take the research subject randomly, rather the researcher focused on one class only. The class was chosen after considering the fact that the students in the class could only reach score 55-60 while the KKM score for English subject is 70. The KKM score and students' score reported by English teacher. The subject in this research consists of 30 learners from the first year students at SMAN 1 Bandar Lampung.

3.3 Research Procedure

In order to collect the data, the researcher did several steps:

1. Determining the research problem. The research question formulation aims to explore students' constraints in comprehending or understanding reading text.
2. Determining the subject of the research. In conducting the research, the researcher needs to determine the population and sample of the research or subject of the research. Therefore, in this research the subject of the research is X science 1 consists of 30 students of the first grade of SMAN 1 Bandar Lampung.

3. Singling out instruments of the research. In order to recognize students constraints in comprehending or understanding reading comprehension, instruments of the research as the measurements are urgently needed thus, the instruments in this research are reading test and interview.
4. Administrating reading test. As explained in the third point, reading test is extremely crucial as the researcher needs special tools to figure out the problem found. Accordingly, reading test was the first instrument in this research. The items of the research took from school syllabus and students' book so that the validity of the test can be maintained.
5. Administrating interview. The interview was the second instruments after reading test. The interview which is about to be conducted is aimed at knowing students constraints in comprehending reading test.
6. Recording. During the interview, the researcher helped out by the partner to record the interview.
7. Collecting data. Once all data being gathered, the researcher collects all data prior to conduct data analysis.
8. Data analysis. After all data being collected, finally the researcher analyzes the data.

3.4 Data Collecting Technique

To collect data, the researcher used two distinct kinds of instruments, i.e., reading comprehension test and interview. In this case, the researcher took reading comprehension test first. (Reading test attached on appendix).

3.4.1 Reading Test

In conducting reading test, the researcherr was helped by English teacher of SMAN 1 Bandar Lampung as the partner in conducting reading test. The items of reading text were taken from the students' books and syllabus in line with the curriculum being applied at the school.

The reading test consists of 50 items of reading test and divided into 3 types of English text ; narrative text 20 items, recount text 15 items and descriptive text 15 items. The researcher gave 90 minutes for doing the test. The test is held in the first subject of the day. Following are the steps in designing reading test:

1. Determining the situation for students task
2. Preparing the reading test papers for the students
3. Distributing the reading test papers and asking the student to do the test in 90 minutes.
4. Collect the students reading test papers.
5. Assess the students reading test.
6. Classified student based on the score.

In this test, the researcher used three types of English text. They are narrative text, recount text and descriptive text. There are twenty questions of narrative text; fifteen questions of recount text and fifteen questions of text as follow :

Table 1. Table Specification Numbers of Texts in Reading Comprehension Test

No.	Type of text	Number of Questions	Total
1.	Narrative	6,7,8,9,10,16,17,18,19,20,21,31,32,33,34,35,36,37,38	20
2.	Recount	1,2,3,4,5,22,23,24,25,26,27,43,44,45,46,47	15
3.	Descriptive	11,12,13,14,15,28,29,30,39,40,41,42,48,49,50	15

The table above aimed researcher to determine the most difficult English text by the students as stated in chapter one.

3.4.2 Interview

Besides reading comprehension test above, the researcher used an interview toward students which is aimed at recognizing students reading comprehension constraints. The interview took 30 students that spent 5 until 10 minutes every student with 6 general questions. The interview was administered outside the

classroom to avoid the interference from other students and to maintain the concentration of the students being interviewed. The steps of interview can be seen as follows:

1. Gather the students who being chosen by the researcher radomly.
2. Call the students one by one.
3. The students given several questions.
4. Record the student interview.
5. Transcribe all the conversations in interview.
6. Code the transcription.
7. Analyze the data using three clasified of reading comprehension constraints.
8. Make the report of the research.

3.5 Scoring System

In scoring the students' result of the test, the writer will use Lyman's formula (1971:95).

$$X\%c = 100 \cdot \frac{R}{T}$$

Where : X%c = percentage of correct score

R = number of right answers

T = total number of the items on test

(Lyman, 1971:95)

3.6 The Criteria of Good Test

This section concerns with the criteria in which the good test should have such as, reliability and validity.

3.6.1. Reliability

Reliability is the consistency of the instruments to be the instruments that can measure the same data in the different times but still show the similar result

relatively (Setiyadi, 2006:16). Therefore, the instruments can be used to measure the data in the research if the instruments have a good reliability. To ensure the reliability of the reading test and interview applied in this research. The researcher used Interater realibility. Interater reliability is used to measure the reliability of instruments or tests are good or not. The first rater is the researcher and the second rater is English teacher of X science 1.

3.6.2 Validity

Validity refers to the extent to which the test measures what is intended to measure. A test is valid if the test measures the object to be measured and suitable for the criteria (Hatch, and Farhady, 1982: 251). In general, there are four kinds of validity as follows:

- Face validity, concerns with the layout of the test;
- Content validity, depends on a careful analysis of the language being stated;
- Construct validity, measures certain specific characteristic in accordance with a theory of language learning;
- Criterion-related validity, concerns with measuring the success in the future as in replacement test.

In this study, the researcher used content validity and construct validity. Content validity emphasizes on the equivalent between the material that has been given and the items tested. Simply, the items in the test must represent the material that has been taught. To get the content validity, the test was adapted from the students' handbook and based on the objectives of reading activity. Moreover, the researcher also made a table of specification in order to judge whether the content validity is good or not.

Table 2. Table Specification of Content Reading Comprehension Test

No.	Reading Skills	Items Number	Percentage
1	Identifying main idea	1,9,22,26,28,31,33,37,43	18%
2	Finding specific information	3,4,10,11,18,21,29,32,35,38,39,45,46	26%
3	Interpreting problems/ Inferences	2,6,7,12,16,27,34,40,48	18%
4	Understanding vocabulary	5,8,13,17,20,36,42,47,49	18%
5	Making a generalization/ References	14,15,19,23,24,25,30,41,44,50	20%
Total		50 Items	100%

Furthermore, construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985: 74). To make sure the test reflected the theory in reading comprehension, the researcher examined whether the test questions actually reflected the meaning of reading comprehension or not.

3.7. Data Analysis

After conducting reading tests, the researcher analyzed the score of reading test. The researcher then calculated the score of reading test. It was used to find out the percentage of students' score in reading test. After giving the reading test, the researcher interviewed the students. The results of interview was analyzed in order to find the students' problems in understanding English texts. The results of interview also interpreted by description students' perception toward reading test clearly.

In analyzing the data from reading test and interview the students, the researcher employed the qualitative research. According to Maleong (1991), there are three steps in analyzing and interpreting the data. Therefore, the researcher followed those steps in this research:

1. Make the abstraction of all data to be treated in one unit.

The researcher interpreted all the data available (from reading test and interview) by selecting them into an abstraction. In this step, the researcher selected the data in order to keep them relevant to the research question.

2. Unify the data

The researcher identified the data into unity. It means that the researcher paid attention to term the students used, to distinct the activities in the reading test.

3. Interpreting the data substantive theory

The researcher drew conclusion. Then as the final steps, reseacher interpreted the data into substantive theory about the research of teaching reading.

V. CONCLUSION AND SUGGESTION

This chapter discussed about conclusion and suggestion as follow.

5.1 Conclusions

Based on the research at the first grade of SMAN 1 Bandar Lampung and analyzing the data, the reseacher would like to give the conclusion that reading is an interdependence skill where the students need to master. There are many factors that support the reading skill. The result and discussion explained in chapter IV it has been found that, there are six problems the students face in understanding English text in Class X science 1 at SMAN 1 Bandar Lampung, that is: 1). lack of students' interest, 2). lack of vocabulary mastery, 3). lack of background knowledge, 4). Identifying main idea, 5). on transition phase and 6). Lack of motivation. The six problems prove that reading has many factor to be mastered. If the reader does not master one of the factors, the reader would be hard to understand than the reader who mastering the factors.

Not only six problems above but also types of text could be a factor that influence students to understand the reading text. The result of the type of text that is regarded as being the most difficult English text is narrative text. The researcher found that 26 students show their peception that narrative text is regarded as being the most difficult English text because of the characteristic of the narative text itself, lack of vocabulary mastery and lack of interest are also the main reasons. The problem of identifying the most difficult English text is the students

do not understand about the type of texts, so they only do the task without knowing what kind of text that they read.

The problems that students faced prove that understanding reading text is not as simple as many people mostly thought. If students don't mastery one of all the factors they always have missing piece of understanding reading text. As students' foreign language mastery vocabulary is the most important piece that need to mastery first.

5.2 Suggestions

Referring to the data in the previous chapter and conclusion, some suggestions are recommended. The first is for the teacher, identifying students weakness is good to improving reading skill, but the teacher should give the students motivation and lend the students to think about the topic that will be discussed. So, the students have schemata related to the topic. Moreover, student's vocabulary mastery should be a priority problem in teaching learning process. From the second result, the researcher suggests the teacher to choose appropriate English text based on the problems that students have such as used a short narrative text to take students' bored in understanding English text.

And the last, for the further researcher. It is better if the researcher use another instrument to collect the data such as observation sheet and questioner. So that, the researcher can find more data to make sure students that students really faced the problems in English learning process. The researcher hopes that this study will have contribution to English learning process in understanding English texts.

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