

**ANALYSIS OF STUDENTS' LEVEL OF COMPREHENSION AND
DIFFICULTIES IN READING SKILL AT STAIN MAJENE**



A Thesis

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Sarjana Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
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Skripsi yang berjudul “Analysis of Students’ Level of Comprehension and Difficulties in Reading Skill at STAIN Majene” yang disusun oleh Nunu Fitriana NIM: 101256120008, mahasiswi Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Jumat tanggal 19 September 2025 bertepatan dengan 26 Rabi’ul Awal 1447 H, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

Majene, 16 Oktober 2025

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Pembimbing penulisan skripsi mahasiswa NUNU FITRIANA dengan NIM 10256120008, mahasiswi Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN Majene menyatakan bahwa, setelah meneliti dan mengoreksi secara seksama proposal skripsi berjudul “Assessing Students’ Level of Comprehension in Reading Skill at STAIN Majene” memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diseminarkan.

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The researcher realizes that this thesis is far from perfect. The error is the researcher's fault. Therefore, constructive criticism and suggestions will be highly appreciated. May all our efforts always be blessed by Allah SWT. Aamiin ya Rabbal Alamin.

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ABSTRACT

Researcher : Nunu Fitriana
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This research aims to analyse students' level of comprehension and the difficulties they experience in reading skills. This research uses a mixed method with a quantitative approach to measure students' reading comprehension abilities and a qualitative approach through interviews to explore the difficulties faced by students. The research subjects were students of the English Education Study Programme at STAIN Majene. The results showed that most students had a fairly high level of literal reading comprehension, but had difficulties in understanding implied meanings and conducting critical analysis of reading texts. The main difficulties found included limited vocabulary, difficulty connecting ideas in the text, and low verbal comprehension. This research emphasises the importance of a comprehensive reading learning approach that not only focuses on understanding explicit information but also develops inferential strategies and critical thinking comprehension. In conclusion, improving vocabulary mastery, reasoning skills, and inferential comprehension strategies is essential to help students overcome reading difficulties in academic English texts.

Keywords: reading comprehension, literal, inferential, critical, reading difficulties

Penelitian ini bertujuan untuk menganalisis tingkat pemahaman siswa dan kesulitan yang mereka alami dalam keterampilan membaca. Penelitian ini menggunakan metode campuran dengan pendekatan kuantitatif untuk mengukur kemampuan pemahaman membaca siswa dan pendekatan kualitatif melalui wawancara untuk menggali kesulitan yang dihadapi siswa. Subjek penelitian adalah mahasiswa Program Studi Pendidikan Bahasa Inggris di STAIN Majene. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki tingkat pemahaman membaca pada tingkat literal yang cukup tinggi, namun terdapat kesulitan dalam memahami makna tersirat dan melakukan analisis kritis pada teks bacaan. Kesulitan utama yang ditemukan antara lain keterbatasan kosakata, kesulitan menghubungkan ide dalam teks, serta rendahnya kemampuan penalaran verbal. Penelitian ini menekankan pentingnya pendekatan pembelajaran membaca yang komprehensif yang tidak hanya berfokus pada pemahaman informasi eksplisit, tetapi juga mengembangkan strategi inferensial dan

kemampuan berpikir kritis. Kesimpulannya, peningkatan penguasaan kosakata, keterampilan menalar, dan strategi pemahaman inferensial sangat diperlukan untuk membantu siswa mengatasi kesulitan dalam membaca teks bahasa Inggris akademik.

Kata kunci: *pemahaman membaca, literal, inferensial, kritis, kesulitan membaca*

CHAPTER I

INTRODUCTION

A. Research Background

One of the most crucial elements in creating decent individuals and a society is education. It is essential to assess students' aptitudes and comprehension of a variety of skills to raise the standard of education. Reading proficiency is among the abilities that form the cornerstone of the educational process.

Reading skills are a crucial aspect of the learning process in higher education (Walczyk & Griffith-Ross). As the primary subject of instruction, students require strong reading comprehension in order to study more deeply, become more analytical, and enhance their critical thinking abilities. However, some students find reading comprehension easy, and a number of factors, such as reading tactics, motivation, and educational background, may influence this. Therefore, the goal of this study is to evaluate students' reading comprehension abilities and the factors that influence them.

However, there are sometimes challenges regarding students' reading comprehension levels. Some students may find it difficult to understand the text, identify the main idea, or develop a comprehensive knowledge of the reading material. Many factors, such as variations in literacy levels, insufficient practice, or a lack of support at home, may contribute to this response. As noted by Snow (2002), "A supportive learning environment is

crucial for developing reading skills," indicating that external factors can greatly impact a student's ability to comprehend texts.

Therefore, it is essential to continuously evaluate children to make sure they have adequate knowledge of reading skills. Teachers and educational institutions benefit from this review in addition to pupils. Teachers can determine each student's unique strengths and weaknesses and create more effective methods for instruction by assessing their reading comprehension (Mundhe, 2015).

However, every student's reading comprehension skills are different. The ability of students to understand academic materials may be determined by elements like motivation, curiosity, experience, and language proficiency. Educational institutions can create more effective teaching methods that meet the needs of their students by having a better comprehension of these elements.

The enhancement of educational modules and decisions on teaching approaches are also influenced by this evaluation. A more thorough understanding of students' comprehension levels allows instructional teachers to determine whether the chosen method of instruction has worked or needs to be evaluated. As noted by the National Reading Panel (2000), "Effective reading instruction should address all components of reading comprehension," underscoring the need for a comprehensive approach to teaching reading skills. This question focuses on students' reading skills. Word recognition, knowledge of material structure, and literary

comprehension are all components of reading comprehension skills. Students change in their level of reading comprehension.

Based on this background, the researcher conducted research to assess the reading comprehension level and reading difficulties of STAIN Majene students. In this case, the purpose of this research was to determine the level of students' comprehension in reading skills. This systematic and repeated assessment helps identify the problems faced by students in order to improve their reading skills. This assessment covers various aspects of reading, including vocabulary development, text comprehension, inference skills, and contextual understanding.

B. Research Problems

Based on the explanation of the research background, the researcher formulated the following questions:

1. What is the level of comprehension of English Department students in reading skills?
2. What are the students learning difficulties in comprehending English text?

C. Research Objectives

Based on the research problem above, the objectives of this research are as follows:

1. To find out the level of comprehension of English Department students in reading skills.

2. To find out the difficulties students encounter in comprehending English text.

D. Research Significances

Based on the description above, the benefits of this research can be seen from two aspects, namely the benefits in terms of theory and practical significance.

1. Theoretical Significances

In theory, the results of this research can help readers comprehend students' skills in reading and the variables that impact their reading skills on deeper levels. This research can contribute to the development of reading comprehension theory, particularly in the context of English as a Foreign Language (EFL) learning. The study also strengthens the relevance of reading comprehension taxonomy in evaluating students' cognitive processes when interacting with written texts.

2. Practical Significances

In practical terms, the results of this research can provide many practical benefits. With a better understanding of students' comprehension levels in reading skills, lecturers can develop more effective and relevant learning approaches. The results of the research can be used by teachers and educational policy makers to enhance teaching methods and teaching resources that can assist students in developing their reading skills.

E. Research Scope

In this research, literal comprehension, inferential comprehension, and critical comprehension are the three levels of reading comprehension that researchers focus on. The purpose of this research is to determine students' levels of reading comprehension and the difficulties they experience in reading comprehension. Students at STAIN Majene are the main subjects in this research. Therefore, this research helps us understand the extent to which students comprehend what they read.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Findings

The researcher obtained the following previous research related to the study to be conducted based on the findings of previous research:

1. The research conducted by Dian Permata Sari (2016) with the title “An Analysis of Students’ Reading Comprehension Based on the Four Levels of Comprehension Skills”. Identifying students' reading comprehension of English literature in keeping with the four levels of comprehension ability and determining what level the majority of second-year students from the previous year in high school were at was the primary goal of the study. According to the study's findings, only a few students were able to provide fundamental and interpretive answers to the questions. According to the research's findings, the students' reading comprehension skills in comprehending English-language content fell into the "exceptionally great" category.

The difference between previous research and this research is that this research wants to assess students' level of comprehension in reading skills, while previous research wants to describe students' abilities in understanding English texts (Sari, 2016). This distinction highlights that the current study focuses on identifying the depth or level of students' reading comprehension, whether it is at the literal, inferential, or critical level, rather than merely describing their general

ability to understand texts. By categorizing comprehension levels, this research provides more specific data that can be used to improve targeted teaching strategies.

2. The research conducted by Nur Dingin Hasibuan (2021) with the title “The Ability on Reading Comprehension of the Sixth Semester Students of English Education Department IAIN Padangsidempuan in 2020-2021 Academic Year.” The students' insufficient comprehension, lack of vocabulary, and inability to relate what they read to the context are the research's main concerns. They also find it difficult to determine the types of sentences in a text and lack the enthusiasm to read. Based on the research findings, the researcher describes the data and finds that, for the 2020–2021 academic year, the mean score for reading comprehension ability among sixth-semester students in the English education department at IAIN Padangsidempuan was 60, getting into the category of sufficient.

In the previous study, the researcher aimed to find out the students' ability in reading comprehension, while this study aimed to find out the level of reading comprehension that is most dominant among students. So, the similarity with this research is that both discuss the level of students' reading comprehension.

3. The research conducted by Shanty Octavia and Jufri (2020) with the title “An Analysis of Ability in Comprehending Reading Text of Seventh Semester Students at English Department of FBS Universitas

Negeri Padang.” This study was aimed at analyzing the students' capacity in comprehending reading content of seventh-semester students at the English Department of FBS Universitas Negeri Padang. It appeared that students' capacity in getting inferential meaning was in a direct level, and the students' capacity in getting basic meaning was moreover at a direct level. In conclusion, the seventh-semester students' capacity in understanding inferential and basic meaning was at a basic level.

In the previous study, the researcher had the aim of analyzing students' ability to understand a reading, while this study aimed to find out the level of reading comprehension most mastered by students. So, the similarity with this research is that both discuss the level of students' reading comprehension.

4. The research conducted by Mutakhirani Mustafa, Nurfadillah Bakri (2020) with the title “Analyzing The Level Of The Students’ Reading Comprehension In Comprehending The Narrative Text.” The research aimed to analyze students' reading comprehension in the second year of SMU Negeri 4 Bulukumba Kab. Bulukumba. Based on the findings of the students' competence on reading comprehension level, a few issues or challenges were confronted by the moment review of SMA Negeri 4 Bulukumba in analyzing the perusal test with rectified reply, which were replying with strict translation, basic, and inventive. A few issues or challenges confronted by the moment review of SMA Negeri 4

Bulukumba in analyzing the reading test with the proper reply were reply with exact elucidation, basic, and inventive. Other than, based on a survey, students recommend some practices to the students, such as reading a piece, reading the essays, reading a book, reading a newspaper, attempting to examine anything, and translating what has been perused, and then matching it with the right reply to know the capacity or the moving forward reading comprehension. Based on the result of information analysis in the reading comprehension test by taking the four things test, which consists of 20 multiple-choice questions, the test analyst concluded that students' capacities in reading comprehension were low.

In the previous study, the researcher had the aim of analyzing the level of students' reading comprehension in the form of narrative text, while this study aimed to find out the level of reading comprehension most mastered by students. So, the similarity with this research is that both discuss the level of students' reading comprehension.

B. Some Pertinent Ideas

1. Definition of Reading

Reading is the process of deriving meaning from written materials, according to Anderson et al. (1985). It requires the coherence of numerous relevant information sources. According to Nunan (1991), reading is typically thought of as a communal activity in which the reader engages with the text separately. Then, reading is defined by Nuttal

(1996) as an activity that helps one comprehend the message that the writer is trying to convey. To do that, it also clarified that when teaching reading, the instructor should place a strong emphasis on the ability to boost the students' enthusiasm and provide a variety of English text types to aid in the development of the students' reading skills.

2. The Purpose of Reading

According to Anderson in Dian Permata Sari, n.d. (2016) there are seven goals of reading: reading for the details and facts, reading for the main idea, reading for the sequence of organization, reading for inference, classifying reading, reading to evaluate and compare the reading for the contest.

- a. Reading for facts and details: reading to learn about the story's topic.
- b. Reading to obtain the problem statement: reading for the main ideas.
- c. Reading in accordance with the organization's guidelines: reading to understand the entire narrative.
- d. Reading to the end: read to understand the story's author's meaning.
- e. Reading to categorize: reading to identify unusual items.
- f. Reading to assess: reading to determine the story's worth.

3. Kinds of Reading

There are two different kinds of reading. They are extensive reading and intensive reading.

- a. Extensive Reading

Extensive reading exercises can help students develop into self-directed, meaning-seeking individuals, according to Carrell and Eisterhold (Pourhosein Gilakjani & Sabouri, 2016), as long as they are based on student-selected texts that the students will find interesting. The selection of reading materials will be based on length, difficulty level, and substance. According to Hedge in Pourhosein Gilakjani & Sabouri (2016), reading widely has several advantages for students, including improving language proficiency, improving reading skills, increasing independence in learning, gaining cultural knowledge, and boosting confidence and motivation to keep learning.

b. Intensive Reading

According to Yang, Dai, and Gao (2012), reading comprehension can be developed through intensive reading. Reading extensively is crucial for expanding one's vocabulary and comprehending the structure of texts, claims Waring (1997). Language competency and intensive reading activities are related, according to Stahl's (2003) research. In order to improve language preparation, retention, and activation techniques, teachers require extensive reading to boost the three learning phases known as pre-, during-, and post-reading (Paran, 2003). According to Pollar, Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, and Simmons (2011), reading intensively is regarded as a key tool for enhancing reading comprehension.

4. Definition of Comprehension

Reading comprehension is the capacity to evaluate literature, understand its meaning, and apply it to prior knowledge. It is a complex process that incorporates elements related to the text itself (interest in the text, understanding of text types), as well as various connections between the reader and the text (previous knowledge, technique use). After reading, readers ought to be able to remember or interpret the material (Hasibuan, 2021).

The mental process by which an individual comprehends or grasps the importance of information, ideas, or experiences is known as comprehension. To acquire knowledge or insight into something it requires considering, assessing, and digesting data. It involves the capacity to process and use new information in an appropriate context, as well as to connect it to previously acquired knowledge. Understanding, according to developmental psychologist Jean Piaget, is the outcome of an individual's creation of information through cognitive processes, including assimilation and accommodation. Piaget asserts that comprehension happens when individuals can make connections between incoming knowledge and previous conceptual frameworks.

5. The Purpose of Reading Comprehension

According to Grabe and Stoller (2009), we actually have to make a lot of early decisions when we start reading, and we typically make these selections quickly, almost subconsciously. We occasionally

synthesize information from various reading sources, from various sections of a lengthy and complicated text, or from a prose text and its supporting figure or chart in other contexts, most often academic or professional ones. Searching, skimming, or reading for general comprehension are very different from this type of reading. As will be explained, there are several types of reading purposes:

a. Reading to Learn from Text

Reading for learning usually takes place in professional and academic settings where one must absorb a significant amount of information from a text. It involves the following skills:

- 1) Keep in mind the text's primary concepts together with several details that elucidate them.
- 2) Identify and construct rhetorical frameworks that arrange the text's content.
- 3) Connect the text to what the reader already knows.
- 4) Reading for learning typically involves a somewhat slower reading pace than regular reading.
- 5) Reading comprehension (mostly as a result of knowledge retention techniques like rereading and reflection).

b. Reading to Integrate Information, Writers, and Critique Text

Furthermore, comprehension of the relative significance of complementary, mutually supporting information and the probable reorganization of a rhetorical frame to include information from multiple

sources is required while reading to integrate information. These skills generally require a critical assessment of the material being read so that the reader may determine what knowledge to include and how to use it to forward their objective.

c. **Reading for General Comprehension**

For two reasons, the general reading comprehension action has been purposefully left last in this conversation. First of all, it is the most basic reason to read, supporting and encouraging the majority of other reading goals. Second, reading comprehension in general is more complicated than many individuals realize.

Usually used by a proficient, fluent reader, reading for general comprehension requires especially quick and automatic word processing, a strong ability to provide a broad meaning summary of an important idea, and effective coordination of multiple tasks under extremely limited deadlines.

6. Reading Comprehension Assessment

Assessment is the process of evaluating students' proficiency in a particular subject to determine how well they understand the subject under examination. The process of communicating the author's ideas to the wider public, including students, who are referred to as readers, is known as reading comprehension. As a result, students must be aware of the elements that the author includes in the text they read previously, such as

how they comprehend the topic, main sentence, supporting sentence, and conclusion.

Furthermore, authentic assessment in reading comprehension is an evaluation of students' reading performance that seeks to determine the state of the final results based on the teacher evaluating their students' reading proficiency using tests that are genuine, understandable, and tangible. Students' reading abilities can be evaluated to see what needs improvement. Teachers can modify instruction to meet the requirements of their students with the use of this assessment.

The following are some of the benefits of reading skills assessment (Harida, 2015):

- a. Improving vocabulary
- b. Identifying problematic passages
- c. Knowing the part that needs to be improved
- d. Gain knowledge and improve literacy
- e. Develop critical thinking skills
- f. Obtain specific data to customise learning

7. Levels of Reading Comprehension

There are three components to reading comprehension. These are the action, the text, and the reader. Each reader has a different reading comprehension level. According to the reader's goals and preferred reading style, many forms of reading comprehension are differentiated (Richards, 1985). Reading comprehension levels involve literal

comprehension, inferential comprehension, and extrapolative comprehension (Smith et al., 1980). (Fachruddin, 2018). Thomas Barret in (Brassell & Rasinski, 2008) has suggested the following three types of action with his three-level taxonomy of reading comprehension.

a. Literal Comprehension

Understanding facts and information that are explicitly stated in a text is known as literal reading comprehension. It is thought to be the first and most crucial step in text comprehension. Keyword hunting, skimming, and scanning are examples of literal comprehension strategies that can speed up readers' information discovery. According to Burns et al. in Budi & Zuhro (2023), literal comprehension is the ability to quickly understand ideas presented in written language, recognize details and sequences, and understand cause-and-effect relationships. Since literal reading comprehension is necessary for comprehending other reading skills, teachers must assist students in developing it, even if it is only at a few levels.

Considering literal reading is the lowest level of comprehension and is therefore important, pupils must study it, claim Nurjanah and Putri (2022). Based on their findings, they came to the conclusion that children with interpretative, critical, and creative reading comprehension skills were also strong and extremely competent literal readers. On the interpretative and critical

levels, however, pupils who had trouble with literal comprehension did badly.

b. Inferential comprehension

Inferential reading comprehension involves drawing conclusions from existing knowledge and making judgments based on the information provided in the text. Understanding pronouns and adverbs, concluding nearly basic concepts, and deducing relationships between cause and effect are all examples of inferential comprehension. Identifying metaphoric language, developing inductions, and identifying the purpose of a section and the author's motivation for writing it are other components of inferential comprehension.

This suggests that inferential comprehension deals with the meaning that the author conveys through their words. The information presented in the content is where perusers start. This information is then used to determine a deeper meaning that cannot be stated clearly. The reader must consider the text and make deductions to determine inferential meaning. The reader has to read between the lines and draw conclusions about things that aren't stated clearly. Again, these inductions are predicated on the most careful consideration, substantiating points of interest, arrangement, and causal relationships. Understanding literal vocabulary, making inferences, predicting the results, choosing a course of action, and

assessing the author's viewpoint are all examples of inferential comprehension.

In conclusion, inferential comprehension is the reader's capacity to understand information that is suggested or inferred from a text. Because it involves the coordination and manipulation of information from the text as well as information from the reader's prior knowledge, inferential comprehension is more complex than literal comprehension.

c. Critical comprehension

Critical or evaluative comprehension, the third and highest level of the taxonomy, involves making significant decisions based on the information presented in the text. The reader must actively interact with the text's content and perhaps with other readers or people they have interacted with to answer questions. Critical thinking and in-depth study are also necessary to obtain accurate judgments and evaluations. Because the answers to questions at these levels mostly rely on the reader's background, interests, and dispositions, it can be difficult to assess the level and quality of the reader's inferential and critical comprehension.

8. Indicators of Reading Comprehension

With his three-level taxonomy of reading comprehension, Thomas Barret proposed the following three categories of action (Brassell and Rasinski, 2008).

Tabel 2.1 Indicators of reading comprehension

| Component | Indicator |
|---------------------------|-------------------------------|
| Literal comprehension | Identify word meaning |
| Inferential comprehension | Identify the main idea |
| Critical comprehension | Analyzing the process of text |

**Adapted from((Khusniyah, 2020)*

The ability to recognize word meanings and their contexts is an indicator of literal comprehension. This entails examining the word's definition, usage, and context to fully comprehend it. In this case, one can look into a new term in related material, use contextual clues, and use dictionaries or thesauruses to find out what it means. This approach improves comprehension of the word's particular meaning as well as its nuances and significance in a variety of situations. Learning this skill can help readers and writers communicate and understand more effectively.

Identifying the text's primary idea and its relationship are the next signs at the inferential comprehension level. Examining the primary concept or viewpoint presented by the author is necessary to identify the major idea in an assignment. This is frequently accomplished by summarizing the main idea and evaluating how pertinent facts support it. Understanding how additional elements, such as themes, characters, or events, relate to and support the main concept is another requirement for identifying relationships in a work. By looking at these links in addition

to the main topic, readers will be able to better understand the text's purpose and structure.

Analyzing the text's process is the sign at the critical understanding level. Finding underlying themes and implications in a book requires taking into account its language, content, and structure. It comprises breaking down the writing into its core concepts, arguments, and stylistic elements, then assessing how these elements complement one another to support the main point. By critically evaluating the author's objectives, the persuasiveness of their arguments, and the impact of their choices on the reader, one can gain a more comprehensive and nuanced understanding of the text.

9. Reading Difficulties

a. Reading difficulties

Reading difficulties in English texts are a problem often experienced by students in the process of learning English as a foreign language. In the process of learning to read texts, students experience difficulties in understanding a reading passage and retelling it. According to Putri Laili Wijastuti (2023), reading English is different from reading Indonesian, so students must learn and practise reading English thoroughly.

Based on the above explanation, students who experience reading difficulties become an obstacle in learning when the problem does not receive serious attention from teachers. The above symptoms

occur in students and can interfere with the smooth running of reading text activities.

b. Factors of Reading Difficulties

According to Westwood in Mardiani (2021), factors that cause students to experience difficulties in reading English text include:

- a. Limited vocabulary knowledge. Vocabulary is the most important component in creating meaning.
- b. Lack of fluency in reading; some students often encounter difficulties because they cannot read well.
- c. Lack of familiarity with English as a subject because it is a foreign language that is not enough difficult for them.
- d. The level of difficulty in English texts. The level of difficulty of a text is one of the factors that influence the difficulty of reading English texts. Texts that are complex in terms of concepts, sentence length, and structure are difficult for readers to understand.
- e. Weak verbal reasoning. This difficulty is caused by students' poor connection between new information and the knowledge they already have.

C. *Theoretical Framework*

Reading comprehension is one of the basic skills required in the development of students' reading ability. This understanding extends beyond simply recognizing words; it involves how students interpret, analyze, and evaluate texts. This research aims to evaluate the level of comprehension in

reading skills among students by concentrating on the three levels of comprehension identified by Thomas Barrett, namely literal comprehension, inferential comprehension, and critical comprehension. The subsequent theoretical framework will outline each of these comprehension levels and the methods used to assess them.

Recognizing information from the text is simply one aspect of effective comprehension; other skills include interpreting information that is not explicitly stated and critically assessing the text's quality. These three levels should be included in assessments of students' understanding, which should also take into consideration the several aspects that affect a student's capacity to comprehend a text.

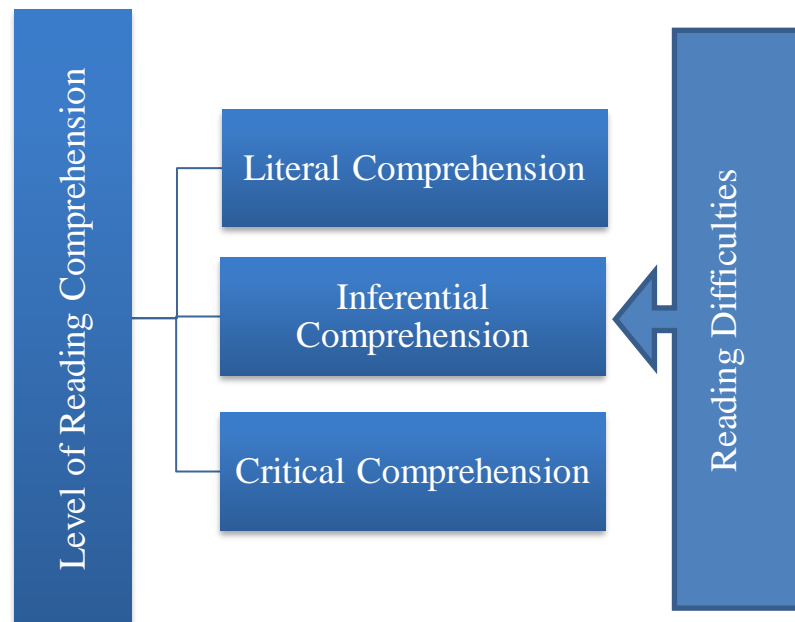


Figure 1. Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is using a mixed methods research design, which combines quantitative and qualitative methods to provide a comprehensive understanding of students' reading comprehension levels. The mixed methods approach was chosen because it can overcome the limitations of each method when used individually, thereby producing richer and more valid data (Creswell & Plano Clark, 2017).

In the quantitative section, the researcher will use a test instrument designed to measure students' reading comprehension at three levels, namely literal, inferential, and critical. This quantitative data will provide an objective picture of the distribution of students' comprehension in understanding texts.

Meanwhile, the qualitative approach is used to explore in depth the difficulties faced by students when reading through interview techniques. This is in line with Merriam's (2009) opinion that qualitative methods are effective for exploring the processes and meanings behind phenomena.

The combination of these two approaches allows researchers to not only identify different levels of comprehension but also gain insight into the factors that influence students' reading difficulties. Thus, this mixed methods design supports the research objective of comprehensively assessing and analysing reading comprehension.

B. Population and Sample

A population is a group of individuals or objects that are in an area, using certain characteristics that are the concern or focus of a study. The focus of this research is the level of student comprehension in reading skills. So, the population in this study is English Department students at STAIN Majene. This research will be conducted on English education students in TBI 2022 and TBI 2023.

Table 3.1
Population of the Research of the English Department STAIN Majene

| Class | Number of Students |
|--------------|---------------------------|
| TBI 2023 | 11 |
| TBI 2022 | 25 |
| Total | 36 |

A sample is a smaller collection of data that is collected using a predetermined selection process from a larger population (Creswell, 2012). Since it is typically impractical or extremely costly and time-consuming to study the entire population, selecting a sample is an effective way to conduct research that yields findings that may be applied to the entire population.

In this research, the researcher choose a total sampling method to take a sample. According to some experts, such as Kerlinger (1986), total sampling is an ideal method to obtain accurate and representative research results. The advantages of total sampling are high accuracy and

representation. The sample taken is representative of the population, so the research results can be generalised to the entire population.

Total sampling is usually used when the accuracy of the research results is very important and sampling error cannot be tolerated. If the research has sufficient resources to take the entire population as a sample, then total sampling can be the right choice. In practice, total sampling is not always feasible due to resource constraints. However, if done correctly, total sampling can provide the best results. In this case, the population in this study totalled 36, and it was used as a research sample.

A total of 10 students were selected as additional samples to be observed specifically in order to identify the difficulties they experienced in reading skills. This group took a reading comprehension test and also participated in interviews. Data on the types of reading difficulties they faced were collected and analysed qualitatively.

Researchers conducted research on several individuals who demonstrated the most significant reading difficulties or had representative comprehension problems based on the test results obtained. This research aimed to focus the analysis on the factors of reading difficulties experienced by students with various difficulties, so that the qualitative data obtained from this sample could provide an in depth picture of the types of reading difficulties commonly experienced by students.

C. Variables of the Research

The variables in this research are students' level of comprehension in reading skills. The main variable, according to research in this study, is the reading comprehension skill of the students. In this particular case, it assesses how well students are able to comprehend, analyze, and interpret the material they are reading. Furthermore, assessments of comprehension and the ability to summarize information are important indicators of reading comprehension.

Students' analytical abilities, that is, their ability to assess a text's main concept and structure, are also taken into account. Additionally, emphasis is placed on critical and inferential skills, which entail evaluating the accuracy and dependability of information. The capacity to deduce information from textual indications is a prerequisite for inferential skills. This level of understanding is measured using assessment instruments that measure many facets of reading ability, including tests, quizzes, interviews, and questionnaires.

Other factors that are believed to influence this significant variable include educational background, reading habits, and motivation. By examining a range of traits and influencing factors, this study aims to provide a thorough picture of students' text comprehension and processing skills.

The research variable of reading difficulties refers to various obstacles experienced by students in the process of understanding reading texts. This variable includes factors that hinder students' ability to interpret and process information contained in texts, whether at the literal, inferential, or critical

level. Reading difficulties can include an inability to recognize words or sentences correctly, difficulty in understanding implied meanings, or obstacles in critically analyzing and evaluating the content of reading material. This variable is usually measured through qualitative data obtained from interviews, observations, or open responses from students regarding their experiences and challenges they face while reading. Thus, this variable serves as a measure to identify and analyze specific obstacles that affect students' reading comprehension levels in this study.

D. Research Instruments

1. Test

The instrument used in this study was a multiple-choice test designed to assess students' reading comprehension at three levels, namely literal, inferential, and critical. By using this test, researchers can collect accurate and systematic quantitative data on the extent to which students are able to understand the text comprehensively.

2. Interview

An interview is a sort of communication or interaction in which the researcher and the informant or research subject ask and answer questions to acquire information. With the evolution of information technology, interviews can now be done remotely, specifically via telecom media. In essence, interviews are a method of gathering detailed information on a problem or theme identified in research. Alternatively, it is the process of proving facts or information gathered using earlier

approaches. The use of interviews in this research is in line with the theory that interviews are effective for uncovering the meanings, perceptions, and experiences of participants that are difficult to measure quantitatively (Creswell, 2014).

E. The Technique of Data Collection

a. Test

Data collection techniques in quantitative methods required by the researcher in this study use instruments in the form of tests. In this technique, researchers compile a series of questions or statements that are relevant to the research topic and are given to respondents to fill out.

Based on the test that the researcher has compiled, the researcher uses the instrument to obtain the required data. The test used in this research is a multiple-choice test consisting of 30 items, where 10 items are for literal comprehension, 10 items are for inferential comprehension, and 10 items are for critical comprehension. The description of the items that are described in the three levels is as follows :

- a. Literal comprehension : 1, 4, 7, 10, 13, 16, 19, 22, 25, 28
- b. Inferential comprehension : 2, 5, 8, 11, 14, 17, 20, 23, 26, 29
- c. Critical comprehension : 3, 6, 9, 12, 15, 18, 21, 24, 27, 30

The following are the steps taken by the researcher in collecting data:

1. The researcher will explain the rules for taking the test.
2. The researcher will distribute multiple-choice tests in the form of sheets of paper consisting of 30 questions.

3. Respondents will take the test within 1 hour.
4. Researchers will process the data after obtaining the required data.

b. Interview

As for qualitative methods, the instrument used is an interview. In this technique, the researcher begins the interview by determining the topic or response to be discussed. Then, the researcher will ask about the perceptions that have been conveyed. In addition, the research interview process is conducted via WhatsApp between the researcher and the respondent. To obtain valid information from respondents, respondents answer by recording the answers to each question given by the researcher. The interview includes five questions, which are formulated during the research interview process as needed.

F. The Technique of Data Analysis

The following quantitative method data analysis techniques will be carried out by researchers in this study:

1. Multiple choice test

The instrument in this study is a multiple-choice test, where respondents choose one answer that corresponds to the question. In this study, before the validity was carried out, the test given consisted of 30 questions. The instructions given were that students chose the test answers by crossing the letters a, b, c, or d contained in the multiple-choice test. There are some indicators that are used by the researcher to measure the ability in reading comprehension of the English education

department of STAIN Majene. It can be seen in the table of the test indicator.

Table 3.2 Classification of Reading Comprehension Level Scores

| No | Level of Reading Comprehension | Item | Number of Items | Scores |
|----|--------------------------------|------|-------------------------------------|--------|
| 1 | Literal comprehension | 10 | 1, 4, 7, 10, 13, 16, 19, 22, 25, 28 | 1 |
| 2 | Inferential comprehension | 10 | 2, 5, 8, 11, 14, 17, 20, 23, 26, 29 | 1 |
| 3 | Critical comprehension | 10 | 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 | 1 |

**Adapted from (Khusniyah, 2020)*

$$\text{Student score} = \frac{\text{Number of correct answers}}{\text{total number of questions}} \times 100 =$$

If the data is obtained by researcher, the scores are compared with the interpretation criteria. This is displayed as follows:

Table 3.3 The Classification Quality of The Students' Scores

| No | Criteria | Score |
|----|----------|----------|
| 1 | Low | 0 - 35 |
| 2 | Enough | 36 - 70 |
| 3 | High | 71 - 100 |

**Adapted from (Khusniyah, 2020)*

After the researcher found the mean score of all students, it is consistent with the criteria as follows :

- 1) If the value of the score is 0-35, it can be categorized as low.
- 2) If the value of the score is 36-70, it can be categorized as enough.
- 3) If the value of the score is 70-100, it can be categorized as high.

2. Data Validity Test

The instrument in this study was a multiple-choice test. Therefore, the researcher will conduct data validity. The data validity test is carried out to determine whether the data is validly distributed or not. Valid distributed data can be analysed using regression analysis. The validity test is used to ascertain whether the student concept understanding questionnaire value data is validly distributed or not.

An item can be said to have high validity or be declared valid if the scores on the item in question are consistent or parallel with the total score; or in statistical terms. There is a significant positive correlation between the item score and the total score. If so, then to conclude whether the items whose validity we want to determine are valid or not, we can use the correlation technique as the analysis technique. An item can be declared valid if the item score in question is proven to have a significant positive correlation with the total score.

Each item answered correctly is generally given a score of 1 (one), while each incorrect answer is given a score of 0 (zero). This type of data, i.e., correct or incorrect, is known in the world of statistics as

pure discrete data or dichotomous data. Meanwhile, the total score of each testee is the sum of the scores of each item (for example: $0 + 1 + 1 + 0 + 1 + 0 + 1 + 1 + 0 + 0 + 1 = 6$), which is continuous data.

Therefore, the appropriate correlation technique to use in finding the correlation between variable I and variable II is the point biserial correlation technique, where the correlation index number denoted by r_{pbis} can be obtained using the formula:

$$r_{pbis} = \frac{M_p - M_t}{Sd_t} \sqrt{\frac{p}{q}}$$

R_{pbis} The point biserial correlation coefficient represents the strength of the correlation between variable I and variable II, which in this case is considered the Item Validity Coefficient.

M_p : The average score obtained by the testee, who answered the item correctly.

M_t : The average score of the total score.

SD_t : The standard deviation of the total score.

p : The proportion of test takers who answered correctly on the item being tested for item validity.

q : The proportion of test takers who answered incorrectly on the item being tested for item validity.

Before the researchers gave the test to the students who were the research sample, they conducted a validity test using 12 respondents from UNSULBAR students. The test that will be given to respondents consists of a total of 45 questions. Then, the valid questions will be tested on the research sample. The validity test results can be seen in the table below:

| | | | | | | | | |
|----|------|------|------|-----|-----|-------|-------------|---------|
| 11 | 40.3 | 37.3 | 7.76 | 1.5 | 0.5 | 0.670 | (rpbi > rt) | valid |
| 12 | 40.0 | 37.3 | 7.76 | 0.7 | 0.2 | 0.663 | (rpbi > rt) | valid |
| 13 | 39.7 | 37.3 | 7.76 | 0.9 | 0.1 | 0.953 | (rpbi > rt) | valid |
| 14 | 40.9 | 37.3 | 7.76 | 1.1 | 0.1 | 1.549 | (rpbi > rt) | valid |
| 15 | 41.3 | 37.3 | 7.76 | 0.9 | 0.1 | 1.560 | (rpbi > rt) | valid |
| 16 | 39.3 | 37.3 | 7.76 | 1.1 | 0.1 | 0.890 | (rpbi > rt) | valid |
| 17 | 39.3 | 37.3 | 7.76 | 1.1 | 0.1 | 0.855 | (rpbi > rt) | valid |
| 18 | 39.2 | 37.3 | 7.76 | 1.4 | 0.4 | 0.466 | (rpbi < rt) | Invalid |
| 19 | 37.5 | 37.3 | 7.76 | 1.1 | 0.1 | 0.087 | (rpbi > rt) | valid |
| 20 | 40.9 | 37.3 | 7.76 | 1.1 | 0.1 | 1.542 | (rpbi > rt) | valid |
| 21 | 40.1 | 37.3 | 7.76 | 0.9 | 0.1 | 1.102 | (rpbi > rt) | valid |
| 22 | 40.1 | 37.3 | 7.76 | 1.1 | 0.1 | 1.218 | (rpbi > rt) | valid |
| 23 | 39.3 | 37.3 | 7.76 | 1.2 | 0.2 | 0.658 | (rpbi > rt) | valid |
| 24 | 39.2 | 37.3 | 7.76 | 0.9 | 0.1 | 0.747 | (rpbi > rt) | valid |
| 25 | 39.9 | 37.3 | 7.76 | 0.8 | 0.2 | 0.685 | (rpbi > rt) | valid |
| 26 | 39.2 | 37.3 | 7.76 | 0.9 | 0.1 | 0.747 | (rpbi > rt) | valid |
| 27 | 40.1 | 37.3 | 7.76 | 0.9 | 0.1 | 1.102 | (rpbi > rt) | valid |
| 28 | 38.1 | 37.3 | 7.76 | 1.1 | 0.1 | 0.359 | (rpbi < rt) | Invalid |
| 29 | 40.4 | 37.3 | 7.76 | 0.8 | 0.2 | 0.823 | (rpbi > rt) | valid |
| 30 | 37.4 | 37.3 | 7.76 | 1.3 | 0.3 | 0.045 | (rpbi < rt) | Invalid |
| 31 | 41.0 | 37.3 | 7.76 | 0.8 | 0.2 | 0.966 | (rpbi > rt) | valid |
| 32 | 39.9 | 37.3 | 7.76 | 1.1 | 0.1 | 1.133 | (rpbi > rt) | valid |
| 33 | 40.1 | 37.3 | 7.76 | 0.9 | 0.1 | 1.102 | (rpbi > rt) | valid |
| 34 | 42.1 | 37.3 | 7.76 | 0.8 | 0.2 | 1.250 | (rpbi > rt) | valid |
| 35 | 39.2 | 37.3 | 7.76 | 1.1 | 0.1 | 0.826 | (rpbi > rt) | valid |
| 36 | 38.8 | 37.3 | 7.76 | 1.1 | 0.1 | 0.662 | (rpbi > rt) | valid |
| 37 | 39.0 | 37.3 | 7.76 | 0.9 | 0.1 | 0.677 | (rpbi > rt) | valid |
| 38 | 39.2 | 37.3 | 7.76 | 0.9 | 0.1 | 0.747 | (rpbi > rt) | valid |
| 39 | 40.1 | 37.3 | 7.76 | 0.8 | 0.2 | 0.735 | (rpbi > rt) | valid |
| 40 | 39.8 | 37.3 | 7.76 | 0.8 | 0.2 | 0.651 | (rpbi > rt) | valid |
| 41 | 37.4 | 37.3 | 7.76 | 1.3 | 0.3 | 0.045 | (rpbi < rt) | Invalid |
| 42 | 37.4 | 37.3 | 7.76 | 1.1 | 0.1 | 0.071 | (rpbi < rt) | Invalid |
| 43 | 39.1 | 37.3 | 7.76 | 0.8 | 0.3 | 0.392 | (rpbi < rt) | Invalid |
| 44 | 37.4 | 37.3 | 7.76 | 1.3 | 0.3 | 0.045 | (rpbi < rt) | Invalid |
| 45 | 38.1 | 37.3 | 7.76 | 0.9 | 0.1 | 0.325 | (rpbi < rt) | Invalid |

Based on the table above, after conducting a validity test, it can be seen that there were 45 multiple-choice questions given to students. This shows that of the 45 questions, 36 were valid and 9 were invalid. Therefore, the researcher selected only 30 questions from the 45 questions to be given to English Education students at STAIN Majene.

3. Descriptive statistic

Descriptive statistics are data analysis methods used to describe and summarize the basic characteristics of a dataset without making

inferences or generalizations about the wider population. The use of Microsoft Excel as the main application in assessing reading comprehension tests, as well as measures of central tendency, such as the mean, median, and mode, to show the central value of the data.

4. Data visualization

The data visualisation used in this study employs bar charts. The results of the study on students' level of comprehension in reading skills can provide a clear and intuitive picture of the distribution of reading abilities among groups of students. In this study, researchers categorised students' reading comprehension levels into several groups, such as Literal Comprehension, Inferential Comprehension, and Critical Comprehension. The number of students in each category will be displayed on each bar chart, giving visitors a quick overview of the relative proportions of each level of comprehension. This helps in determining the proportion of students at various levels of reading comprehension and identifying areas that may require further attention or intervention to improve reading skills.

5. Data Analysis

The data analysis technique for the qualitative method using interview instruments in this research was as follows:

1. The interview data in the form of recordings were then transcribed verbatim so that all the students' answers and explanations regarding reading difficulties were recorded in detail. After that, the researcher

read the entire transcript thoroughly to understand the content and context of the students' answers while looking for patterns of reading difficulties.

2. The researcher coded the data, labeling sections related to reading difficulties. Coding was then grouped into categories and themes that described various aspects of these difficulties
3. After the themes were formed, the data were analyzed and interpreted to relate the difficulties experienced to the students' reading comprehension levels at the three levels.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents findings and discussions about the level of students' comprehension in reading skills.

A. FINDINGS

In this research, there were three levels of reading comprehension that were the focus of assessment, namely literal comprehension, inferential comprehension, and critical comprehension. Literal comprehension is the comprehension of students to understand information that is explicitly stated in the text, such as recognising the meaning of words, facts, and details. At this level, students were expected to be able to identify the meaning of words.

Furthermore, inferential comprehension referred to the comprehension of students to draw conclusions or implied meanings from the text, which were not directly stated but needed to be interpreted by connecting the available information with prior knowledge. At this level, the indicator was the comprehension to recognise the main ideas in the text.

The last, critical comprehension, was the evaluative comprehension of students to assess and analyse the content of a text in depth, both in terms of the author's purpose, the accuracy of the information, and the relevance and implications of the reading content. Indicators of this level included the ability to analyse the text process.

The three levels of reading comprehension were in line with Barrett's taxonomy (1968) and were measured using a test instrument consisting of 30

multiple-choice questions divided equally for each level, namely 10 literal questions, 10 inferential questions, and 10 critical questions, as explained in chapters 1 to 3. Using these indicators as a basis for measurement, this study aimed to determine the extent of students' comprehension of reading material at each level.

1. Results of the Reading Comprehension Test

a. The Level of Understanding of TBI 2023 Students in Reading Skill

Based on the data that was taken by using a reading comprehension test, students' comprehension of English texts based on their level of literal, inferential, and critical comprehension can be explained in the table and chart below:

Table 4.9. The Students' Scores and Quality in Reading Comprehension in Literal Comprehension Levels in the TBI 2023

| No | Respondent Initials | Score | Quality |
|----|---------------------|-------|---------|
| 1 | NA | 60 | enough |
| 2 | MKM | 70 | high |
| 3 | HA | 80 | high |
| 4 | HU | 40 | enough |
| 5 | HH | 80 | high |
| 6 | UA | 90 | high |
| 7 | MI | 80 | high |
| 8 | RS | 50 | enough |
| 9 | BK | 80 | high |
| 10 | TA | 80 | high |
| 11 | SN | 90 | high |

Based on the table above, after conducting the test, the total score of TBI 2023 English Education students at STAIN Majene in reading comprehension was 90 for the highest score and 40 for the lowest score. Then, based on the table above, the reading

comprehension scores of each student varied, with 3 students having enough comprehension, and 8 students having high comprehension. This means that their reading comprehension abilities varied.

Table 4.10 The resume of statistic score in reading comprehension in the TBI 2023

| No | Statistic | Score |
|----|------------|-------|
| 1 | High score | 90 |
| 2 | Low score | 40 |
| 3 | Mean | 73 |
| 4 | Median | 80 |
| 5 | Modus | 80 |

From the data, the researcher calculated that the mean score was 73. Then the researcher got a median score of 80, and the mode was 80. By the calculation, it can be concluded that the ability of the students in reading comprehension is high.

Table 4.11. The Students' Scores and Quality in Reading Comprehension in Inferential Comprehension Levels in the TBI 2023

| No | Respondent Initials | Score | Quality |
|----|---------------------|-------|---------|
| 1 | NA | 80 | high |
| 2 | MKM | 80 | high |
| 3 | HA | 100 | high |
| 4 | HU | 60 | enough |
| 5 | HH | 70 | high |
| 6 | UA | 80 | high |
| 7 | MI | 70 | high |
| 8 | RS | 80 | high |
| 9 | BK | 50 | enough |
| 10 | TA | 70 | high |
| 11 | SN | 70 | high |

Based on the table above, after conducting the test, the total score of students in reading comprehension on the inferential comprehension level was 100 for the highest score and 50 for the

lowest score. Then, based on the table above, the reading comprehension scores of each student varied, with 2 students having enough comprehension, and 9 students having high comprehension. This means that their reading comprehension abilities varied.

Table 4.12 The resume of statistic score in reading comprehension in the TBI 2023

| No | Statistic | Score |
|----|------------|-------|
| 1 | High score | 100 |
| 2 | Low score | 50 |
| 3 | Mean | 74 |
| 4 | Median | 70 |
| 5 | Modus | 80 |

From the data, the researcher calculated that the mean score was 74. Then the researcher got a median score of 70, and the mode was 80. By the calculation, it can be concluded that the ability of the students in reading comprehension is high.

Table 4.13. The Students' Scores and Quality in Reading Comprehension in Critical Comprehension Levels in the TBI 2023

| No | Respondent Initials | Score | Quality |
|----|---------------------|-------|---------|
| 1 | NA | 90 | high |
| 2 | MKM | 70 | high |
| 3 | HA | 100 | high |
| 4 | HU | 90 | high |
| 5 | HH | 60 | enough |
| 6 | UA | 80 | high |
| 7 | MI | 70 | high |
| 8 | RS | 70 | high |
| 9 | BK | 50 | enough |
| 10 | TA | 70 | high |
| 11 | SN | 40 | enough |

Based on the table above, after conducting the test, the total score of students in reading comprehension on the critical

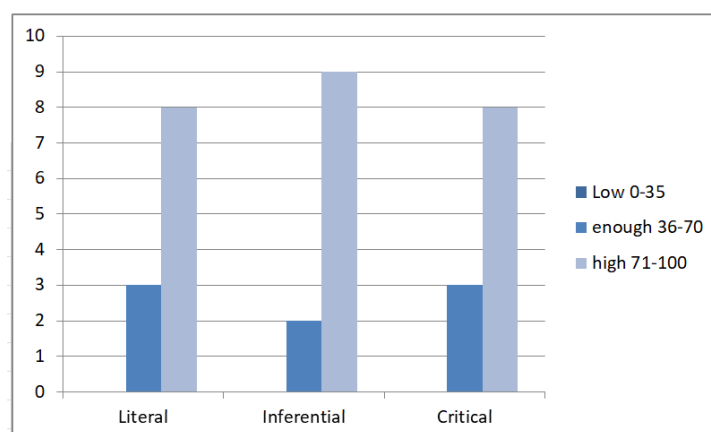
comprehension level was 100 for the highest score and 40 for the lowest score. Then, based on the table above, the reading comprehension scores of each student varied, with 3 students having enough comprehension, and 8 students having high comprehension. This means that their reading comprehension abilities varied.

Table 4.14 *The resume of statistic score in reading comprehension in the TBI 2023*

| No | Statistic | Score |
|----|------------|-------|
| 1 | High score | 100 |
| 2 | Low score | 40 |
| 3 | Mean | 72 |
| 4 | Median | 70 |
| 5 | Modus | 70 |

From the data, the researcher calculated that the mean score was 72. Then the researcher got a median score of 70, and the mode was 70. By the calculation, it can be concluded that the ability of the students in reading comprehension is high.

Chart 4.2. *The Students' Scores and Quality in Reading Comprehension in the TBI 2023*



Based on the research results chart on students' reading comprehension levels at three levels, namely literal, inferential, and

critical, it can be concluded that the majority of students have shown high comprehension in all three aspects. At each level, most students were in the high category (scores of 71-100), especially at the inferential level, which had the most students in the high category. Only a small number of students are still in the adequate category (scores of 36-70), and no students are in the low category (scores of 0-35) at all levels. This shows that, in general, students can understand information directly from the text, draw implicit conclusions, and analyse and evaluate the content of the reading critically.

b. The Level of Understanding of TBI 2022 Students in Reading Skill

Based on the data that was taken by using a reading comprehension test, students' comprehension of English texts based on their level of literal, inferential, and critical comprehension can be explained in the table and chart below:

Table 4.15. The Students' Scores and Quality in Reading Comprehension in Literal Comprehension Levels in the TBI 2022

| No | Respondent Initials | Score | Quality |
|----|---------------------|-------|---------|
| 1 | RH | 60 | enough |
| 2 | NN | 70 | high |
| 3 | RA | 70 | high |
| 4 | SI | 90 | high |
| 5 | NU | 60 | enough |
| 6 | NA | 30 | low |
| 7 | RI | 70 | high |
| 8 | PA | 70 | high |
| 9 | NAA | 70 | high |
| 10 | RI | 70 | high |
| 11 | MH | 60 | enough |
| 12 | SW | 100 | high |

| | | | |
|----|-----|----|--------|
| 13 | HA | 90 | high |
| 14 | NLM | 70 | high |
| 15 | MDS | 90 | high |
| 16 | AR | 50 | enough |
| 17 | NZP | 70 | high |
| 18 | AR | 80 | high |
| 19 | NH | 50 | enough |
| 20 | AM | 60 | enough |
| 21 | RD | 90 | high |
| 22 | NR | 90 | high |
| 23 | AA | 70 | high |
| 24 | NL | 70 | high |
| 25 | FI | 70 | high |

Based on the table above, after conducting the test, the total score of TBI 2022 English Education students at STAIN Majene in reading comprehension was 100 for the highest score and 30 for the lowest score. Then, based on the table above, the reading comprehension scores of each student varied, with 1 student having low comprehension, 6 students having enough comprehension and 18 students having high comprehension. This means that their reading comprehension abilities varied.

Table 4.16 The resume of statistic score in reading comprehension in the TBI 2022

| No | Statistic | Score |
|----|------------|-------|
| 1 | High score | 100 |
| 2 | Low score | 30 |
| 3 | Mean | 71 |
| 4 | Median | 70 |
| 5 | Modus | 70 |

From the data, the researcher calculated that the mean score was 71. Then the researcher got a median score of 70 and a mode of 70. By

the calculation, it can be concluded that the ability of the students in reading comprehension is high.

Table 4.17. The Students' Scores and Quality in Reading Comprehension in Inferential Comprehension Levels in the TBI 22

| No | Respondent Initials | Score | Quality |
|----|---------------------|-------|---------|
| 1 | RH | 90 | high |
| 2 | NN | 100 | high |
| 3 | RA | 100 | high |
| 4 | SI | 90 | high |
| 5 | NU | 90 | high |
| 6 | NA | 80 | high |
| 7 | RI | 60 | enough |
| 8 | PA | 90 | high |
| 9 | NAA | 100 | high |
| 10 | RI | 100 | high |
| 11 | MH | 40 | enough |
| 12 | SW | 100 | high |
| 13 | HA | 100 | high |
| 14 | NLM | 100 | high |
| 15 | MDS | 100 | high |
| 16 | AR | 60 | enough |
| 17 | NZP | 100 | high |
| 18 | AR | 90 | high |
| 19 | NH | 40 | enough |
| 20 | AM | 100 | high |
| 21 | RD | 90 | high |
| 22 | NR | 90 | high |
| 23 | AA | 60 | enough |
| 24 | NL | 80 | high |
| 25 | FI | 80 | high |

Based on the table above, after conducting the test, the total score of students in reading comprehension on the inferential comprehension level was 100 for the highest score and 40 for the lowest score. Then, based on the table above, the reading comprehension scores of each student varied, with 5 students having

enough comprehension and 20 students having high comprehension.

This means that their reading comprehension abilities varied.

Table 4.18 The resume of statistic score in reading comprehension in the TBI 2022

| No | Statistic | Score |
|----|------------|-------|
| 1 | High score | 100 |
| 2 | Low score | 40 |
| 3 | Mean | 85 |
| 4 | Median | 90 |
| 5 | Modus | 100 |

From the data, the researcher calculated that the mean score was 85. Then the researcher got a median score of 90, and the mode was 100.

By the calculation, it can be concluded that the ability of the students in reading comprehension is high.

Table 4.19. The Students' Scores and Quality in Reading Comprehension in Critical Comprehension Levels in the TBI 2022

| No | Respondent Initials | Score | Quality |
|----|---------------------|-------|---------|
| 1 | RH | 90 | high |
| 2 | NN | 100 | high |
| 3 | RA | 90 | high |
| 4 | SI | 90 | high |
| 5 | NU | 80 | high |
| 6 | NA | 60 | enough |
| 7 | RI | 70 | high |
| 8 | PA | 70 | high |
| 9 | NAA | 90 | high |
| 10 | RI | 100 | high |
| 11 | MH | 30 | low |
| 12 | SW | 100 | high |
| 13 | HA | 70 | high |
| 14 | NLM | 100 | high |
| 15 | MDS | 100 | high |
| 16 | AR | 70 | high |
| 17 | NZP | 90 | high |
| 18 | AR | 100 | high |
| 19 | NH | 40 | enough |

| | | | |
|----|----|-----|--------|
| 20 | AM | 100 | high |
| 21 | RD | 90 | high |
| 22 | NR | 80 | high |
| 23 | AA | 80 | high |
| 24 | NL | 70 | high |
| 25 | FI | 60 | enough |

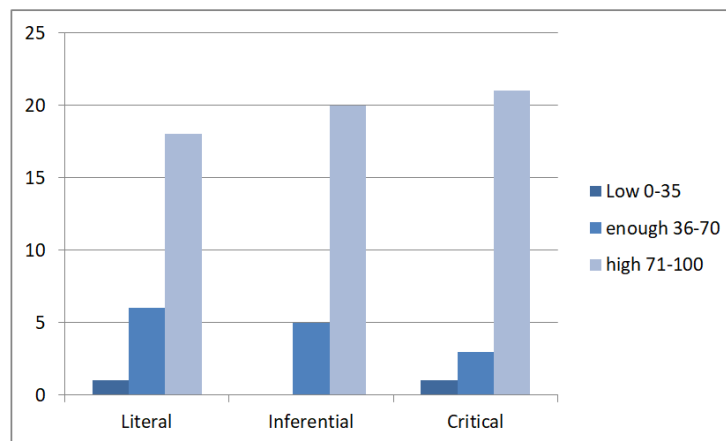
Based on the table above, after conducting the test, the total score of students in reading comprehension on the critical comprehension level was 100 for the highest score and 40 for the lowest score. Then, based on the table above, the reading comprehension scores of each student varied, with 3 students having enough comprehension, and 8 students having high comprehension. This means that their reading comprehension abilities varied.

Table 4.20 *The resume of the statistic score in reading comprehension in the TBI 2022*

| No | Statistic | Score |
|----|------------|-------|
| 1 | High score | 100 |
| 2 | Low score | 40 |
| 3 | Mean | 81 |
| 4 | Median | 90 |
| 5 | Modus | 100 |

From the data, the researcher calculated that the mean score was 81. Then the researcher got a median score of 90, and the mode was 100. By the calculation, it can be concluded that the ability of the students in reading comprehension is high.

Chart 4.3. The Students' Scores and Quality in Reading Comprehension in the TBI 2022



The chart shows the results of measuring students' reading comprehension at three levels: literal, inferential, and critical, with low (0-35), moderate (36-70), and high (71-100) score categories. At the literal level, the majority of students were in the high category, with around 18 students, followed by around 5 students in the moderate category, and 1 student in the low category. This shows that most students are able to understand the text directly and clearly.

In the inferential level, the results are almost similar to the literal level, with most students in the high category, while 5 students are in the moderate category, and none are in the low category. This indicates that students are also quite good at concluding or implied meanings from the text.

At the critical level, there were more students with high comprehension, namely around 21 students, with 3 students in the moderate category and 1 student in the low category. This indicates that although most students were able to evaluate and assess the

content of the reading, there was a decline in performance compared to other levels.

Overall, the chart shows that the majority of students have high reading comprehension at all three levels, with the critical level being higher than the literal and inferential levels.

c. English Education Students' Level of Understanding in Reading Skills

Based on the data that was taken by using a reading comprehension test, students' comprehension of English texts based on their level of literal, inferential, and critical comprehension can be explained in the table and chart below:

Table 4.21. The Students' Scores and Quality in Reading Comprehension in Literal Comprehension Levels in the TBI

| No | Respondent Initials | Score | Quality | TBI | No | Respondent Initials | Score | Quality | TBI |
|----|---------------------|-------|---------|------|----|---------------------|-------|---------|------|
| 1 | RH | 60 | enough | 2022 | 19 | NH | 50 | enough | 2022 |
| 2 | NN | 70 | high | 2022 | 20 | AM | 60 | enough | 2022 |
| 3 | RA | 70 | high | 2022 | 21 | RD | 90 | high | 2022 |
| 4 | SI | 90 | high | 2022 | 22 | NR | 90 | high | 2022 |
| 5 | NU | 60 | enough | 2022 | 23 | AA | 70 | high | 2022 |
| 6 | NA | 30 | low | 2022 | 24 | NL | 70 | high | 2022 |
| 7 | RI | 70 | high | 2022 | 25 | FI | 70 | high | 2022 |
| 8 | PA | 70 | high | 2022 | 26 | NA | 60 | enough | 2023 |
| 9 | NAA | 70 | high | 2022 | 27 | MKM | 70 | high | 2023 |
| 10 | RI | 70 | high | 2022 | 28 | HA | 80 | high | 2023 |
| 11 | MH | 60 | enough | 2022 | 29 | HU | 40 | enough | 2023 |
| 12 | SW | 100 | high | 2022 | 30 | HH | 80 | high | 2023 |
| 13 | HA | 90 | high | 2022 | 31 | UA | 90 | high | 2023 |
| 14 | NLM | 70 | high | 2022 | 32 | MI | 80 | high | 2023 |
| 15 | MDS | 90 | high | 2022 | 33 | RS | 50 | enough | 2023 |
| 16 | AR | 50 | enough | 2022 | 34 | BK | 80 | high | 2023 |
| 17 | NZP | 70 | high | 2022 | 35 | TA | 80 | high | 2023 |
| 18 | AR | 80 | high | 2022 | 36 | SN | 90 | high | 2023 |

Based on the table above, after conducting the test, the total score of English Department students at STAIN Majene in reading comprehension was 100 for the highest score and 30 for the lowest

score. Then, based on the table above, the reading comprehension scores of each student varied, with 1 students having low comprehension, 9 students having enough comprehension and 26 students having high comprehension. This means that their reading comprehension abilities varied.

Table 4.22 The resume of statistic score in reading comprehension in the TBI

| No | Statistic | Score |
|----|------------|-------|
| 1 | High score | 100 |
| 2 | Low score | 30 |
| 3 | Mean | 71 |
| 4 | Median | 70 |
| 5 | Modus | 70 |

From the data, the researcher calculated that the mean score was 71. Then the researcher got a median score of 70, and the mode was 70. By the calculation, it can be concluded that the ability of the students in reading comprehension is enough.

Table 4.23. The Students' Score and Quality in Reading Comprehension in Inferential Comprehension Levels in the TBI

| No | Respondent Initials | Score | Quality | TBI | No | Respondent Initials | Score | Quality | TBI |
|----|---------------------|-------|---------|------|----|---------------------|-------|---------|------|
| 1 | RH | 90 | high | 2022 | 19 | NH | 40 | enough | 2022 |
| 2 | NN | 100 | high | 2022 | 20 | AM | 100 | high | 2022 |
| 3 | RA | 100 | high | 2022 | 21 | RD | 90 | high | 2022 |
| 4 | SI | 90 | high | 2022 | 22 | NR | 90 | high | 2022 |
| 5 | NU | 90 | high | 2022 | 23 | AA | 60 | enough | 2022 |
| 6 | NA | 80 | high | 2022 | 24 | NL | 80 | high | 2022 |
| 7 | RI | 60 | enough | 2022 | 25 | FI | 80 | high | 2022 |
| 8 | PA | 90 | high | 2022 | 26 | NA | 80 | high | 2023 |
| 9 | NAA | 100 | high | 2022 | 27 | MKM | 80 | high | 2023 |
| 10 | RI | 100 | high | 2022 | 28 | HA | 100 | high | 2023 |
| 11 | MH | 40 | enough | 2022 | 29 | HU | 60 | enough | 2023 |
| 12 | SW | 100 | high | 2022 | 30 | HH | 70 | high | 2023 |
| 13 | HA | 100 | high | 2022 | 31 | UA | 80 | high | 2023 |
| 14 | NLM | 100 | high | 2022 | 32 | MI | 70 | high | 2023 |
| 15 | MDS | 100 | high | 2022 | 33 | RS | 80 | high | 2023 |
| 16 | AR | 60 | enough | 2022 | 34 | BK | 50 | enough | 2023 |
| 17 | NZP | 100 | high | 2022 | 35 | TA | 70 | high | 2023 |
| 18 | AR | 90 | high | 2022 | 36 | SN | 70 | high | 2023 |

Based on the table above, after conducting the test, the total score of students in reading comprehension on the inferential comprehension level was 100 for the highest score and 40 for the lowest score. Then, based on the table above, the reading comprehension scores of each student varied, with 29 students having enough comprehension and 7 students having high comprehension. This means that their reading comprehension abilities varied.

Table 4.24 The resume of statistic score in reading comprehension in the TBI

| No | Statistic | Score |
|----|------------|-------|
| 1 | High score | 100 |
| 2 | Low score | 40 |
| 3 | Mean | 88 |
| 4 | Median | 95 |
| 5 | Modus | 100 |

From the data, the researcher calculated that the mean score was 88. Then the researcher got a median score of 95 and a mode of 100. By the calculation, it can be concluded that the ability of the students in reading comprehension is high.

Table 4.25 The Students' Scores and Quality in Reading Comprehension in Critical Comprehension Levels in the TBI

| No | Respondent Initials | Score | Quality | TBI | No | Respondent Initials | Score | Quality | TBI |
|----|---------------------|-------|---------|------|----|---------------------|-------|---------|------|
| 1 | RH | 90 | high | 2022 | 19 | NH | 40 | enough | 2022 |
| 2 | NN | 100 | high | 2022 | 20 | AM | 100 | high | 2022 |
| 3 | RA | 90 | high | 2022 | 21 | RD | 90 | high | 2022 |
| 4 | SI | 90 | high | 2022 | 22 | NR | 80 | high | 2022 |
| 5 | NU | 80 | high | 2022 | 23 | AA | 80 | high | 2022 |
| 6 | NA | 60 | enough | 2022 | 24 | NL | 70 | high | 2022 |
| 7 | RI | 70 | high | 2022 | 25 | FI | 60 | enough | 2022 |
| 8 | PA | 70 | high | 2022 | 26 | NA | 90 | high | 2023 |
| 9 | NAA | 90 | high | 2022 | 27 | MKM | 70 | high | 2023 |
| 10 | RI | 100 | high | 2022 | 28 | HA | 100 | high | 2023 |
| 11 | MH | 30 | low | 2022 | 29 | HU | 90 | high | 2023 |
| 12 | SW | 100 | high | 2022 | 30 | HH | 60 | enough | 2023 |
| 13 | HA | 70 | high | 2022 | 31 | UA | 80 | high | 2023 |

| | | | | | | | | | |
|----|-----|-----|------|------|----|----|----|--------|------|
| 14 | NLM | 100 | high | 2022 | 32 | MI | 70 | high | 2023 |
| 15 | MDS | 100 | high | 2022 | 33 | RS | 70 | high | 2023 |
| 16 | AR | 70 | high | 2022 | 34 | BK | 50 | enough | 2023 |
| 17 | NZP | 90 | high | 2022 | 35 | TA | 70 | high | 2023 |
| 18 | AR | 100 | high | 2022 | 36 | SN | 40 | enough | 2023 |

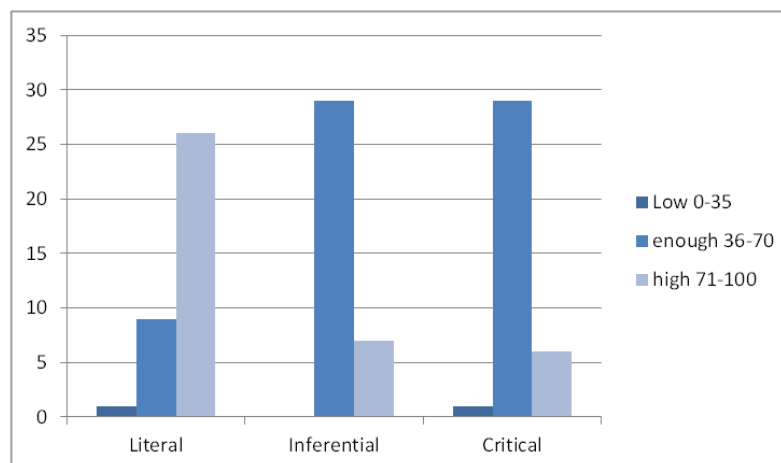
Based on the table above, after conducting the test, the total score of students in reading comprehension on the critical comprehension level was 100 for the highest score and 30 for the lowest score. Then, based on the table above, the reading comprehension scores of each student varied, with 2 students having low comprehension, 29 students having enough comprehension and 7 students having high comprehension. This means that their reading comprehension abilities varied.

Table 4.26 The resume of statistic score in reading comprehension in the TBI

| No | Statistic | Score |
|----|------------|-------|
| 1 | High score | 100 |
| 2 | Low score | 30 |
| 3 | Mean | 83 |
| 4 | Median | 90 |
| 5 | Modus | 100 |

From the data, the researcher calculated that the mean score was 83. Then the researcher got a median score of 90, and the mode was 100. By the calculation, it can be concluded that the ability of the students in reading comprehension is high.

Chart 4.4. The Students' Scores and Quality in Reading Comprehension in the TBI



Based on the chart presented, it can be seen that the students' reading comprehension levels at three levels, namely literal, inferential, and critical, showed quite good results. At the literal level, it can be seen that most students have high comprehension, with around 26 students in the high category, only a few in the sufficient category around 9 students, and very few in the low category. This indicates that students are relatively able to understand information directly from texts or readings.

However, at the inferential comprehension level, the majority of students were in the low score category. This indicates that students had difficulty understanding the implied or implicit meaning in the text. Inferential comprehension requires students to connect explicit information with prior knowledge in order to infer meaning that is not directly stated. These low scores indicate that many students still have difficulty interpreting, drawing conclusions, and grasping the implied messages in the reading passages.

Furthermore, at the critical comprehension level, the results are almost the same as at the inferential level, where the majority of students also fall into the low score category. Critical comprehension involves comprehension that goes beyond mere reading comprehension, encompassing the ability to analyse, evaluate, and assess the content of a reading objectively. Limitations in this area indicate that students are not yet sufficiently skilled in assessing the truth, relevance, and logic of the information they read.

Overall, the results of this study indicate that although students are quite good at understanding texts literally, they still experience significant obstacles in higher levels of comprehension, such as inferential and critical comprehension. This is an important consideration in the reading learning process so that teaching strategies do not only focus on the recognition of explicit information but also develop students' critical and interpretive thinking skills. Efforts to improve inferential and critical aspects will help students to mature in their understanding and assessment of reading texts in a comprehensive and in depth manner.

2. Students Difficulties in Implementing English Text

This research aims to analyse the level of understanding and difficulties experienced by students in English reading skills. The findings are based on interviews with several sources who are TBI students from

2022 and 2023. The following is a detailed description of the findings based on each respondent's answers:

1) Limited vocabulary knowledge

Limited vocabulary knowledge is one of the main factors found in this research as the primary cause of students' difficulties in understanding English texts. Based on the results of interviews with respondents, limited vocabulary is evident in their lack of mastery of words, particularly academic vocabulary and words that are rarely used in everyday conversation. This makes it difficult for students to understand the words and sentences in the reading as a whole.

Researchers conducted interviews with several students as follows:

Usually, the difficulty I experience is in understanding vocabulary because my vocabulary is still limited, especially academic vocabulary, rarely used vocabulary, and vocabulary that I am seeing for the first time, which makes me not understand. Then, when it comes to sentences, English sentences often have multiple meanings, and that's what confuses me. I don't know what the meaning is, and that makes me have to read it over and over again before I can understand it.

(Recorded by RS)

Okay, if you're asking whether I've ever had difficulties, well, of course I have, and often, especially with English texts. And usually those difficulties arise because I still have a limited vocabulary, I mean, my vocabulary is still very poor, so when I read I have to keep flipping through the dictionary, and also, I get bored easily. So when I get tired of constantly opening the dictionary, especially if the text is academic, ahh, it's very difficult to understand. When I'm tired and bored like that, well, when I read, I definitely can't focus and end up not understanding the content of the entire text.

(Recorded by NA)

In my opinion, the most difficult part is understanding the implied meaning of the text, because I have to first understand what the text means, especially since my vocabulary is still limited, so sometimes I have to look up the dictionary first to find out the meaning of the word. That's all, I guess.

(Recorded by HA)

I experience this quite often. It is due to my limited English vocabulary. This happens constantly when we read a paragraph or read writings in books or anywhere else, such as articles, where we do not understand the meaning of a word in the text. That's what makes it difficult for me; I don't know the meaning, what this sentence is, what this sentence means. So, my weakness in reading is the lack of vocabulary I have in English.

(Recorded by NHS)

Well... when it comes to criticising, I still find it difficult to understand the content of the text because my vocabulary is still limited. I find it difficult to construct sentences when I want to criticise a text.

(Recorded by NH)

Okay, when trying to understand the text that is clearly written in the reading, the point is that if there is vocabulary that I do not understand, it will definitely be an obstacle.

(Recorded by MH)

Well, I often find it difficult. I often find it difficult because, um, when the text is long, and maybe because it's long. So, maybe there are some English words that I don't know yet. So maybe that's why, sis.

(Recorded by AR)

So it depends on the text that I am reading. When the words used are basic, I can understand them easily, but when academic language is used, I may have difficulty due to my limited vocabulary.

(Recorded by AD)

Well... I have. Usually, the difficult part is when I don't understand the implied meaning in the text, and sometimes there are words that I don't understand because of my limited vocabulary.

(Recorded by NL)

Emmm... The difficulty I experience is understanding words that have two meanings and grasping the context of the sentence so as not to misinterpret it. So, limited vocabulary has a big impact here.

(Recorded by RI)

The results of this interview describe students' experiences in facing difficulties in English reading skills. The main difficulties lie in understanding vocabulary, especially academic vocabulary, rarely used vocabulary, and words that students encounter for the first time. This leads to a lack of knowledge of the meaning of words, which hinders overall comprehension of the text. In addition, students also face challenges in understanding English sentence structures, which often have multiple or layered meanings. The ambiguity of these sentences causes confusion and forces students to reread the text several times in order to grasp the actual meaning. This condition confirms that vocabulary constraints and sentence ambiguity greatly affect students' reading comprehension levels.

2) Lack of fluency in reading

A lack of fluency in reading is one of the reading difficulties experienced by students based on interview results and supported by research literature. This refers to a condition where readers have difficulty reading texts fluently, resulting in a slow, disjointed reading process that requires greater effort.

Researchers conducted interviews with several students as follows:

I personally often experience reading difficulties. Well, from my experience, usually when reading English texts, there are words that I don't know how to read and I don't know the meaning of those words. That's about it, sis.

(Recorded by NH)

The results of this interview reveal students' experiences in facing obstacles when reading English texts. Students stated that the main difficulty arose when encountering words that were unfamiliar in terms of pronunciation and meaning. Not knowing how to read and understand the meaning of these words hinders the smoothness of the reading process and comprehension of the text. This statement shows that limited vocabulary is a major factor affecting the level of difficulty students experience when reading foreign language texts.

3) The level of difficulty in English texts

In this research, the level of difficulty in English texts was one of the important factors that influenced students' reading comprehension abilities. Based on the interview results, most respondents stated that they experienced greater difficulty when encountering long, academic texts containing unfamiliar and formal vocabulary or terminology. These difficulties were not only due to difficult vocabulary, but also due to complex sentence structures and ideas conveyed implicitly in the text.

Researchers conducted interviews with several students as follows:

Yes, I have. I have often found it difficult to read English texts. Especially academic texts, which are long and difficult for me. And usually when I read, I understand some of it, but the overall meaning of the text is still difficult to understand.

(Recorded by RS)

Okay, so generally speaking, the most difficult part for me is understanding implied meanings or indirect words. Especially if the

text is academic. If the text is academic or the topic is too formal, it is difficult for me to understand. So I find it difficult to determine meanings that are not explained directly in a text.

(Recorded by NA)

As I said earlier, I usually find it difficult when there are new words or long sentences, and sometimes I also get confused because the structure of English texts is different from Indonesian. So, I find it difficult to translate, and not just translate, but also understand the content of the reading.

(Recorded by HA)

Well, sometimes I don't understand paragraphs or writings that are implicitly written without being explained directly. It's difficult for me to understand, especially when they use sentences or words that I rarely use. Academic words are particularly difficult for me to understand the relationship between sentences that are not explained directly in the reading.

(Recorded by NHS)

When it comes to understanding words or sentences in a text, I also find it difficult to comprehend, especially if the text is long and academic in nature.

(Recorded by NH)

Alright, to be honest, I also find it difficult to understand sentences and the relationship between sentences or paragraphs and the next paragraph because, oh, this is different again. So, the difficulty is that I don't understand, for example, something in paragraph 1 that I don't understand, then in paragraph 2 I become even more confused. So, usually I have to understand the meaning of the sentence first. But sometimes, if the text is long, I get bored reading it. That's also a challenge for me when reading long texts.

(Recorded by MH)

Of course there is, and I often find it difficult to understand relationships such as cause and effect and implied meanings. Ee... sometimes I have to really focus to connect the paragraphs, especially if the text is long.

(Recorded by AR)

Sometimes I cannot critique a piece of writing. Especially if the text is very long and contains many new words that I have never encountered before. So I have to understand what it means first.

(Recorded by AD)

The difficulty lies in not analysing the content of the reading material, followed by unfamiliar vocabulary or highly academic reading texts.

(Recorded by NL)

I often eeee... find it difficult to understand the relationship between sentences when ideas are conveyed implicitly without direct explanation, so that sometimes I lose the overall meaning, especially when the text is very academic.

(Recorded by RI)

The level of difficulty of English texts, especially long and formal academic texts, is considered to be the main challenge. Respondents find texts containing complex words or sentence structures that are rarely encountered in everyday life difficult. They also admit to having difficulty understanding implied meanings or sentences that are not explained directly, requiring analysis and repeated reading.

4) Weak Verbal Reasoning

Weak verbal reasoning is one aspect that plays a role in the reading difficulties experienced by students in this research. Verbal reasoning is the ability to understand, analyse, and interpret complex written information, including the ability to draw conclusions, recognise relationships between ideas, and evaluate arguments in a text.

Researchers conducted interviews with several students as follows:

Usually, English sentences do not have a single meaning but many meanings, and that's what makes me confused. I don't know what they mean, and that makes me have to read them over and over again before I can understand them.

(Recorded by RS)

Okay. My difficulty usually arises when the sentence is unclear. This is because I sometimes find it difficult to distinguish between the main sentence, supporting sentences and conclusions. This is because in English, this is difficult due to the structure being different from Indonesian. Also, I sometimes get confused about where the main idea is located. This is because writers often spread their ideas across several parts of a paragraph, whether at the beginning, middle, or end. Sometimes I feel that the content of a paragraph is important. So, I still have difficulty determining the idea in a piece of writing.

(Recorded by NA)

Well, in my opinion, I also experience the same difficulty. Because if I don't understand the meaning of what I'm reading, I definitely can't critique it. That's because I don't know the meaning of the sentences. What's more, I sometimes find it difficult to put my thoughts into words when critiquing a text.

(Recorded by HA)

In my opinion, it is very difficult for me. Mmm, when we criticise an argument, we must understand the meaning of the text. I still lack understanding in comprehending the meaning of a text, especially if it is too long.

(Recorded by NHS)

To understand the relationship between sentences or ideas in the text, I am always confused, especially since I still don't have a large vocabulary and don't know the meaning of the words. Even if I know the meaning, I usually read it over and over again to understand the ideas or the relationship between the sentences.

(Recorded by NH)

I often find it difficult. Sometimes I understand the context of the text, but I'm confused about how to express my criticism or opinion appropriately in English.

(Recorded by AR)

The difficulty lies in distinguishing facts from opinions, making it hard to critique arguments and evaluate evidence.

(Recorded by NL)

From the interview results, difficulties in verbal reasoning arose when respondents tried to understand the implicit relationships between sentences or criticise the arguments in the text. They found it difficult to

identify relationships between ideas, distinguish between facts and opinions, and convey criticism or opinions accurately in English due to limited vocabulary and contextual understanding. For example, some respondents stated that they found it difficult to ‘criticise arguments because they did not understand the content of the text’ and ‘difficult to distinguish between facts and opinions,’ as well as difficulty in analysing the hidden meaning of the text.

B. DISCUSSIONS

The results of this study show variations in students' reading comprehension abilities at three levels, namely literal, inferential, and critical. At the literal level, most students showed moderate to high abilities in understanding the information expressed in the text. This is in line with Grabe's (2009) view that literal comprehension is the basis of reading skills because it involves recognizing explicit facts and details.

The use of valid testing instruments in this study helped produce an accurate picture of students' reading ability profiles. This is in line with Creswell's (2012) recommendation, which emphasizes the importance of measurement validity in ensuring the reliability of research results.

The total score of English Department students at STAIN Majene in reading comprehension was 100 for the highest score and 30 for the lowest score. Then, based on the table above, the reading comprehension scores of each student varied, with 1 students having low comprehension,

9 students having enough comprehension, and 26 students having high comprehension.

Students' skills improved significantly at the inferential level, where the majority of students were able to draw conclusions and interpret the implied meaning in the reading. Bernhardt's (2011) view supports this by emphasizing that inferential comprehension requires a more complex cognitive process, connecting implicit information with the overall understanding of the text.

The total score of students in reading comprehension on the inferential comprehension level was 100 for the highest score and 40 for the lowest score. Then, based on the table above, the reading comprehension scores of each student varied, with 26 students having enough comprehension and 7 students having high comprehension.

At the critical level, most students demonstrated a high level of understanding in evaluating and assessing reading content, indicating important critical thinking skills. Kintsch (1998) states that critical understanding involves analysis, evaluation, and synthesis of information. Your research data indicate that students' critical skills are developing, but there are still a small number of students who need more attention, especially at the literal and critical levels.

The total score of students in reading comprehension on the critical comprehension level was 100 for the highest score and 30 for the lowest score. Then, based on the table above, the reading comprehension scores

of each student varied, with 1 students having low comprehension, 29 students having enough comprehension, and 7 students having high comprehension.

TBI students in 2023 and 2022 have studied three types of reading, namely extensive reading, intensive reading, and academic reading. This can be seen from the results of their reading comprehension tests, which show higher average scores in literal comprehension, as well as good inferential and critical comprehension skills. This difference indicates that a command of various types of reading provides a stronger foundation for the development of comprehensive reading skills, particularly in terms of literal comprehension and more complex reading comprehension such as inferential and critical comprehension.

In contrast, TBI 2023, which had studied all three types of reading, showed an improvement with an average literal comprehension score of 73 in the high category, with 3 students in the sufficient category and 8 students in the high category, with no students in the low category. Furthermore, TBI 2022 showed the best results in terms of literal comprehension with an average score of 71, and 18 students were in the high category.

A similar improvement was also seen in the levels of inferential and critical comprehension. TBI 2023 and TBI 2022 even recorded average inferential scores of 74 and 85, respectively, and critical scores of

72 and 81, respectively, all of which were in the high category with the majority of students in this group.

Based on the results of this study, it can be concluded that students' reading comprehension skills at the literal level show relatively good performance, where the majority of students are able to understand information that is explicitly stated in the text, such as word meaning and facts. However, at the inferential and critical levels, although some students demonstrated high comprehension, a number of students still had difficulty grasping implicit meanings and analysing and evaluating the content of the text in depth. The level of inferential comprehension, which requires students to connect explicit information with prior knowledge, and critical skills to assess the relevance and accuracy of the text content, posed a particular challenge for some students.

This study emphasises the importance of learning strategies that are not only oriented towards recognising explicit information but also developing students' critical and interpretive comprehension. Thus, efforts to strengthen the aspects of inferential and critical comprehension are crucial for students to be able to read more comprehensively, deeply, and meaningfully.

Based on these findings and current theory, educators are advised to adopt a holistic approach to reading instruction that simultaneously includes vocabulary development, inferential strategies, and evaluative skills. This approach strengthens the learning process and supports

students in becoming readers who are not only able to understand information explicitly, but also critically and analytically.

This research reveals various difficulties experienced by students in understanding English texts, particularly in the context of academic reading. According to Westwood in Mardiani (2021), factors that cause students to experience difficulties in reading English text include: 1) Limited vocabulary knowledge; 2) Lack of fluency in reading; 3) Lack of familiarity with English as a subject; 4) The level of difficulty in English texts; 5) Weak verbal reasoning. Based on interviews with several informants from TBI 22 and 23, several main themes related to reading difficulties were identified.

Limited vocabulary is the most dominant difficulty experienced by students. They often do not understand the meaning of new words, especially academic vocabulary and words that have many meanings depending on the context. This causes them to have to reread sentences or paragraphs several times in order to understand their meaning. Not only that, limited vocabulary also hinders students' comprehension in forming opinions or critiquing the arguments present in texts because they find it difficult to find the right words to express their thoughts.

In addition to limited vocabulary, another difficulty that often arises is in reasoning or inference. Many informants find it difficult to understand the relationship between sentences or ideas conveyed implicitly in the text. They find it difficult to determine whether the idea in

the previous sentence is related to or even contradicts the next sentence, especially if the writer does not explicitly state their intention. This makes the process of finding the main idea and understanding the meaning of the text more complicated and requires more time to analyse.

Difficulties in criticising the opinions or arguments presented in the text are also an important point. These difficulties are more conceptual and linguistic in nature, where students feel that they do not sufficiently understand the content of the text to provide constructive criticism, especially given their limited vocabulary. Students also find it difficult to construct critical sentences, so many students feel less confident in expressing their opinions in writing or orally without the help of group discussions.

These difficulties ultimately have a negative impact on students' English language learning process. Boredom and fatigue when reading long academic texts, as well as a lack of vocabulary, make them less focused and often unable to understand the entire content of the reading material. This slows down their overall reading comprehension skills and has the potential to reduce their motivation to learn English, especially in an academic context.

The interview results indicate that the main problems faced by students in reading English are limited vocabulary and weak reasoning comprehension in understanding the relationships between ideas and implied meanings in the text. Difficulties in critiquing texts also stem from

this limited comprehension. These findings are relevant for further study in the context of English language learning strategies that can overcome vocabulary barriers and improve students' reading analysis skills.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Based on the results of the research and discussion described in Chapter IV, it can be concluded that students' reading comprehension abilities vary across three levels of comprehension, namely literal, inferential, and critical. In general, most students demonstrate sufficient to high levels of comprehension, particularly at the inferential and critical levels. This indicates that students are not only able to understand explicit information directly, but are also able to draw implicit conclusions and critically evaluate the content of the reading material.

Based on the chart presented, it can be seen that the students' reading comprehension levels at three levels, namely literal, inferential, and critical, showed quite good results. At the literal level, most students obtained high scores, namely around 30 students, which indicated that their comprehension of the information expressed in the text was quite good. However, there were still some students who were in the low and fair score categories. At the inferential level, there was an increase in the number of students who achieved high scores, namely around 41 students, which indicates that their comprehension of drawing implied meanings or conclusions from the text is at a good level. Meanwhile, at the critical level, the highest number of students achieved high scores, namely around 43 students, indicating that

they can critically evaluate and assess the content of the reading material. So, after researching the level of understanding of students in reading skills at STAIN Majene, researchers found that there was a low level of literal comprehension.

The overall trend shows an increase in ability from the literal level to the critical level, indicating progressive development of reading comprehension skills. However, the existence of several students with low abilities at the literal and critical levels reminds us of the need for special attention in the learning process so that all students can achieve optimal understanding at all levels.

Based on the results of the study, the main difficulty found was limited vocabulary, especially academic vocabulary and rarely used words, which was the main obstacle in understanding English texts. In addition, students had difficulty understanding English sentence structures, which often have multiple or layered meanings, requiring rereading to understand the true meaning.

Another difficulty experienced by students is a lack of reading fluency related to ignorance of pronunciation and word meanings, which makes the reading process slow and disjointed. The next obstacle is the high level of difficulty of the text, especially long, complex academic texts that contain implicit meanings that are difficult to understand. In addition, weak verbal reasoning further impairs students' understanding in connecting ideas and

distinguishing facts from opinions in the text, which affects their ability to critique or evaluate the text.

Overall, this study emphasizes the importance of a holistic approach to reading instruction, which not only focuses on recognizing explicit information but also develops inferential strategies and evaluative skills so that students are able to read more comprehensively and critically. Efforts to strengthen vocabulary, implicit meaning comprehension, and verbal reasoning skills are key to improving students' reading comprehension skills, especially in the context of academic English learning.

This conclusion provides direction for educators to pay attention to vocabulary, reading fluency, text difficulty levels, and verbal reasoning in designing effective learning strategies so that students can improve their reading skills in a comprehensive and meaningful way.

B. SUGGESTIONS

1. For Students

Students are expected to actively practice comprehensive reading skills, not only focusing on understanding explicit information, but also honing their ability to draw implicit conclusions and critically evaluate the content of their reading.

2. For the Teachers

Teachers apply appropriate strategies, methods, techniques, or procedures that can improve or assist students in understanding English, especially in understanding texts while reading, practicing literal

comprehension, inferential strategies, and critical thinking skills so that all aspects of comprehension can be successfully used.

3. For the Researchers

The researcher hoped that this research would be a reference for future researchers who wish to research the same topic. Future researchers can also overcome similar problems based on the results of the discussion that has been presented in this research.

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APPENDIX

Appendix 1 Instrument Test

Questions for 1-3

Carlos decided to renovate his old farmhouse into a modern, energy-efficient home. His first step was to create a *comprehensive* plan, which included updating the insulation, installing solar panels, and replacing outdated windows. After finalizing the plan, he secured a budget from his savings and began searching for contractors. He selected a reputable contractor who specialized in green renovations. The next phase involved demolishing old fixtures and preparing the space for new installations. Carlos supervised the work to ensure everything was done according to plan. Once the renovation was complete, he enjoyed the new comfort and lower energy bills. The project not only improved his home's efficiency but also increased its market value.

1. What does the word "comprehensive" most likely mean in the context of the passage?
 - A. Incomplete
 - B. Unfocused
 - C. Detailed
 - D. Simple
2. What is the main idea of the passage?
 - A. Carlos faced difficulties in finding contractors for his renovation.
 - B. Carlos successfully renovated his farmhouse into a modern, energy-efficient home.
 - C. Renovating a farmhouse is expensive and not worth the effort.
 - D. Solar panels are the most important aspect of home renovations.
3. Which the task did Carlos focus on immediately after securing the budget for his renovation?
 - A. Supervising the work
 - B. Searching for contractors
 - C. Demolishing old fixtures
 - D. Finalizing the renovation plan

Questions for 4-6

Jasmine wanted to start a community garden to promote local agriculture and provide fresh produce to her neighbors. Her initial task was to organize a meeting with community members to *gauge* interest and gather ideas. After receiving positive feedback, she drafted a proposal outlining the garden's goals, layout, and necessary resources. With the proposal approved, Jasmine sought donations from local businesses to fund the project. She then coordinated with volunteers to prepare the garden site, which included clearing debris and enriching

the soil. Once the garden beds were ready, Jasmine and the volunteers planted a variety of vegetables and herbs. The garden thrived, becoming a beloved community space and a source of fresh food for many.

4. What does the word "gauge" most likely mean in the context of the passage?
 - A. Ignore
 - B. Measure
 - C. Assess
 - D. Change
5. What is the main idea of the passage?
 - A. Jasmine's community garden project failed to gain interest.
 - B. Local businesses did not support Jasmine's community garden.
 - C. Jasmine successfully started a community garden that benefited her neighborhood.
 - D. The community garden was limited to only a few types of plants.
6. What sequence of events did Jasmine follow to complete the community garden project?
 - A. Organized a meeting, drafted a proposal, prepared the garden site, sought donations, planted vegetables and herbs.
 - B. Organized a meeting, drafted a proposal, sought donations, prepared the garden site, planted vegetables and herbs.
 - C. Sought donations, organized a meeting, drafted a proposal, prepared the garden site, planted vegetables and herbs.
 - D. Prepared the garden site, drafted a proposal, organized a meeting, sought donations, planted vegetables and herbs.

Questions for 7-9

Lily decided to start a book club to *foster* a love of reading among her friends and neighbors. She began by sending out invitations to a diverse group of people who had shown an interest in literature. Once she received RSVPs, Lily chose a central location for the meetings and set a regular schedule. Her next step was to select a variety of books that would appeal to different tastes and genres. At the first meeting, Lily facilitated discussions about the chosen book and encouraged members to share their thoughts. To keep the club engaging, she organized themed discussions and occasional guest speakers. Over time, the book club became a popular gathering, bringing the community together through their shared love of reading.

7. What does the word "foster" most likely mean in the context of the passage?
 - A. Ignore
 - B. Promote
 - C. Suppress

- D. Reject
8. What the main idea of the passage?
- A. Lily found it difficult to organize a book club.
 - B. The book club did not attract enough members.
 - C. Lily successfully started and ran a book club that became popular in her community.
 - D. Lily only invited her close friends to the book club.
9. What sequence of actions did Lily follow to establish the book club?
- A. Selected books, sent out invitations, chose a location, set a schedule, facilitated discussions.
 - B. Chose a location, set a schedule, selected books, sent out invitations, facilitated discussions.
 - C. Sent out invitations, chose a location, set a schedule, selected books, facilitated discussions.
 - D. Facilitated discussions, set a schedule, selected books, chose a location, sent out invitations.

Questions for 10-12

Jared decided to improve his home's energy efficiency to reduce utility bills and minimize his carbon footprint. He started by conducting an energy audit to identify areas where the house was losing heat. Following the audit, Jared replaced old, drafty windows with new, energy-efficient ones. Next, he upgraded the insulation in the walls and attic to ensure better heat retention. Jared also installed a programmable thermostat to better control heating and cooling schedules. To complete the upgrades, he fitted solar panels on the roof to generate renewable energy. As a result, Jared noticed a significant decrease in his energy costs and felt satisfied with his contribution to environmental conservation.

10. What does the word "audit" most likely mean in the context of the passage?
- A. A formal examination of finances
 - B. An informal review
 - C. A thorough inspection or assessment
 - D. A casual conversation
11. What is the main idea of the passage?
- A. Jared's new windows did not improve energy efficiency.
 - B. Jared's solar panels failed to reduce his energy costs.
 - C. Jared made several upgrades to his home that improved energy efficiency and reduced costs.
 - D. Jared only upgraded the insulation in his home.

12. How did Jared's actions contribute to his satisfaction with environmental conversation?
- A. By increasing his energy use
 - B. By significantly decreasing his energy costs and using renewable energy
 - C. By not implementing any upgrades
 - D. By only focusing on insulation improvements

Questions for 13-15

Alex decided to start a small organic farm on his family's property to support *sustainable* agriculture and provide fresh produce to his community. He began by researching the best farming practices for organic crops and creating a detailed plan that included crop rotation and soil management techniques. Once his plan was in place, Alex invested in high-quality seeds and organic fertilizers. He then prepared the land by tilling the soil and adding compost to improve its fertility. After planting the seeds, Alex regularly monitored the crops for pests and diseases, applying natural pest control methods as needed. By the end of the season, the farm yielded a bountiful harvest, and Alex was pleased to see his efforts contribute to a healthier local food supply.

13. What does the word "sustainable" most likely mean in the context of the passage?
- A. Temporary
 - B. Destructive
 - C. Capable of being maintained over the long term
 - D. Unreliable
14. What is the main idea of the passage?
- A. Alex struggled with pest control on his organic farm.
 - B. Alex successfully started an organic farm that provided fresh produce to his community.
 - C. Organic farming is not effective in improving soil fertility.
 - D. Alex's farm failed to yield a harvest by the end of the season.
15. How did Alex's efforts contribute to his satisfaction by the end of the season?
- A. By seeing a minimal harvest
 - B. By not using any pest control methods
 - C. By achieving a bountiful harvest and supporting a healthier local food supply
 - D. By failing to implement crop rotation

Questions for 16-18

Emily decided to start a small bakery in her neighborhood to bring fresh baked goods to the local community. She began by researching popular bakery items and identifying which ones would *appeal* to her target customers. Emily

then developed a business plan that included budget estimates, marketing strategies, and a list of suppliers for ingredients. After securing a location and renovating the space, she purchased the necessary baking equipment and hired a few staff members. Emily launched the bakery with a grand opening event to attract customers. Over the next few months, she focused on maintaining high-quality products and excellent customer service. The bakery quickly became a neighborhood favorite, and Emily was thrilled with the positive response from her customers.

16. What does the word "appeal" most likely mean in the context of the passage?
 - A. To dislike
 - B. To ignore
 - C. To attract
 - D. To overwhelm
17. What is the main idea of the passage?
 - A. Emily faced difficulties in choosing bakery items.
 - B. Emily successfully started a bakery that became popular in her neighborhood.
 - C. The bakery had poor customer service and low-quality products.
 - D. Emily did not develop a business plan for the bakery.
18. How did Emily ensure the success of her bakery after its launch?
 - A. By focusing on maintaining high-quality products and excellent customer service
 - B. By frequently changing the bakery's location
 - C. By not hiring any staff members
 - D. By reducing the variety of bakery items

Questions for 19-21

Jordan, an *avid* gardener, decided to create a butterfly garden in his backyard to attract and support local pollinators. He began by selecting a variety of flowering plants known to attract butterflies, such as milkweed, lavender, and echinacea. Jordan then prepared the garden beds by removing weeds and improving the soil with compost. He planted the flowers according to their specific needs for sunlight and water. To provide additional resources for the butterflies, Jordan added a shallow water dish and some rocks for perching. Over time, his garden flourished and became a popular spot for butterflies, and Jordan enjoyed watching the vibrant visitors that his garden attracted.

19. What does the word "avid" most likely mean in the context of the passage?
 - A. Casual
 - B. Disinterested

- C. Passionate
 - D. Indifferent
20. What is the main idea of the passage?
- A. Jordan's butterfly garden attracted many weeds.
 - B. Jordan successfully created a butterfly garden that became popular with local pollinators.
 - C. Jordan had difficulty growing the selected plants.
 - D. Jordan did not include any plants that attract butterflies.
21. How did Jordan's garden benefit from the steps he took?
- A. It became a space for growing vegetables.
 - B. It was often empty and rarely visited by butterflies.
 - C. It flourished and attracted many butterflies, becoming a vibrant and popular spot.
 - D. It had a negative impact on local pollinators.

Questions for 22-24

Tom decided to start a vegetable garden in his backyard to grow his own fresh produce and reduce his grocery bills. He began by selecting a variety of easy-to-grow vegetables like tomatoes, cucumbers, and carrots. Tom then prepared the garden by *tilling* the soil and adding compost to improve its nutrient content. He planted the seeds according to the recommended depth and spacing, and set up a watering schedule to ensure the plants received enough moisture. As the plants grew, Tom regularly checked for pests and diseases, using natural remedies to protect his crops. By the end of the growing season, Tom harvested a plentiful yield of vegetables and was pleased with the results of his gardening efforts.

22. What does the word "tilling" most likely mean in the context of the passage?
- A. Preparing the soil for planting by turning it over
 - B. Planting
 - C. Watering
 - D. Fertilizing
23. What is the main idea of the passage?
- A. Tom's vegetable garden was plagued by pests and diseases.
 - B. Tom decided to grow only one type of vegetable in his garden.
 - C. Tom successfully started and maintained a vegetable garden that provided him with a plentiful harvest.
 - D. Tom found gardening to be too challenging and gave up.
24. How did Tom feel about the outcome of his gardening efforts?
- A. He was disappointed with the amount of produce.

- B. He found the process too difficult.
- C. He was pleased with the results of his gardening efforts.
- D. He felt that gardening was not worth the effort.

Questions for 25-27

Lily decided to organize a charity event to raise funds for a local animal shelter. She began by selecting a suitable venue and setting a date for the event. Lily then created *promotional* materials, including flyers and social media posts, to spread the word and attract attendees. She reached out to local businesses for sponsorships and donations to support the event. On the day of the charity event, Lily ensured everything was in place, from the setup of booths to the arrangement of entertainment activities. The event was a great success, raising significant funds for the animal shelter and receiving positive feedback from the community.

25. What does the word "promotional" most likely mean in the context of the passage?
- A. Informative
 - B. Intended to advertise
 - C. Decorative
 - D. Administrative
26. What is the main idea of the passage?
- A. Lily had difficulty finding a venue for the charity event.
 - B. Lily's event was unsuccessful and did not raise any funds.
 - C. Lily successfully organized a charity event that raised significant funds and received positive feedback.
 - D. Lily did not use any promotional materials for the event.
27. How did Lily ensure the success of the charity event?
- A. By avoiding promotional activities
 - B. By not arranging any entertainment activities
 - C. By carefully planning and organizing all aspects of the event, including promotions and setup
 - D. By not securing any sponsorships or donation

Questions for 28-30

Rachel wanted to improve her home's energy efficiency to reduce her utility bills and minimize her environmental impact. She began by conducting an energy *audit* to identify areas where energy was being wasted. Rachel discovered that her windows and doors were not properly sealed and that her insulation was inadequate. She hired a contractor to address these issues, which involved replacing old windows, sealing gaps around doors, and adding more insulation to her walls and attic. Additionally, Rachel installed energy-efficient lighting and appliances to further reduce energy consumption. After these improvements,

Rachel noticed a significant decrease in her energy bills and felt satisfied with her efforts to make her home more eco-friendly.

28. What does the word "audit" most likely mean in the context of the passage?
 - A. An examination
 - B. Cleaning
 - C. Decoration
 - D. Repair
29. What is the main idea of the passage?
 - A. Rachel found that her windows and doors were well-sealed.
 - B. Rachel was dissatisfied with the results of her home improvements.
 - C. Rachel successfully improved her home's energy efficiency through various upgrades, leading to reduced utility bills.
 - D. Rachel did not make any changes to her home's insulation.
30. How did Rachel feel about the outcome of her home improvements?
 - A. She was upset about the high cost of the upgrades.
 - B. She was indifferent to the changes made.
 - C. She was disappointed with the minimal reduction in energy bills.
 - D. She felt satisfied with the significant decrease in her energy bills and her home's increased eco-friendliness.

Appendix 2 Answer Key

1. C. Detailed
2. B. Carlos successfully renovated his farmhouse into a modern, energy-efficient home.
3. B. Searching for contractors
4. C. Assess
5. C. Jasmine successfully started a community garden that benefited her neighborhood.
6. Organized a meeting, drafted a proposal, sought donations, prepared the garden site, planted vegetables and herbs.
7. B. Promote
8. C. Lily successfully started and ran a book club that became popular in her community.
9. Sent out invitations, chose a location, set a schedule, selected books, facilitated discussions.
10. C. A thorough inspection or assessment
11. Jared made several upgrades to his home that improved energy efficiency and reduced costs.
12. B. By significantly decreasing his energy costs and using renewable energy
13. C. Capable of being maintained over the long term
14. Alex successfully started an organic farm that provided fresh produce to his community.
15. C. By achieving a bountiful harvest and supporting a healthier local food supply
16. C. To attract
17. B. Emily successfully started a bakery that became popular in her neighborhood.
18. A. By focusing on maintaining high-quality products and excellent customer service
19. C. Passionate

20. B. Jordan successfully created a butterfly garden that became popular with local pollinators.
21. C. It flourished and attracted many butterflies, becoming a vibrant and popular spot.
22. A. Preparing the soil for planting by turning it over
23. C. Tom successfully started and maintained a vegetable garden that provided him with a plentiful harvest.
24. C. He was pleased with the results of his gardening efforts.
25. B. Intended to advertise
26. C. Lily successfully organized a charity event that raised significant funds and received positive feedback.
27. C. By carefully planning and organizing all aspects of the event, including promotions and setup
28. A. An examination
29. C. Rachel successfully improved her home's energy efficiency through various upgrades, leading to reduced utility bills.
30. D. She felt satisfied with the significant decrease in her energy bills and her home's increased eco-friendliness.

Appendix 3 Respondent

a. TBI 2022



b. TBI 2023



Appendix 4 *Instrument of Interview*

| No. | Pertanyaan |
|-----|---|
| 1 | Apakah kamu pernah merasa kesulitan dalam membaca? |
| 2 | Apa kesulitan yang Anda alami saat mencoba memahami kata-kata atau kalimat yang secara jelas tertulis dalam bacaan? |
| 3 | Apa kesulitan Anda dalam memahami hubungan antar kalimat atau ide dalam bacaan yang tidak dijelaskan secara langsung? |
| 4 | Apa kesulitan Anda dalam mengkritik argumen atau pendapat yang disampaikan dalam teks? |
| 5 | Secara umum, kesulitan apa yang paling sulit anda alami dalam memahami teks bahasa Inggris? |

Appendix 5 Interview Result

Narasumber 1 TBI 23 (RS)

| | | |
|-------------|---|---|
| Pewawancara | Assalamualaikum dek, Saya Nunu Fitriana dari TBI angkatan 2020. Nah, disini saya sedang melakukan penelitian tentang reading difficulties. Eeee yang dimana saya ingin meminta bantuan adek untuk berbagi pengalaman dan pendapat terkait topik ini | |
| Pewawancara | Jadi, sebentar ini ada beberapa pertanyaan terkait topik tersebut. Informasi atau jawaban-jawaban yang adek berikan itu sangatlah membantu saya dalam penyelesaian tugas penelitian saya ini. Jadi apakah adek bersedia untuk itu? | |
| Narasumber | Iye kak, saya Rani Salsabila bersedia | |
| Pewawancara | Okee, langsung saja kita ke pertanyaan pertama yah. Apakah adek pernah merasa kesulitan dalam membaca? Coba dijelaskan dengan pengalaman adek sendiri. | |
| Narasumber | Eee, iyee kak. Saya pernah merasa kesulitan bahkan sering saat membaca teks berbahasa Inggris. Apalagi kalau teks yang versi akademik dan panjang itu susah menurut saya kak. Dan biasanya kalau membaca eee itu saya mengerti sebagian tapi untuk maksud keseluruhan isi teksnya itu biasa kayak masih sulit untuk dipahami | Tingkat kesulitan dalam teks bahasa Inggris |
| Pewawancara | Okee, pertanyaan selanjutnya. Apa kesulitan yang adek alami saat mencoba memahami kata-kata atau kalimat yang secara jelas tertulis dalam bacaan? | |
| Narasumber | Biasanya, kesulitan yang saya alami itu ada pada pemahaman kosakata karena kosakata saya masih terbatas apalagi kosakata yang akademik dan kosakata yang jarang digunakan dan kosakata yang baru pertama kali saya liat itu yang membuat saya tidak mengerti kak. Kemudian kalau kalimat, kan biasanya kalimat Bahasa | - Keterbatasan kosakata - Penalaran yang lemah |

| | | |
|-------------|---|-----------------------|
| | <p>Inggris tidak satu makna pasti memiliki banyak makna dan yaa itu yang membuat saya pusing, saya tidak tau maknanya apa dan itu membuat saya harus membaca berulang-ulang baru bisa mengerti.</p> | |
| Pewawancara | Mmm, begitu yahh. Okey, pertanyaan berikutnya. Apa kesulitan yang pernah adek alami dalam memahami hubungan antar kalimat atau ide dalam bacaan yang tidak dijelaskan secara langsung? | |
| Narasumber | <p>Kalau untuk mengetahui hubungan antar kalimat biasa jika juga pusing kak karena biasanya susah untuk mengerti apakah kalimat sebelumnya itu berhubungan dengan kalimat berikutnya. Apakah berhubungan atautkah bertentangan, apalagi kalau biasanya kan ada penulis yang kayak mmm menulis ide atau maksud dari teks itu tersirat atau tidak dijelaskan secara langsung. Pasti itu akan membutuhkan waktu yang lama untuk menganalisis. Jadi kayak ee harus dianalisis lebih untuk mengetahui main ideanya kak apalagi yang seperti saya sebutkan tadi, jika penulisnya tidak menjelaskan secara langsung yah pasti membutuhkan waktu yang lama untuk menganalisis kak.</p> | Penalaran yang lemah |
| Pewawancara | Okee, pertanyaan selanjutnya itu. Apa kesulitan yang adek alami dalam mengkritik argument atau pendapat yang disampaikan dalam teks? | |
| Narasumber | Menurutku kak, kalau mengkritik mungkin dari pemahaman teks. Jadi kalau saya paham maksud teks eh dari teksnya yah mungkin akan mudah untuk mengkritik dan menyampaikan ee pendapat. Tapi kalau ee mungkin maksud dari teksnya susah dimengerti, yah pasti akan sulit juga untuk menyampaikan pendapat ataupun mengkritik apalagi kalau keterbatasan kosakata yah pasti susah untuk menyusun pendapat kak dan | Keterbatasan kosakata |

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| | susah pasti untuk mengkritik. | |
| Pewawancara | Okeee, pertanyaan yang terakhir. Nah, secara umum kesulitan apa yang paling sulit adek alami dalam memahami teks bahasa Inggris? | |
| Narasumber | Eee, secara umum, mungkin dibagian yang keterbatasan kosakata sih kak dan ee... sulit memahami makna dari kalimat . Karena sesuai dengan pengalaman saya, saat membaca teks bahasa Inggris itu adalah kesulitan yang sering saya alami. Jadi ya' mungkin saya harus belajar lebih lagi kak. | - Keterbatasan kosakata - Penalaran yang lemah |

Narasumber 2 TBI 23 (NA)

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| Pewawancara | Assalamualaikum dek, Saya Nunu Fitriana dari TBI angkatan 2020. Nah, disini saya sedang melakukan penelitian tentang reading difficulties. Eeee yang dimana saya ingin meminta bantuan adek untuk berbagi pengalaman dan pendapat terkait topik ini | |
| Pewawancara | Jadi, sebentar ini ada beberapa pertanyaan terkait topik tersebut. Informasi atau jawaban-jawaban yang adek berikan itu sangatlah membantu saya dalam penyelesaian tugas penelitian saya ini. Jadi apakah adek bersedia untuk itu? | |
| Narasumber | Eee, iyee kak Insha Alah siap | |
| Pewawancara | Okee, langsung saja kita ke pertanyaan pertama yah. Apakah adek pernah merasa kesulitan dalam membaca? Coba dijelaskan dengan pengalaman adek sendiri. | |
| Narasumber | Oke, kalau mengenai pernah merasa kesulitan atau tidak, yah tentu saja pernah kak bahkan sering mengalami kesulitan apalagi teksnya berbahasa Inggris. Dan biasanya kesulitan itu muncul yah of course karena saya sendiri yang masih memiliki sedikit kosakata yah I mean ee kosakata saya masih sangat kurang, jadi kalau saya membaca harus bolak-balik kamus dan juga ee saya orangnya cepat bosan. Jadi | Keterbatasan kosakata |

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| | <p>kalau sudah capek bolak-balik buka kamus, apalagi kalau bacaannya itu merupakan teks akademik, ah itu sangat sulit untuk dipahami. Kalau sudah capek dan bosan seperti itu, ya' kalau membaca itu ya pasti tidak fokus dan akhirnya tidak paham tentang isi dari keseluruhan bacaan tersebut</p> | |
| Pewawancara | <p>Okee, pertanyaan selanjutnya. Apa kesulitan yang adek alami saat mencoba memahami kata-kata atau kalimat yang secara jelas tertulis dalam bacaan?</p> | |
| Narasumber | <p>Oke, kesulitan. Bisa dikatakan kesulitan utama saya itu adalah di kosakata, yah kembali lagi di kosakata atau vocabulary. Karena seperti yang kita ketahui dalam bahasa Inggris itu satu kata itu memiliki beberapa makna. Jadi, kadang suka bingung apakah maknanya itu sudah sesuai dengan konteks ini atau seperti apa. Jadi itu yang membuat saya bingung eee saat membaca teks bahasa Inggris kak. Karena haruska tau betul apakah arti kosakata itu sesuai dengan konteks bacaan tersebut atau belum.</p> | <p>Keterbatasan kosakata</p> |
| Pewawancara | <p>Mmm, begitu yahh. Okey, pertanyaan berikutnya. Apa kesulitan yang pernah adek alami dalam memahami hubungan antar kalimat atau ide dalam bacaan yang tidak dijelaskan secara langsung?</p> | |
| Narasumber | <p>Okee. Eee kesulitan saya biasanya muncul itu kalimatnya tidak jelas. Karena kadang saya masih susah membedakan mana kalimat utama, pendukung dan kesimpulan. Karena dalam bahasa Inggris hal seperti itu memang sulit karena strukturnya berbeda dari bahasa Indonesia. Nah, kadang saya juga bingung menentukan dimana letak ide utamanya. Karena penulis sering menyebarkan ide di beberapa bagian paragraf baik itu diawal, tengah ataupun akhir. Karena kadang saya merasa eee bahwa isi dari paragraf ini</p> | <p>Penalaran yang lemah</p> |

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| | kayak penting. Jadi, saya masih kesulitan dalam menentukan ide dalam suatu bacaan. | |
| Pewawancara | Okee, pertanyaan selanjutnya itu. Apa kesulitan yang adek alami dalam mengkritik argument atau pendapat yang disampaikan dalam sebuah teks? | |
| Narasumber | Mengenai tentang mengkritik argument atau pendapat itu menurut saya ini adalah bagian yang sangat sulit. Kalau mau mengkritik itu kita harus benar-benar paham apa isi dari teksnya terlebih dahulu dan tahu apa maksud dari penulis. Walaupun saya tahu apa maksudnya apa tapi susah untuk menjelaskannya dengan menggunakan kata-kata yang tepat. Yah itu juga menjadi kesulitan, masih sulit untuk menyusun kalimat. Tapi, biasanya kalau dikerjakan bersama teman itu bisa lebih mudah menyampaikan pendapat atau kritik di area diskusi bersama teman tapi kalau sendirian saya merasa kesulitan dan kurang yakin untuk hasilnya. | Penalaran yang lemah |
| Pewawancara | Okeee, pertanyaan yang terakhir. Nah, secara umum kesulitan apa yang paling sulit adek alami dalam memahami teks bahasa Inggris? | |
| Narasumber | Okee, jadi kalau secara umum bagian yang paling sulit bagi saya adalah memahami makna tersirat atau kata tidak langsung. Apalagi teksnya itu akademik. Kalau teksnya akademik atau topiknya terlalu formal itu sulit untuk saya pahami. Jadi saya sulit untuk menentukan makna yang tidak dijelaskan secara langsung dalam sebuah teks. | Tingkat kesulitan dalam teks bahasa Inggris |

Narasumber 3 TBI 23 (HA)

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| Pewawancara | Assalamualaikum dek, Saya Nunu Fitriana dari TBI angkatan 2020. Nah, disini saya sedang melakukan penelitian tentang reading | |
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| | difficulties. Eeee yang dimana saya ingin meminta bantuan adek untuk berbagi pengalaman dan pendapat terkait topik ini | |
| Pewawancara | Jadi, sebentar ini ada beberapa pertanyaan terkait topik tersebut. Informasi atau jawaban-jawaban yang adek berikan itu sangatlah membantu saya dalam penyelesaian tugas penelitian saya ini. Jadi apakah adek bersedia untuk itu? | |
| Narasumber | Eee, iyee kak bersedia. | |
| Pewawancara | Okee, langsung saja kita ke pertanyaan pertama yah. Apakah adek pernah merasa kesulitan dalam membaca? Coba dijelaskan dengan pengalaman adek sendiri. | |
| Narasumber | Kalau kesulitan dalam membaca, iya pernah. Bukan pernah tapi sering sih. Kalau saya membaca teks saya terkadang merasa kesulitan apabila teks tersebut panjang atau banyak kosakata yang belum saya tau artinya yang menurut saya masih asing begitu. | - Tingkat kesulitan dalam teks bahasa Inggris - Keterbatasan kosakata |
| Pewawancara | Okee, pertanyaan selanjutnya. Apa kesulitan yang adek alami saat mencoba memahami kata-kata atau kalimat yang secara jelas tertulis dalam bacaan? | |
| Narasumber | Seperti yang tadi katakan pertama, biasanya saya itu susah kalau ada kata baru atau kalimatnya panjang dan kadang saya juga bingung karena susunan dari teks bahasa Inggris itu kan berbeda dengan bahasa Indonesia. Jadi, saya sulit untuk menerjemahkan bahkan bukan cuman menerjemahkan tapi memahami isi dari bacaan itu. | - Keterbatasan kosakata - Tingkat kesulitan dalam teks bahasa Inggris |
| Pewawancara | Mmm, begitu yahh. Okey, pertanyaan berikutnya. Apa kesulitan yang pernah adek alami dalam memahami hubungan antar kalimat atau ide dalam bacaan yang tidak dijelaskan secara langsung? | |
| Narasumber | Iya, kalau kesulitan tentu saya sulit | Penalaran yang |

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| | memahami apalagi kalau main ideanya itu tidak dijelaskan secara langsung dalam kalimat. Mmmm kalau melihat dari sebuah pengalaman seperti tes kemarin yang saya kerjakan betul-betul kayak kubaca ulang-ulangpi baru bisa memahami atau menemukan ide utama dalam bacaan tersebut. | lemah |
| Pewawancara | Okee, pertanyaan selanjutnya itu. Apa kesulitan yang adek alami dalam mengkritik argument atau pendapat yang disampaikan dalam teks? | |
| Narasumber | Eee, Menurut saya kak, kalau kesulitan tersebut yah saya juga mengalami kesulitan. Karena apabila saya tidak tahu makna dari suatu bacaan yang saya baca, saya pasti tidak bisa untuk mengkritik sebuah bacaan tersebut. Karena itu lagi arti dari sebuah kalimat tersebut yang tidak saya ketahui. Dan apalagi saya juga terkadang sulit untuk menyusun kata-kata dalam mengkritik sebuah tes. | Penalaran yang lemah |
| Pewawancara | Okeee, pertanyaan yang terakhir. Nah, secara umum kesulitan apa yang paling sulit adek alami dalam memahami teks bahasa Inggris? | |
| Narasumber | Kalau yang paling sulit itu kak menurut saya, itu ada pada bagian memahami bacaan yang tersirat, karena dimana saya harus terlebih dahulu memahami apa maksud dari bacaan tersebut, apalagi kosakata saya masih kurang jadi terkadang saya harus buka kamus dulu untuk mengetahui arti dari kata tersebut. Mungkin itu saja kak. | Keterbatasan kosakata |

Narasumber 4 TBI 22 (NHS)

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| Pewawancara | Assalamualaikum dek, Saya Nunu Fitriana dari TBI angkatan 2020. Nah, disini saya sedang melakukan penelitian tentang reading difficulties. Eeee yang dimana saya ingin meminta bantuan adek untuk berbagi | |
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| | pengalaman dan pendapat terkait topik ini | |
| Pewawancara | Jadi, sebentar ini ada beberapa pertanyaan terkait topik tersebut. Informasi atau jawaban-jawaban yang adek berikan itu sangatlah membantu saya dalam penyelesaian tugas penelitian saya ini. Jadi apakah adek bersedia untuk itu? | |
| Narasumber | Iyye kak, saya bersedia | |
| Pewawancara | Okee, langsung saja kita ke pertanyaan pertama yah. Apakah adek pernah merasa kesulitan dalam membaca? Coba dijelaskan dengan pengalaman adek sendiri. | |
| Narasumber | Ya, tentu saja. Apalagi bagi saya dalam membaca bacaan bahasa Inggris itu kalimat yang panjang dan kata yang digunakan itu menggunakan kata yang cukup akademik . Yang dimana kata dalam bahasa Inggris itu kita tidak temui dalam sehari-hari dan jarang kita gunakan. Jadi, saya merasa asing dengan kata tersebut karena saya belum punya banyak pemahaman dalam kosakata bahasa Inggris . | - Tingkat kesulitan dalam teks Bahasa Inggris - Keterbatasan kosakata |
| Pewawancara | Okee, pertanyaan selanjutnya. Apa kesulitan yang adek alami saat mencoba memahami kata-kata atau kalimat yang secara jelas tertulis dalam bacaan? | |
| Narasumber | Cukup sangat sering saya alami. Karena kekurangan kosakata dalam bahasa Inggris . Itu terjadi terus-menerus ketika kita membaca suatu paragraf ataupun membaca tulisan-tulisan di buku atau dimanapun itu seperti artikel yang kita tidak pahami adalah arti dari suatu kata yang tertera di tulisan tersebut. Nah itu yang membuat saya susah, saya tidak tau artinya, kalimat apa ini, kalimat ini artinya apa. Jadi, kekurangan saya dalam membaca itu adalah kurangnya kosakata yang saya miliki dalam bahasa Inggris . | Keterbatasan kosakata |
| Pewawancara | Mmm, begitu yahh. Okey, pertanyaan berikutnya. Apa kesulitan yang pernah adek | |

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| | alami dalam memahami hubungan antar kalimat atau ide dalam bacaan yang tidak dijelaskan secara langsung? | |
| Narasumber | Yah, saya terkadang tidak mengerti terhadap paragraf atau tulisan yang tulisannya secara implisit yang tidak dijelaskan secara langsung. Karena saya susah mengerti apalagi menggunakan kalimat atau kata yang jarang saya gunakan. Apalagi kata yang cukup akademik merupakan hal yang sangat sulit bagi saya untuk memahami hubungan dari kalimat yang tidak dijelaskan secara langsung dalam bacaan tersebut. | Tingkat kesulitan dalam teks Bahasa Inggris |
| Pewawancara | Okee, pertanyaan selanjutnya itu. Apa kesulitan yang adek alami dalam mengkritik argumen atau pendapat yang disampaikan dalam teks? | |
| Narasumber | Kalau menurut saya itu sangat sulit bagi saya. Mmm, dari kan ketika kita mengkritik suatu argumen kan kita harus mengerti makna pada suatu teks tersebut. Saya masih kurang mengerti dalam memahami makna suatu bacaan, apalagi bacaannya terlalu panjang. | Penalaran yang lemah |
| Pewawancara | Okeee, pertanyaan yang terakhir. Nah, secara umum kesulitan apa yang paling sulit adek alami dalam memahami teks bahasa Inggris? | |
| Narasumber | Menurut saya, yang paling sulit adalah pemahaman kosakata. Karena keterbatasan saya dalam memiliki kosakata jadi saya sulit untuk menanggapi argumen. Nah apalagi kosakata yang akademik pasti sangat kurang di saya. Karena dalam reading itu yang terpenting adalah kosakata. Jadi apabila kita memiliki banyak kosakata maka akan lebih mudah juga untuk memahami isi bacaan dari teks yang kita baca. | Keterbatasan kosakata |

Narasumber 5 TBI 22 (NH)

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| Pewawancara | Assalamualaikum dek, Saya Nunu Fitriana | |
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| | dari TBI angkatan 2020. Nah, disini saya sedang melakukan penelitian tentang reading difficulties. Eeee yang dimana saya ingin meminta bantuan adek untuk berbagi pengalaman dan pendapat terkait topik ini | |
| Pewawancara | Jadi, sebentar ini ada beberapa pertanyaan terkait topik tersebut. Informasi atau jawaban-jawaban yang adek berikan itu sangatlah membantu saya dalam penyelesaian tugas penelitian saya ini. Jadi apakah adek bersedia untuk itu? | |
| Narasumber | Iye kak, saya siap dan akan menjawab semua pertanyaan yang kakak berikan | |
| Pewawancara | Okee, langsung saja kita ke pertanyaan pertama yah. Apakah adek pernah merasa kesulitan dalam membaca? Coba dijelaskan dengan pengalaman adek sendiri. | |
| Narasumber | Saya pribadi sering mengalami kesulitan dalam membaca ya. Yah dari pengalaman saya biasanya saat membaca teks yang berbahasa Inggris lah, ada yang kita baca tuh terkadang saya tidak tahu cara membacanya dan saya tidak tahu arti dari kata tersebut. Begitulah kira-kira kak. | <ul style="list-style-type: none"> - Kelancaran - Keterbatasan kosakata |
| Pewawancara | Okee, pertanyaan selanjutnya. Apa kesulitan yang adek alami saat mencoba memahami kata-kata atau kalimat yang secara jelas tertulis dalam bacaan? | |
| Narasumber | Kalau untuk memahami kata atau kalimat tersebut dalam sebuah bacaan itu saya juga sulit dalam memahami apalagi kalau teks tersebut panjang dan teksnya termasuk bacaan yang akademik lah begitu kak. | Tingkat kesulitan dalam teks bahasa Inggris |
| Pewawancara | Mmm, begitu yahh. Okey, pertanyaan berikutnya. Apa kesulitan yang pernah adek alami dalam memahami hubungan antar kalimat atau ide dalam bacaan yang tidak dijelaskan secara langsung? | |
| Narasumber | Untuk memahami hubungan antar kalimat atau ide bacaan itu saya pun selalu bingung | Penalaran yang lemah |

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| | apalagi saya masih belum banyak memiliki kosakata, saya tidak tahu arti dari kata tersebut. Itupun kalau saya tahu artinya saya biasanya membaca secara berulang-ulang untuk mengetahui ide atau hubungan antar kalimat tersebut begitu. | |
| Pewawancara | Okee, pertanyaan selanjutnya itu. Apa kesulitan yang adek alami dalam mengkritik argument atau pendapat yang disampaikan dalam teks? | |
| Narasumber | Eee... kalau tentang mengkritik kak yah saya tetap kesulitan dalam memahami isi teks dari bacaan tersebut karena kosakata saya masih sedikit. Saya sulit menyusun kalimat apabila saya ingin mengkritik sebuah teks. | Keterbatasan kosakata |
| Pewawancara | Okeee, pertanyaan yang terakhir. Nah, secara umum kesulitan apa yang paling sulit adek alami dalam memahami teks bahasa Inggris? | |
| Narasumber | Yang paling susah itu yah ada pada pemahaman kosakata sih kak, karena saya masih memiliki sedikit kosakata yang saya tahu jadi saya terbatas dalam memahami makna suatu kalimat. Dan juga apalagi saya baru mendapat kosakata baru yang jarang saya temukan saya tidak tahu cara bacanya apalagi dengan artinya. Itu menurut saya kira-kira kak. | Keterbatasan kosakata |

Narasumber 6 TBI 22 (MH)

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| Pewawancara | Assalamualaikum dek, Saya Nunu Fitriana dari TBI angkatan 2020. Nah, disini saya sedang melakukan penelitian tentang reading difficulties. Eeee yang dimana saya ingin meminta bantuan adek untuk berbagi pengalaman dan pendapat terkait topik ini | |
| Pewawancara | Jadi, sebentar ini ada beberapa pertanyaan terkait topik tersebut. Informasi atau jawaban-jawaban yang adek berikan itu sangatlah membantu saya dalam penyelesaian tugas penelitian saya ini. Jadi apakah adek bersedia | |

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| | untuk itu? | |
| Narasumber | Iyee, bersedia kak | |
| Pewawancara | Okee, langsung saja kita ke pertanyaan pertama yah. Apakah adek pernah merasa kesulitan dalam membaca? Coba dijelaskan dengan pengalaman adek sendiri. | |
| Narasumber | Kalau masalah kesulitan membaca itu especially in English itu tidak pernah ada kesulitan. Maksudnya nda terlalu sulit. Yang menjadi kesulitannya itu memahami dari apa isi bacaan tersebut karena yah saya tidak paham dari isi bacaan tersebut tapi dibilang mau membaca saja begitu saya tidak kewalahan. Tapi kalau dalam memahami ada tantangan yang dimana ada beberapa vocabulary yang saya tidak tahu. | Keterbatasan kosakata |
| Pewawancara | Okee, pertanyaan selanjutnya. Apa kesulitan yang adek alami saat mencoba memahami kata-kata atau kalimat yang secara jelas tertulis dalam bacaan? | |
| Narasumber | Oke saat mencoba memahami ee tulisan yang secara jelas tertulis dalam bacaan adalah yah intinya kalau ada vocabulary yang saya tidak mengerti pasti itu jadi hambatan. | Keterbatasan kosakata |
| Pewawancara | Mmm, begitu yahh. Okey, pertanyaan berikutnya. Apa kesulitan yang pernah adek alami dalam memahami hubungan antar kalimat atau ide dalam bacaan yang tidak dijelaskan secara langsung? | |
| Narasumber | Oke, jujur saya kesulitan juga dalam memahami kayak kalimat dan antar kalimat atau paragraf dan paragraf berikutnya karena ohh kok ini beda lagi ini itu. Jadi kesulitannya itu, saya tidak mengerti eee misal di paragraf 1 ada yang tidak saya mengerti kemudian di paragraf 2 saya tambah tidak mengerti. Jadi, saya itu biasanya harus memahami terlebih dahulu apa makna dari sebuah kalimat tersebut. Tapi terkadang kalau bacaannya panjang biasanya saya bosan untuk | Tingkat kesulitan dalam teks bahasa Inggris |

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| | membaca teks tersebut. Itu juga menjadi tantangan saya yaitu teks yang cukup panjang. | |
| Pewawancara | Okee, pertanyaan selanjutnya itu. Apa kesulitan yang adek alami dalam mengkritik argument atau pendapat yang disampaikan dalam teks? | |
| Narasumber | Baik, kesulitan saya dalam mengkritik argument adalah terletak pada pemahamnya saya terhadap bacaan tersebut, apabila saya paham terhadap suatu bacaan maka saya juga akan mudah dalam memberikan tanggapan, tetapi masalahnya apabila saya tidak paham dan ada suatu kata yang tidak saya tahu maknanya yah itu menjadi sebuah kesulitan bagi saya. | Keterbatasan kosakata |
| Pewawancara | Okeee, pertanyaan yang terakhir. Nah, secara umum kesulitan apa yang paling sulit adek alami dalam memahami teks bahasa Inggris? | |
| Narasumber | Oke kak, bagian yang paling sulit yang saya alami itu adalah dimana saya kurang dalam pemahaman kosakata , dan kadang merasa jenuh pada saat suatu bacaan tersebut sangat panjang. | Keterbatasan kosakata |

Narasumber 7 TBI 22 (AR)

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| Pewawancara | Assalamualaikum dek, Saya Nunu Fitriana dari TBI angkatan 2020. Nah, disini saya sedang melakukan penelitian tentang reading difficulties. Eeee yang dimana saya ingin meminta bantuan adek untuk berbagi pengalaman dan pendapat terkait topik ini | |
| Pewawancara | Jadi, sebentar ini ada beberapa pertanyaan terkait topik tersebut. Informasi atau jawaban-jawaban yang adek berikan itu sangatlah membantu saya dalam penyelesaian tugas penelitian saya ini. Jadi apakah adek bersedia untuk itu? | |
| Narasumber | Siap kak, saya bersedia. | |
| Pewawancara | Okee, langsung saja kita ke pertanyaan | |

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|-------------|--|---------------------------------------|
| | pertama yah. Apakah adek pernah merasa kesulitan dalam membaca? Coba dijelaskan dengan pengalaman adek sendiri. | |
| Narasumber | Yah saya sering merasa kesulitan. Kerap kali saya merasa kesulitan karena ee.. ketika teksnya itu panjang dan mungkin karena panjang itu. Jadi, mungkin ada beberapa kosakata bahasa Inggris yang belum saya kenal begitu. Jadi mungkin seperti itu kak. | Keterbatasan kosakata |
| Pewawancara | Okee, pertanyaan selanjutnya. Apa kesulitan yang adek alami saat mencoba memahami kata-kata atau kalimat yang secara jelas tertulis dalam bacaan? | |
| Narasumber | Kesulitan yang utama itu kak, ketika ada kosakata baru yang saya tidak pahami dan kenal, jadi meskipun bisa menebak maknanya tapi seringkali tebak-tebakan saya itu agak kurang tepat. Selain itu saya juga sulit untuk memahami bacaan yang panjang kak. | Keterbatasan kosakata |
| Pewawancara | Mmm, begitu yahh. Okey, pertanyaan berikutnya. Apa kesulitan yang pernah adek alami dalam memahami hubungan antar kalimat atau ide dalam bacaan yang tidak dijelaskan secara langsung? | |
| Narasumber | Teentu ada kak, dan sering saya merasa sulit dalam memahami hubungan seperti sebab akibat dan suatu makna yang tersirat. Ee.. kadang saya harus benar-benar fokus untuk menghubungkan antar paragraf itu apalagi teksnya panjang. | Tingkat kesulitan teks bahasa Inggris |
| Pewawancara | Okee, pertanyaan selanjutnya itu. Apa kesulitan yang adek alami dalam mengkritik argument atau pendapat yang disampaikan dalam teks? | |
| Narasumber | Kerap merasakan kesulitan. Kadang saya itu mengerti kemana arah konteks teks tersebut namun saya itu bingung mmmm... bingung bagaimana untuk menyampaikan kritik atau pendapat yang tepat dalam bahasa Inggris begitu. | Penalaran yang lemah |

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|-------------|--|-----------------------|
| Pewawancara | Okeee, pertanyaan yang terakhir. Nah, secara umum kesulitan apa yang paling sulit adek alami dalam memahami teks bahasa Inggris? | |
| Narasumber | Untuk itu, emmm menurut saya yaitu memahami makna dari kosakata akademik yang jarang digunakan dalam sehari-hari. Jadi kita sebagai pembaca perlu pemahaman kosakata yang betul-betul mendalam agar kita tahu apa makna dari teks tersebut. | Keterbatasan kosakata |

Narasumber 8 TBI 22 (AD)

| | | |
|-------------|---|-----------------------|
| Pewawancara | Assalamualaikum dek, Saya Nunu Fitriana dari TBI angkatan 2020. Nah, disini saya sedang melakukan penelitian tentang reading difficulties. Eeee yang dimana saya ingin meminta bantuan adek untuk berbagi pengalaman dan pendapat terkait topik ini | |
| Pewawancara | Jadi, sebentar ini ada beberapa pertanyaan terkait topik tersebut. Informasi atau jawaban-jawaban yang adek berikan itu sangatlah membantu saya dalam penyelesaian tugas penelitian saya ini. Jadi apakah adek bersedia untuk itu? | |
| Narasumber | Iyye bersedia kak | |
| Pewawancara | Okee, langsung saja kita ke pertanyaan pertama yah. Apakah adek pernah merasa kesulitan dalam membaca? Coba dijelaskan dengan pengalaman adek sendiri. | |
| Narasumber | Yah terkadang saya merasa kesulitan dalam membaca karena saya hanya memiliki sedikit vocabulary yang saya hafal. Jadi, saya sulit untuk memahami bacaan itu. | Keterbatasan kosakata |
| Pewawancara | Okee, pertanyaan selanjutnya. Apa kesulitan yang adek alami saat mencoba memahami kata-kata atau kalimat yang secara jelas tertulis dalam bacaan? | |
| Narasumber | Terkadang ada beberapa kosakata yang saya jarang temukan dan tidak dapat saya artikan . Jadi saya sulit menyambungkan | Keterbatasan kosakata |

| | | |
|-------------|--|---------------------------------------|
| | bacaan yang saya baca | |
| Pewawancara | Mmm, begitu yahh. Okey, pertanyaan berikutnya. Apa kesulitan yang pernah adek alami dalam memahami hubungan antar kalimat atau ide dalam bacaan yang tidak dijelaskan secara langsung? | |
| Narasumber | Jadi itu tergantung teks yang saya baca. Ketika kata yang digunakan itu basic mungkin saya bisa dengan mudah untuk memahaminya, tetapi ketika menggunakan bahasa akademik mungkin saya akan mengalami kesulitan karena keterbatasan vocabulary. | Keterbatasan kosakata |
| Pewawancara | Okee, pertanyaan selanjutnya itu. Apa kesulitan yang adek alami dalam mengkritik argument atau pendapat yang disampaikan dalam teks? | |
| Narasumber | Kadang saya tidak bisa mengkritik suatu bacaan. Apalagi teksnya sangat panjang dan banyak kosakata yang baru saya temui. Jadi saya harus paham dulu apa artinya. | Tingkat kesulitan teks bahasa Inggris |
| Pewawancara | Okeee, pertanyaan yang terakhir. Nah, secara umum kesulitan apa yang paling sulit adek alami dalam memahami teks bahasa Inggris? | |
| Narasumber | Menurut saya kak hal yang paling sulit itu pada kosakata sih kak, karena apabila kita keterbatasan kosakata maka itu akan membuat kita tidak akan paham apa makna dari suatu bacaan tersebut. | Keterbatasan kosakata |

Narasumber 9 TBI 22 (NL)

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|-------------|---|--|
| Pewawancara | Assalamualaikum dek, Saya Nunu Fitriana dari TBI angkatan 2020. Nah, disini saya sedang melakukan penelitian tentang reading difficulties. Eeee yang dimana saya ingin meminta bantuan adek untuk berbagi pengalaman dan pendapat terkait topik ini | |
| Pewawancara | Jadi, sebentar ini ada beberapa pertanyaan terkait topik tersebut. Informasi atau jawaban-jawaban yang adek berikan itu sangatlah | |

| | | |
|-------------|---|---------------------------------------|
| | membantu saya dalam penyelesaian tugas penelitian saya ini. Jadi apakah adek bersedia untuk itu? | |
| Narasumber | Baiklah, saya bersedia kak | |
| Pewawancara | Okee, langsung saja kita ke pertanyaan pertama yah. Apakah adek pernah merasa kesulitan dalam membaca? Coba dijelaskan dengan pengalaman adek sendiri. | |
| Narasumber | Eee... saya pernah. Biasanya yg sulit itu ketika saya tidak memahami makna yang tersirat dalam teks bacaan dan terkadang ada beberapa kata yang tidak bisa saya pahami artinya karena terbatasnya kosakata yang saya miliki. | Keterbatasan kosakata |
| Pewawancara | Okee, pertanyaan selanjutnya. Apa kesulitan yang adek alami saat mencoba memahami kata-kata atau kalimat yang secara jelas tertulis dalam bacaan? | |
| Narasumber | Ketika saya membaca bacaan yang artinya tidak saya pahami meskipun sudah jelas tertulis terkadang ada makna di dalamnya yang mungkin tidak langsung di pahami jadi mungkin perlu di cerna lebih dalam bahasanya. | Penalaran yang lemah |
| Pewawancara | Mmm, begitu yahh. Okey, pertanyaan berikutnya. Apa kesulitan yang pernah adek alami dalam memahami hubungan antar kalimat atau ide dalam bacaan yang tidak dijelaskan secara langsung? | |
| Narasumber | Kesulitannya itu kurang menganalisis isi dari bacaan itu kemudian terdapat kosakata yang tidak familiar atau teks bacaan tersebut sangat akademik. | Tingkat kesulitan teks bahasa Inggris |
| Pewawancara | Okee, pertanyaan selanjutnya itu. Apa kesulitan yang adek alami dalam mengkritik argument atau pendapat yang disampaikan dalam teks? | |
| Narasumber | Kesulitannya itu susah dalam membedakan fakta dan opini jdi membuat sulit mengkritik argumen dan kurang | Penalaran yang lemah |

| | | |
|-------------|--|-----------------------|
| | mengevaluasi bukti. | |
| Pewawancara | Okeee, pertanyaan yang terakhir. Nah, secara umum kesulitan apa yang paling sulit adek alami dalam memahami teks bahasa Inggris? | |
| Narasumber | Kesulitannya yaitu sulit menganalisis makna yang ada pada bacaan yang panjang dan kosakata yang kurang familiar dan belum pernah saya dengar. | Keterbatasan kosakata |

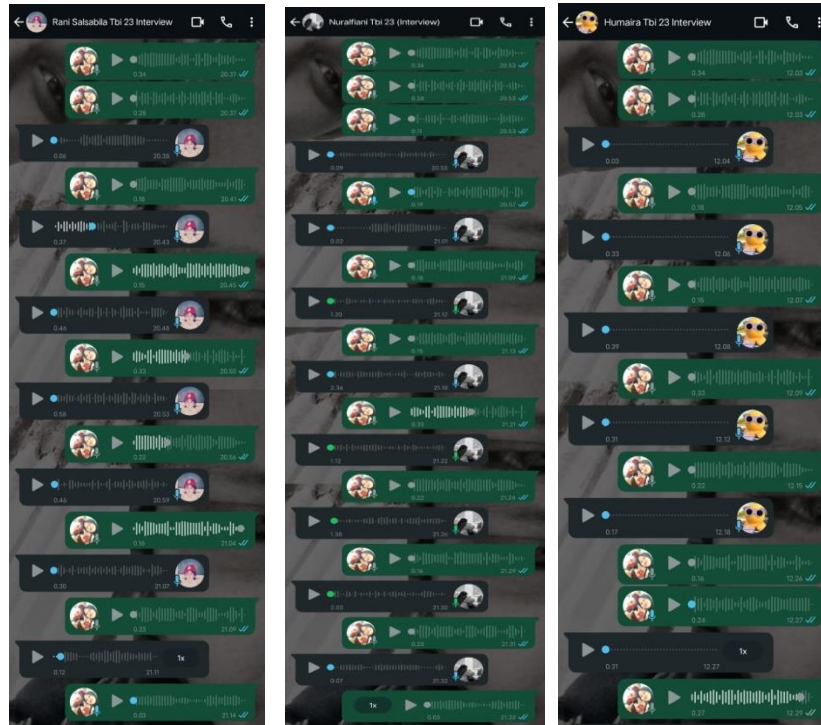
Narasumber 10 TBI 22 (RI)

| | | |
|-------------|---|-----------------------|
| Pewawancara | Assalamualaikum dek, Saya Nunu Fitriana dari TBI angkatan 2020. Nah, disini saya sedang melakukan penelitian tentang reading difficulties. Eeee yang dimana saya ingin meminta bantuan adek untuk berbagi pengalaman dan pendapat terkait topik ini | |
| Pewawancara | Jadi, sebentar ini ada beberapa pertanyaan terkait topik tersebut. Informasi atau jawaban-jawaban yang adek berikan itu sangatlah membantu saya dalam penyelesaian tugas penelitian saya ini. Jadi apakah adek bersedia untuk itu? | |
| Narasumber | Iyye maaf sebelumnya baru responki kak, saya bersedia | |
| Pewawancara | Okee, langsung saja kita ke pertanyaan pertama yah. Apakah adek pernah merasa kesulitan dalam membaca? Coba dijelaskan dengan pengalaman adek sendiri. | |
| Narasumber | Ya, saya pernah merasa kesulitan dalam membaca, terutama ketika teks tersebut menggunakan kosakata yang sangat baru. | Keterbatasan kosakata |
| Pewawancara | Okee, pertanyaan selanjutnya. Apa kesulitan yang adek alami saat mencoba memahami kata-kata atau kalimat yang secara jelas tertulis dalam bacaan? | |
| Narasumber | Emmm... Kesulitan yang saya alami adalah memahami arti kata yang memiliki 2 arti dan menangkap konteks kalimat agar tidak salah tafsir. Jadi, keterbatasan kosakata | Keterbatasan kosakata |

| | | |
|-------------|---|---------------------------------------|
| | sangat berpengaruh disini kak. | |
| Pewawancara | Mmm, begitu yahh. Okey, pertanyaan berikutnya. Apa kesulitan yang pernah adek alami dalam memahami hubungan antar kalimat atau ide dalam bacaan yang tidak dijelaskan secara langsung? | |
| Narasumber | Saya sering eee... kesulitan dalam memahami hubungan antar kalimat ketika ide disampaikan secara implisit tanpa penjelasan langsung, sehingga kadang kehilangan makna keseluruhan apalagi teksnya sangat akademik. | Tingkat kesulitan teks bahasa Inggris |
| Pewawancara | Okee, pertanyaan selanjutnya itu. Apa kesulitan yang adek alami dalam mengkritik argument atau pendapat yang disampaikan dalam teks? | |
| Narasumber | Dalam mengkritik argumen, saya sulit membedakan antara opini dan fakta. | Penalaran yang lemah |
| Pewawancara | Okeee, pertanyaan yang terakhir. Nah, secara umum kesulitan apa yang paling sulit adek alami dalam memahami teks bahasa Inggris? | |
| Narasumber | Secara umum, kesulitan terbesar saya adalah memahami kosakata baru yang sering muncul dalam teks bahasa Inggris , karena hal ini sangat mempengaruhi pemahaman saya secara menyeluruh. | Keterbatasan kosakata |

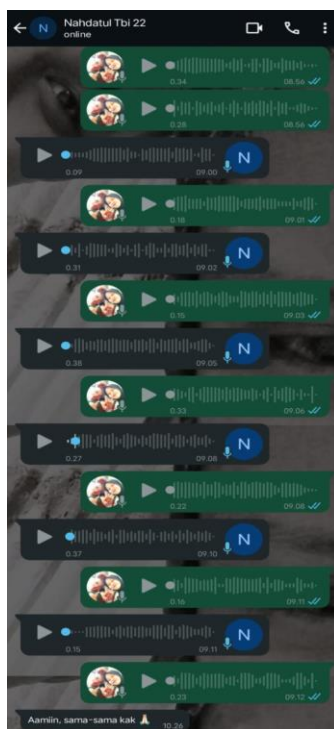
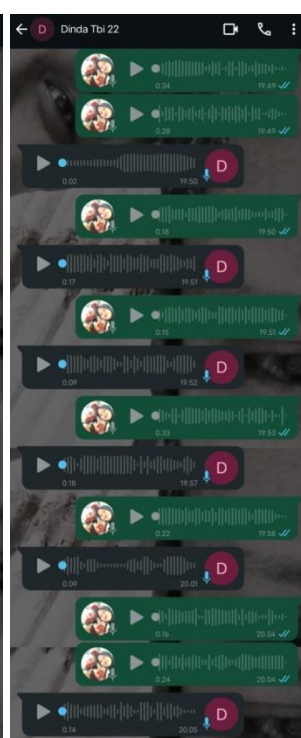
Appendix 6 *Documentation of Interview*

a. TBI 2023



b. TBI 2022





CURRICULUM VITAE



Nunu Fitriana was born in Kandeapi, on 19 December 2001. The second child from 2 sister from the marriage of her parents Nurdin Nail and Hadijah. The researcher supervised her education at the elementary school level at SDN 001 Tinambung until 2013. Then returned to study at the junior high school level at MTsN Negeri 1 Polewali Mandar in 2017. After that, she completed her high school education at SMA Negeri 2 Majene in 2020. After graduating, in 2020, the researcher became one of the students who passed the SPAN-PTKIN route at STAIN Majene in the Tarbiyah and Teaching Training Department, the English Education Study Program.