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An Analysis Of Students' Difficulties In Reading Comprehending Narrative Text

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ABSTRAK

Penelitian ini dilakukan untuk menyelidiki kesulitan membaca dalam membaca narasi di kelas satu SMK Al-Ma'shum Kisaran dan mencari tahu penyebabnya. Metode penelitian ini menggunakan metode kualitatif yaitu mendeskripsikan fenomena yang terjadi dan membuat data deskriptif. Teknik pengumpulan data yang digunakan berupa tes dan wawancara berdasarkan teori Nuttal. Akibatnya, ditemukan bahwa kemampuan siswa dalam membaca dan memahami teks naratif rendah. penelitian ini menunjukkan bahwa 75% siswa mengalami kesulitan mengidentifikasi ide pokok suatu paragraf, sehingga total 30 jawaban salah. Selain itu, 70% siswa kesulitan mencari referensi, sehingga total 28 jawaban salah. Dan, 70% siswa mengalami kesulitan memahami kosa kata, menghasilkan 28 jawaban yang salah. Selain itu, 57,5% siswa kesulitan menarik kesimpulan dengan total 23 jawaban salah. Pada akhirnya, 92,5% siswa mengalami kesulitan membedakan informasi rinci dan membuat total 37 jawaban yang salah. Berdasarkan skor keseluruhan faktor penyebab kesulitan tersebut, dapat dikatakan bahwa penyebab utama kesulitan dalam teks naratif di kelas satu SMK Al-Ma'shum Kisaran adalah latar belakang siswa, teknik pengajaran, dan lingkungan belajar.

Kata kunci: Analisis, Kesulitan, Membaca, Teks Naratif

ABSTRACT

This study was conducted to investigate reading difficulties in narrative reading at first grade SMK Al-Ma'shum Kisaran and to find out the causes. The method of this study uses qualitative method of describing phenomena occurring and creating descriptive data. Data collection techniques are used in the form of tests and interviews based on the Nuttal theory. As a result, it was found that students' ability to read and understand narrative text was low. this study showed that 75% of students had difficulty identifying the main idea of a paragraph, making a total of 30 incorrect answers. Also, 70% of students had trouble finding references, resulting in a total of 28 incorrect answers. And, 70% of the students had trouble understanding vocabulary, resulting in 28 incorrect answers. Also, 57.5% of students find it difficult to draw conclusions with a total of 23 incorrect answers. Ultimately, 92.5% of the students had difficulty discerning detailed information and made a total of 37 incorrect answers. Based on the overall score of factors contributing these difficulties, we can say that the primary reasons difficulties in narrative text at first grade of SMK Al-Ma'shum Kisaran are the student's background, the teaching techniques, and the learning environment.

Keywords: analysis, difficulty, reading, narrative text

INTRODUCTION

When learning a language, students must learn four language skills. One of which she is reading comprehension. Reading is one of her most important lessons in learning English as it improves students' ability to read and understand the meaning of texts and stories. Reading gives us information and knowledge because reading has a descending process that makes it easier for the reader to get ideas from the text. Reading comprehension is very important in education. This is also important and essential for a successful study and depends heavily on your reading.

Because reading is a complex process, many experts define what reading means in different ways. It's a diversity of definitions. According to David Nunan (1989) "Reading is not a fixed skill. There are different kinds of reading skills that correspond to different goals we pursue in reading." I'm sure it has many purposes. Whatever your goal, pursue above all to acquire the knowledge to finish school and continue your studies. Reading comprehension is necessary to achieve the goal, but according to Mr. Hamer (2001) "Reading helps language acquisition," and Penny McKay says, "Reading is both a process and an outcome." This means that the process of reading involves interaction between the reader and the text. The outcome of reading is reading comprehension and the internal construction of meaning. There was understanding. "

In summary, reading is the process of understanding written language as information that gives meaning to text and provides key ideas in each paragraph to improve reading comprehension skills.

Based on SMK Al-Ma'shum's preliminary observations, this study establishes a difficult fact for student reading comprehension. This happened due to several factors. Students had no desire to become familiar with the subject. Students are not familiar with the topic. Students lack vocabulary. Because each student has a different intelligence level, students can develop different comprehension skills, especially reading comprehension of narrative texts. They had difficulty reading and understanding narrative texts, especially readings from the 2013 English.

On the other hand, Nuttal (1982) states that there are five aspects of reading comprehension that are considered reading difficulties. The hard part is determining the main idea, finding references, understanding vocabulary, making conclusions, and getting detailed information. The main idea is a statement that gives the author's point of view on the topic, "Reference is antecedent of a pronoun. The antecedent is a word or phrase to

which a pronoun refers” (Sharpe, 2005). Vocabulary can be understood by finding the meaning of new words in a dictionary and inferring the meaning from the context. Inference requires the student to comprehend the text in order to find the conclusion of the statements in the text. Detailed questions and information are used to assess the student's ability to understand what is directly stated in the text. These difficulties are common in schools.

There are such a lot of research that talk students' problems in studying comprehending narrative text. The preceding research right here are used to discover gaps among this studies and the preceding observe that were finished through preceding studies.

The first study was conducted by Sarwo. The research paper he authored is titled "Evaluation of Challenges Encountered by Students in Understanding Narrative Texts." The aim of this study is to gain a thorough understanding of the students' proficiency in comprehending narrative texts. According to the analysis conducted, the study reveals the following: (1) based on the findings, the students' performance in comprehending narrative texts is subpar, with an average score of 35.42 for all items. This indicates that the students have yet to develop a satisfactory level of comprehension in this area. (2) The difficulties faced by the students include: firstly, their vocabulary skills were found to be weak. Secondly, the majority of students struggled with various aspects of the generic structure found in narrative texts.

The second study is conducted by Rosa Anggie Yuri (2020). "A Study on Students' Challenges in Understanding Narrative Texts in Grade X of Private Vocational School 2 in the Sei Bejangkar Region in the Academic Year 2020-2021. Skripsi. Teachers' Training and Education Faculty Asahan University Kisaran. This investigation is a qualitative inquiry. The findings of the study reveal that 24.24% of students encountered difficulties in identifying the main idea of a paragraph, with a total of 32 incorrect answers. Additionally, 34.84% of students faced challenges in locating specific details, with 46 incorrect answers in total. Furthermore, 21.96% of students struggled with identifying word references, resulting in 29 incorrect answers. Lastly, 18.93% of students encountered difficulties in making inferences, with a total of 25 incorrect answers. The challenges faced by Grade X students at Private Vocational School 2 in the Sei Bejangkar Region include insufficient guidance provided by teachers and a lack of vocabulary. The factors contributing to these difficulties include the students' backgrounds, teaching techniques employed by teachers, and the learning environment.

The third research is conducted by Novia Fanny Ismaya and is titled "Challenges Faced by Students in Comprehending Narrative Texts". It is a case study conducted on second grade students at MTsN 3 Mataram during the academic year 2017/2018. The objective of this study was to identify the difficulties faced by students in understanding English narrative texts and the factors that contribute to these difficulties. The study selected one class (VIII C) as its sample from the entire population, consisting of 39 students. The data was analyzed using a qualitative approach. Two instruments, namely tests and questionnaires, were used to collect the data. The findings reveal that 31 students (79.4%) encountered difficulties in comprehending information from the narrative texts, while 14 students (35.8%) faced fewer challenges in understanding the setting of the narrative texts. Similarly, the factors that contribute to students' difficulties in understanding English narrative texts include their educational background, teaching methods, and learning environment. Based on the findings of this study, it can be concluded that difficulties in comprehending narrative texts arise due to multiple factors.

The fourth research is from Septhya Sri Mardhani (2022) "An Analysis of Students Difficulties in Reading Comprehension on Narrative Text at Ninth Grade Students of MTS Muhammadiyah 01 Randublatung". The purpose of this study is to explain the difficulty of reading narrative texts, to find out what factors students find difficult in reading narrative texts, and to find strategies for teachers to overcome students' difficulties in reading narrative texts. The methodology of this study is qualitative and uses a qualitative descriptive approach. The subjects of this study consisted of Muhammadiyah 01 Landblatun 9th Graders for the 2021/2022 school year, with a total of 25 Muhammadiyah 01 Landblatun students and English teachers. Data collection through tests and interviews. The results of tests conducted by students show that up to 11.08% of students had difficulty answering the main idea. 29.55% of students have difficulty finding answers to find specific information (scan). 30.40% of the students feel that it is difficult to give answers and conclusions to draw conclusions. 11.93% of students struggle to find answers when looking for reference materials. Finally, she has 17.05% of students who have difficulty understanding the meaning of words when answering. Researchers used the results of the interview data analysis to find five factors that make it difficult for students to read narrative texts. These factors are: Lack of motivation, lack of guidance from teachers, lack of vocabulary, home and school environment. From this we can conclude that he is a student of IX. Class MTs Muhammadiyah Randubratun has difficulty reading the text of the story.

The last previous study is from Latifah Nurmeina Azral and Dinovia Fannil Kher. This study purposed to find out the difficulties faced by eleventh grade students of SMA Negeri 7 Padang in reading comprehension and to find out the factors that most causing the students' difficulties in reading comprehension of narrative text. This study was conducted through a descriptive quantitative method. This sample was 40 students chosen by using simple random sampling. Moreover, the data were collected from using a reading comprehension test and by distributing questionnaire. The finding of this study indicated that the majority of students faced difficulties in reading comprehension of narrative text. The mean of students' score from reading comprehension test was 49,7, it was categorized into less category. The difficulties faced by eleventh grade students were in identifying reference (67,5%), understanding meaning of word/ vocabulary (58,8%), determining main idea (52,5%), identifying generic structures (50,8%), finding specific/ factual information (50%), and making inference/ moral value (46%). Then, the factors that most causing students' difficulties are lack of a good reading strategy (1,41), lack of knowledge about grammar (1,44), lack of vocabulary (1,60) and speed reading (2,50). These four factors were categorized into very low and low category

Based on the rationale with inside the preceding research above, on this take a look at will speak approximately students' difficulties in analyzing comprehending narrative text.

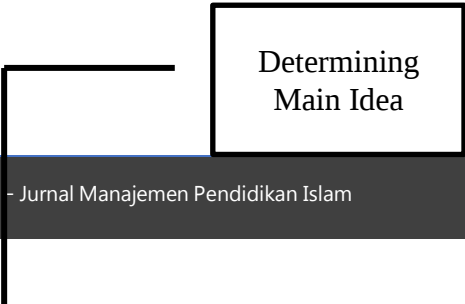
METHOD

A qualitative study was used for this study type. Qualitative research is the collection, analysis and interpretation of narrative and visual data for the purpose of understanding in order to gain insight into a particular phenomenon of interest Sugiyono (2010). In addition, Gay (2006) who said that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon. The purpose of qualitative research is broad and focused on facilitating a deep, holistic or complex understanding of a particular phenomenon, such as environment, process, or belief. It is carried out for 90 minutes with a total of 10 questions. The reading comprehension test in the form of multiple choices consisting of five indicators of narrative text; determining main idea, Locating reference, understanding vocabulary, making inference and finding detail information. When analyzing data, we use a technique called qualitative analysis.

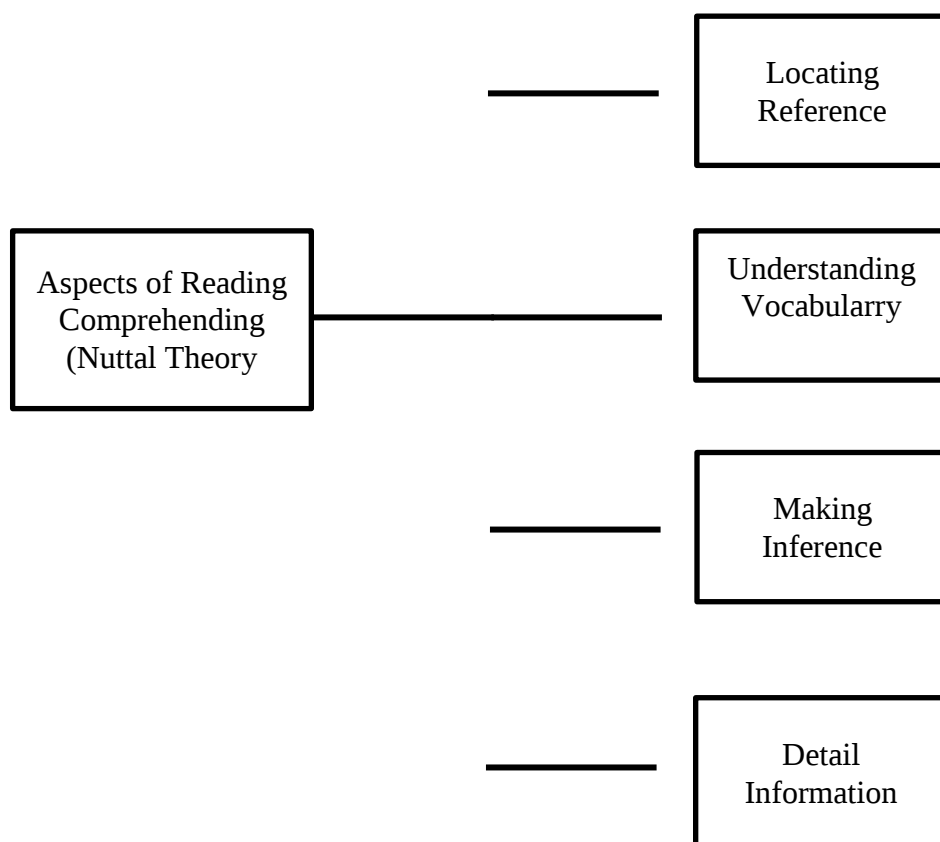
The population in this study were 20 grade 1 students of SMK Al-Ma'shum Kisaran. The data collection approach in this study was by providing multiple choice questions with 10 questions related to narrative text. where two questions are about determining

main ideas in numbers (2 and 5), and two questions about locating inference in questions numbers (4 and 8), and two questions related to understanding vocabulary in questions numbers (6 and 9), and two questions about making inference in questions numbers (3 and 7) and then two questions about detailed information on questions numbers (1 and 10)

A qualitative analysis ranks the difficulty of students reading the narrative text. I know the hardships of the students. The study uses three of her data collection tools: observations, interviews, and documentation. 1. Observation, means observing the object of inspection. Shaukani said researchers can observe student behavior during the learning process. In this study, researchers observe the activities of the classroom learning process for reading comprehension in the classroom. Then follows the reading instruction and the student's response during the learning activity. 2. Interview, According to Suyitno, interviews are data gathering opportunities conducted through verbal communication activities in structured, semi-structured, and unstructured formats. A structured interview is an interview format that focuses strictly on a series of questions. In a semi-structured interview, the interview is guided by a series of questionnaires, but it is also possible to ask new questions that spontaneously generate ideas within the context of the conversation. Unstructured (open-ended) interviews are interviews that focus only on the core of the problem, where the researcher seems rigidly bound to a particular format. In this study, researchers used semi-structured interviews. In this case, researchers interview students, teachers, principals, and parents of students. In this interview, the researcher suggested several reading comprehension questions tailored to what the researcher was asking. 1. Documentation, According to Heldianshah, the documentation method is a qualitative data collection method by viewing or analyzing documents produced by researchers themselves or others. In this method, researchers gather data from existing documents and allow authors to obtain notes related to their research, such as: An overview of the school, teachers and students, notes, photos, and more. This method of documentation is performed to obtain data that cannot be obtained by observational or interview methods.



Determining
Main Idea



FINDING AND DISCUSSION

FINDING

The data description of the results of this study was taken based on the problem stated in the previous chapter in this study about the analyzes of errors in writing recount texts. The researcher analyzes the difficulties of students who focus on the determining main idea, locating reference, detail informations, making inference and detail information, By analyzing the students' answer sheets, this research obtained their difficulties in the following table.

Table 1.1 The Percentage of Difficulties in Comprehending

No	Indicator in Comprehending	Frequency incorrect answer/ total answer	Indicator of the Incorrect Answer (%)
1.	Determining main idea	30/40	75%
2	Locating reference	28/40	70%
3	Understanding vocabulary	30/40	75%
4	Making inference	23/40	57,5%
5	Detail information	37/40	92,5%

After the researcher got the student documents, in identifying difficulties. In this

study, the authors analyzed 20 students who gave narrative texts. the difficulties identified by the researcher focused on determining main idea, making inference, understanding vocabulary. Making inference and detailed information. The next step after identifying difficulties in classification. Classification is based on surface taxonomy strategies including determining main idea, making inference, understanding vocabulary. Making inference and detailed information.

Determining Main Idea

Table 1.2 Distribution of Total Correct Answer in Item of Determining Main Idea of the Text.

Distribution	Correct answer in looking for the main idea of the text	
Item number	2	5
total	7	3
There are 2 Items F =10		

$$N = 20 \times 2 = 40$$

$$P = \frac{10}{40} \times 100\% = 25\%$$

Based on the data above, there are 25% correct answer for making inference and 75% incorrect answer

Locating Reference

Table 1.3 Distribution of Total Correct Answer in Item of Locating reference of the Text.

Distribution	Correct answer in looking for locating reference of the text	
Item number	4	8
total	3	9
There are 2 Items F =12		

There are 2 items

$$F=11$$

$$N = 20 \times 2 = 40$$

$$P = \frac{12}{40} \times 100\% = 30\%$$

Based on the data above, there are 30% correct answer for making inference and 70% incorrect answer

Understanding Vocabulary

Table 1.4 Distribution of Total Correct Answer in Item of Understanding Vocabulary of The Text.

Distribution	Correct answer in looking for understanding vocabulary of the text	
Item number	6	9
total	6	4
There are 2 Items F =10		

There are 2 items

$$F = 10$$

$$N=20 \times 2= 40$$

$$P = \frac{10}{40} \times 100\% = 25\%$$

Based on the data above, there are 25% correct answer for making inference and 75% incorrect answer

Making Inference

Table 1.5 Distribution of Total Correct Answer in Item of Making Inference of The Text.

Distribution	Correct answer in looking for making inference of the text	
Item number	3	7
total	10	7
There are 2 Items F =17		

There are 2 items

$$F = 17$$

$$N=20 \times 2= 40$$

$$P = \frac{17}{40} \times 100\% = 42,5\%$$

Based on the data above, there are 42,5%% correct answer for making inference and 57,5% incorrect answer

Detail Information

Table 1.6 Distribution of Total Correct Answer in Item of Detail Information of The Text.

Distribution	Correct answer in looking for making inference of the text	
Item number	1	10
total	0	3
There are 2 Items F =3		

There are 2 items

$$F = 3$$

$$N=20 \times 2 = 40$$

$$P = \frac{3}{40} \times 100\% = 7,5\%$$

Based on the data above, there are 7,5% correct answer for making inference and 92.5% incorrect answer

Table 1.7 The Percentage of Each Indicator in Comprehending

No	Indicator in Comprehending	Frequency incorrect answer/ total answer	Indicator of the Incorrect Answer (%)
1.	Determining main idea	30/40	75%
2	Locating reference	28/40	70%
3	Understanding vocabulary	30/40	75%
4	Making inference	23/40	57,5%
5	Detail information	37/40	92,5%

Based on data analyzed, there are 75% students faced in determining main idea of paragraph from narrative text with the total of incorrect answer is 30. There are 70% students faced difficulties to find out the locating reference from reading comprehending on narrative text with total of incorrect answer is 28. There are 75% students faced difficulties understanding vocabulary from narrative text with the total incorrect answer is 30. There are 57,5% students faced difficulties in understanding vocabulary from narrative text with the total incorrect answer is 23. There are 92,5% students faced difficulties in detail information from narrative text with the total incorrect answer is 37. This research is drawn the conclusions as follows, there are the students get the problem in look for determining main idea of the text, identifying specific word in the text, and many students have limited vocabulary and it proved with they did not know when there was a question about word reference or when they asked to find out the closest meaning of a word. Students cannot understand the material. And they are don't understand when finding a long sentence in the text.

DISCUSSION

This study aims to determine students' difficulties in reading and understanding narrative texts in class X at SMK Al-Mashum Kisaran in the 2022/2023 academic year. there are five difficulties :

Determining Idea

students' understanding in understanding English reading related to students' understanding in finding the main idea was found from the students' answers there were 10 correct answers out of a total of 40 answers, the average getting 25% of the correct answers. in this case students have not been able to determine the main ideas that exist in the LKS that has been given.

Locating Reference

Students need to find detailed information from the text. From a total of 40 answers, there are 12 correct answers. Reference placement of correct student answers in the proportion is 30%. The results of the study showed that students in understanding English reading when dealing with students who looked for location references from the question text were quite good.

Understanding Vocabulary

Vocabulary refers to the words we must understand to communicate effectively. In understanding the vocabulary text there were 10 correct answers out of a total of 40 answers. The average student correct answer in the presentation was 25%. in this case it shows that understanding English reading related to understanding the vocabulary of the question text is still lacking in understanding.

Making Inference

Inference is drawing conclusions based on information that has been implied rather than directly stated and is an essential skill in reading comprehension. Inference is drawing conclusions based on information that has been implied rather than directly stated and is an essential skill in reading comprehension.

Detail Information

The students need to search to make inferences from the text. From a total of 40 answers, there are 17 correct answers. the conclusion makes the students' answers correct in the proportion is 42.5%. The results of the study showed that students in understanding English reading faced students who looked for location references from the question text quite well.

English reading narrative text. To analyze the comprehending score by the first grade students of SMK Al-Ma'shum Kisaran above, this research use reading scoring rubric by Brown's (2003: 215) standard in reading comprehension. The scores were taken from the

teacher's document when she tested the students in the previous meeting. Before this research discovered whether the students faced difficulties or not, in this research classified the students' score using Brown's (2003: 215) standard in reading comprehension. Brown's said that there are 4 levels of standard in reading comprehension such as excellent, good, average and fair

Based on the students' scores, this research classifies the difficulties faced by the students in comprehending English reading. It can be divided into 2 category levels of mastery. There is an average level of about 10% (2 students have a score of 50), the fair level is about 90% (18 students have a score of 10-40). In SMK Al-Ma'shum Kisaran, the standard of the minimum score is 71. From the data, the students are categorized as having a good comprehending English reading when their score can reach excellent (90-100) and good (70-89) and average (50-69) and fair (10-49). In conclusion, the students in comprehending English reading are less because most of the students have the fair level (90%) Of the 20 students, there are 18 students who get less then there are 2 students who get average level. This research also identified the difficulties faced by the students in comprehending English reading

Then, this research found that there are 25% (less) students who are correct in answering the question items to look for the main idea and to look for understanding vocabulary, so 75% of students face difficulties in that question items.

There are 30% (less) students who are correct in answering question items to look for locating reference, so 70% students faced difficulties in that question items. There are 42,5% (less) students who are correct in answering question items for making inference, so 57,5% students faced difficulties in that question items. There are 7,5% (less) students who are correct in answering question items for detail information, so 92,5% students faced difficulties in that question items.

After categorizing the students' score, this research conclud that in SMK Al-Ma'shum, the students faced difficulty in comprehending English reading text. In this research try to identify the difficulties faced by the students in comprehending English reading thoroughly the mistaken that they had done on their worksheet. In this research also tried to identify the difficulties faced by the students in comprehending English reading thoroughly the result of the interview from the students.

To identify the students difficulty in comprehending English reading text, this research use Kennedy (1981: 195-197) theory. Kennedy said that the difficulties in reading comprehension are produced by a variety of factor, there are: the difficulties during the learning process, such as: Inadequate instruction presented by the teacher, lack

of pupil interest, the students cannot understand the material, and the students have limited vocabularies

In SMK Al-Ma'shum Kisaran, this research found 3 kinds of difficulties faced by students in comprehending English reading text. There is inadequate instruction presented by the teacher, the students cannot understand the material, and the students have limited vocabularies. First, the students had difficulty because of inadequate instruction presented by the teacher. It can be explained as selecting the wrong skill to emphasize. Because the teacher selected the wrong skill to emphasize, it made the students in SMK Al-Ma'shum Kisaran are bored when teaching learning process was happening.

Second, the students had difficulty because of lack of pupil interest. It made the students in SMK Al-Ma'shum Kisaran did not understand the meaning of the material or sentence, when they read the text. The students need more times to look for the correct answer. They used the dictionary to search the meaning. It is in line with Kennedy's theory (1981: 195-197). It is difficult to any but the most thoroughly disciplines readers to concentrate on material they dislike or that related to their personal interest. Without thoughtful attention to the content comprehension of such materials will be negligible. The students in SMA Negeri 1 Talawi said that reading English is difficult. They were not familiar with the vocabulary. When the students did not interest with the materials, it caused the students having difficulty in absorbing the materials.

Last, the students had difficulty because of the students limited of vocabulary. The students cannot understand what the text is about because they do not know the meaning of the word. This research found at first grade students in SMK Al-Ma'shum Kisaran knowledge about vocabulary is less. They needed to look for the meaning of the vocabulary in the dictionary. And sometimes, they ignored the keyword of the text, so that students' reading comprehending English text is less. It is in line with Kennedy (1981 195-197), an excessive vocabularies burden focuses the reader to rely on the dictionary or to by pass many important words.

CLOSING

Based on the analyzed data, it can be interpreted that the theory from Nuttall 1982 states that students usually have difficulty reading texts, especially narrative texts in class X SMK Al Ma'sum Kisaran. This study analyzes and classifies the types of student difficulties in reading narrative text. The most common error found in student work is the level of English reading comprehension which is included at the 90% level. The types of

difficulties due to lack of understanding of vocabulary and difficulties in finding the main ideas in narrative texts that students have to find, Based on analyzed data, there are 75% students faced in determining the main idea of paragraph from narrative text with the total of incorrect answer is 30. There are 70% students faced difficulties to find out the locating reference from reading comprehending on narrative text with total of incorrect answers is 28. There are 75% students faced difficulties understanding vocabulary from narrative text with the total incorrect answer is 30. There are 5 7.5% students faced difficulties in understanding vocabulary from narrative text with the total incorrect answer is 23. There are students get the problem in look for determining the main idea of the text, identifying specific words in the text, and many students have limited vocabulary and it proved with they did not know when there was a question about the word reference or when asked to find out the closest meaning of a word. Students cannot understand the material. And they don't understand when they find a long sentence in the text.

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