



**STUDENTS' PERCEPTION ON READING COMPREHENSION
PROBLEMS IN NARRATIVE TEXT**

THESIS

By:

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2019



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
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the Faculty of Teacher Training and Education,
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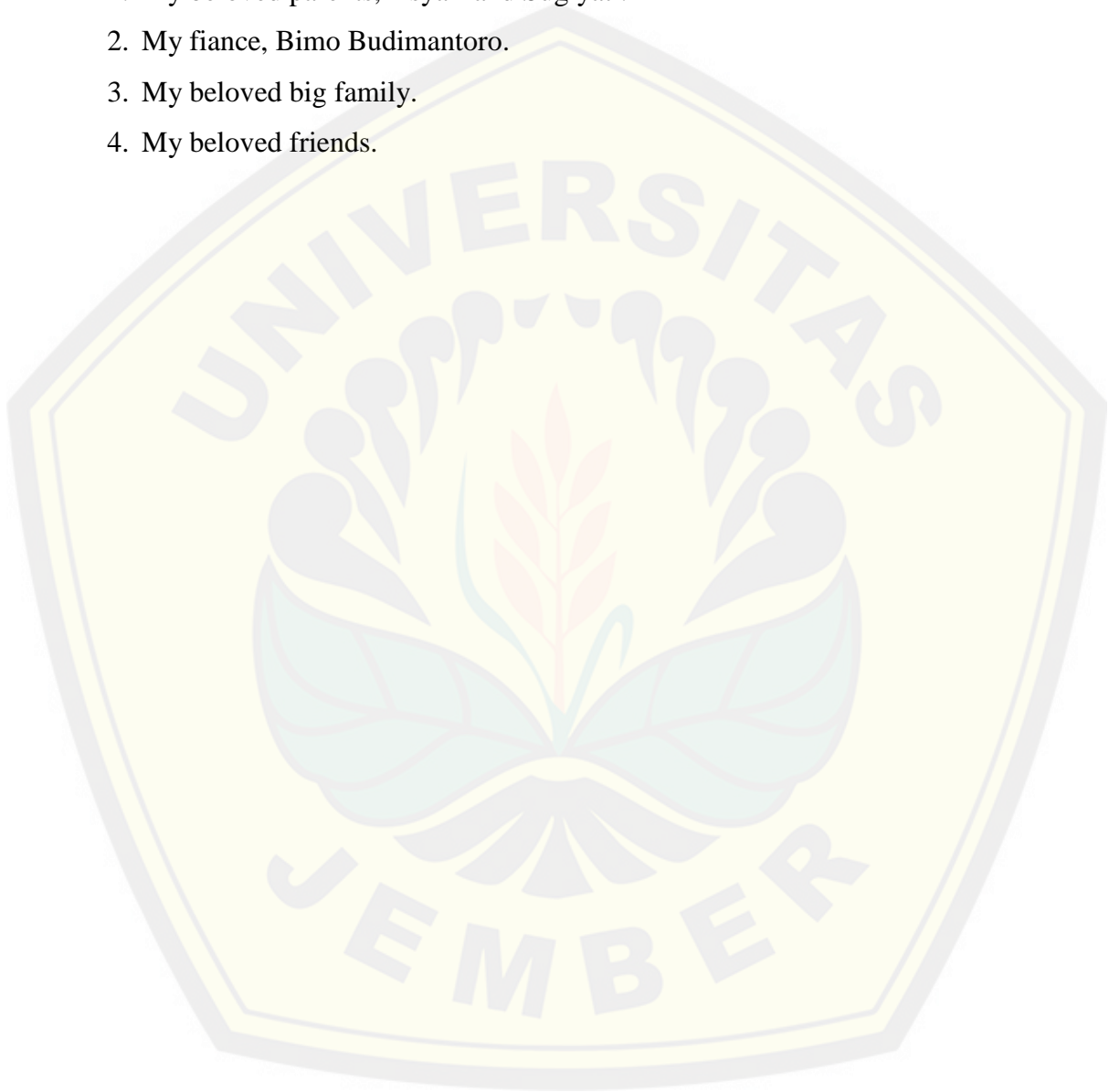
**ENGLISH EDUCATION STUDY PROGRAM
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2019

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Asyari and Sugiyati.
2. My fiance, Bimo Budimantoro.
3. My beloved big family.
4. My beloved friends.



STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, October 4th, 2019

The Writer

Gita Rosita Sari
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CONSULTANTS' APPROVAL

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5. All my examination committees, Drs. Bambang Arya Wija Putra, Dip.Ed., Ph.D. and Dra. Made Adi Andayani T, M.Ed.;
6. The principal, the English Teacher and tenth grade students in SMAN 2 Jember for giving me an opportunity, helps, and supports to conduct this research.;

Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticism are appreciated since the researcher realize this thesis might still have some weaknesses.

Jember, October 2019

The Writer

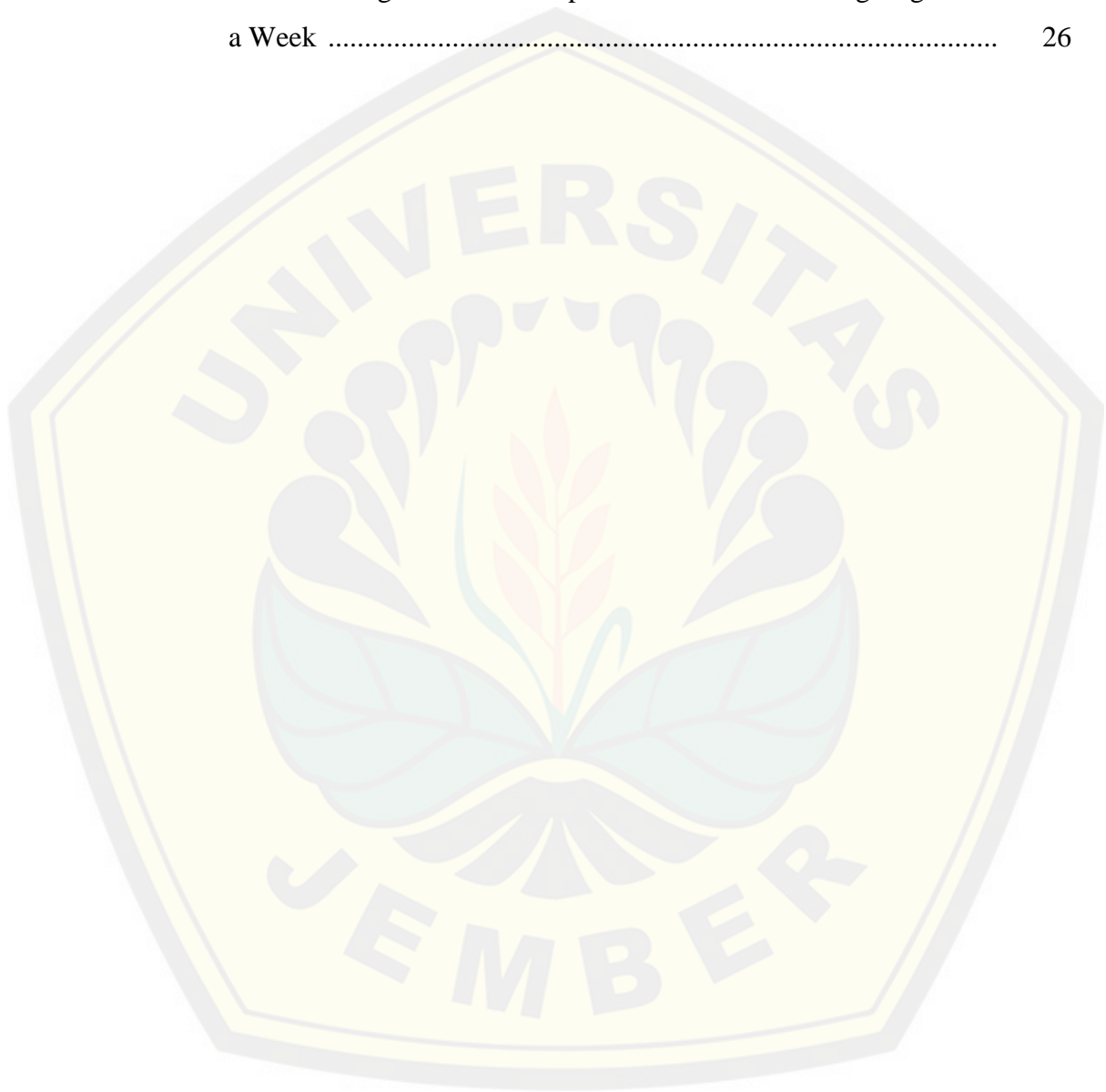
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SUMMARY

Students' Perception on Reading Comprehension Problems in Narrative Text; Gita Rosita Sari. 150210401040; 2015; 46 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

Reading in another language is more difficult than reading in the first language (Nation, 2009:3). Even it will be a complex process if the students have to read in another language with various different text genres. Besides, the reader should recognize the words and sentences, and also understand the purpose of the text genre. Narrative text is one of the genres studied by the secondary students, but it is still difficult for some students. Al-khaleefah (2017:35) found that there were various difficulties encountered in the narrative text because it posed not only lexical difficulty but also rhetorical structuring of its action throughout the story. Therefore, this study investigated students' reading problems of narrative text from the perception of students.

Students' perception in this research refers to the process of how the students recognize and interpret their problems in reading comprehension through the questionnaire. This study used Gunning's theory (2002:7-13) that divided the reading problems into five, namely: (1) Problems of language knowledge, (2) Problems of background knowledge, (3) Problems of motivation, (4) Problems of reading strategies, and (5) Problems of reading knowledge. If the students' perception toward reading comprehension problems is positive, it means they agree that they are lack of language knowledge, inappropriate strategies, lack of motivation, insufficient background knowledge and difficulty in reading process can pose problems in reading comprehension. On the other hand, if the students' perception toward reading comprehension problems is negative, it means that they do not agree that they are lack of language knowledge, inappropriate strategies, lack of motivation, insufficient background knowledge and difficulty in reading process can pose problems in reading comprehension.

The design of this research was survey study because it involved collection of data by asking questions and recording participants' answers to them (Breakwell et al, 2013:58). Survey study used for various purposes to estimate population characteristics. The goal of this survey study to determine the percentage of senior high school students who have positive or negative perception on reading problems. The area of the research was SMAN 2 Jember. The participants of this research were the tenth grade students of SMAN 2 Jember in academic year 2019/2020.

The data collection method using questionnaire adopted from the survey of Xiubo Yi & Zhang (2006). The questionnaire was divided into two parts. The first part consisted of data about personal information. The second part was questionnaire that consisted of 20 items written in Indonesian in order to avoid misunderstanding among the students. The students were asked to identify their reading problems by responding to Likert scale (strongly agree, agree, strongly disagree).

The result of data analysis showed that students' positive perception on reading comprehension problems proved that the students still faced some problems in their reading narrative text. In other words, the students agreed that they were lack of language knowledge, used inappropriate strategies, lack of motivation, lack of background knowledge and difficulty in reading process. Based on the result of the questionnaire the most problematic aspect that hinder the students' reading comprehension was "Motivation" (65.6%), then followed by "Strategies" (63.7%), "Background Knowledge" (63.3%), "Reading Process (60%)" and "Language Knowledge (55.4%)". It was reasonable why the teacher should be concern on those five aspects of reading problems. The teacher needs to pay attention on students' reading problems by considering the implications that have been drawn from the result.

CHAPTER I. INTRODUCTION

This introduction chapter deals with the research topic, the issue being discussed, the importance of discussing the issue, the position of this research in relation to the related previous studies, the research focus, and the research contribution.

1.1 Research Background

Reading is an important activity for students during learning process. Many learning resources are in the form of written expression such as books, magazines, letters, posters, etc. According to curriculum of Kemendikbud 2013, students must learn to read the text with different genres. In addition, 60% of the national exam items are in the form of reading comprehension. It means that students are demanded to master reading skill to make them understand the written information and pass the national examination. In other words, being able to comprehend a variety of different texts will be significantly necessary for the students. Meanwhile, the issue about reading problems becomes current issue in today era. Researches on reading problems focusing on perception have been conducted in the past ten years. Therefore, it is still needed to identify students' perception on reading problems.

However, reading in another language is more difficult than reading in the first language (Nation, 2009:3). Even it will be a complex process if the students have to read in another language with various different genres. Besides, the reader should recognize the words and sentences, and also understand the purpose of the text genre. Narrative text is one of the genres studied by the secondary students, but it is still difficult for some students. According to curriculum of Kemendikbud 2013, basic competence 3.5 and 4.5 in Senior High School is about narrative text. Moreover, Al-khaleefah (2017:35) find that there are various difficulties encountered in the narrative text because it posed not only lexical difficulty but also rhetorical structuring of its action throughout the story. From the explanation

above, it is important to find out students' reading problems of narrative text from the perception of students.

The result of students' perception on reading problems in narrative text will be beneficial for students and teachers as an evaluation in teaching learning process (Hassan, 2000). Knowing about the students' problems will help the teachers in their efforts to improve the students' reading comprehension and make them a better reader. The teacher can fix the students' reading problems by giving the right solution, such as providing suitable activities to develop students' reading skill from the result of the students' perception. For example, if the students have problems on reading process, the teacher can provide effective activities in reading process such as jigsaw, peer tutoring, etc.

Some researches about students' perception on reading comprehension have been conducted. Al Khaleefah (2017), Dickens & Meisinger (2017), Lisa, Jeanne & Jacqueline (2017) conducted researches on students' perception in reading comprehension on narrative text and expository text. Meanwhile, Margaret et al (2013) only investigated students' perception on reading difficulty in narrative text. Kheirzadeh & Elahe (2012), Zuhra (2015) and Fernandita (2016) conducted researches on students' perception focusing on reading difficulty. Vindy and Carla (2015) conducted a research about students' perception on pre-reading activities. Coddington & Guthrie (2009) and Brown, Danvers, & Doran (2016) conducted researches about students' perception in reading motivation. From the ten articles reviewed, it was revealed that none of those studies was about students' perception on reading comprehension problems in narrative texts in Indonesia.

Based on the background and the previous researches above, to fill in the gap the researcher was interested in conducting a research similar with Margareth's study (2013) which only focused on students' perception on reading difficulty in narrative text by having some differences on the level of participant and the country. The participants of this study were the secondary students in the tenth grade and this research was conducted in Indonesia. Meanwhile, Margareth's research conducted the research in USA with elementary students as

the participants. In terms of contribution, the difference of this study from the previous research was the differences of teacher role in teaching learning process. If in elementary school the learning process is teacher-centered. Of course it was different with learning process in senior high school when the teacher only acts as a facilitator or it is call as students centered active learning. This happens because the cognitive skills of high school students are higher than elementary school students. Therefore, intensity of teacher involvement is needed to develop cognitive skills of elementary school. From the explanation above, the researcher was interested in conducting a research entitled “Students’ Perception on the Reading Problems in Narrative Text”.

1.2 Research Problems

This research focuses on answering the following questions:

1. What is the students’ perception on reading comprehension problems on narrative text?
2. What implications can be drawn from the result?

1.3 Research Objectives

Referring to the research questions, the objectives of this study were:

1. To identify the students’ perception on the reading comprehension problems on narrative text.
2. To describe the implications that can be drawn from the result.

1.4 Research Contribution

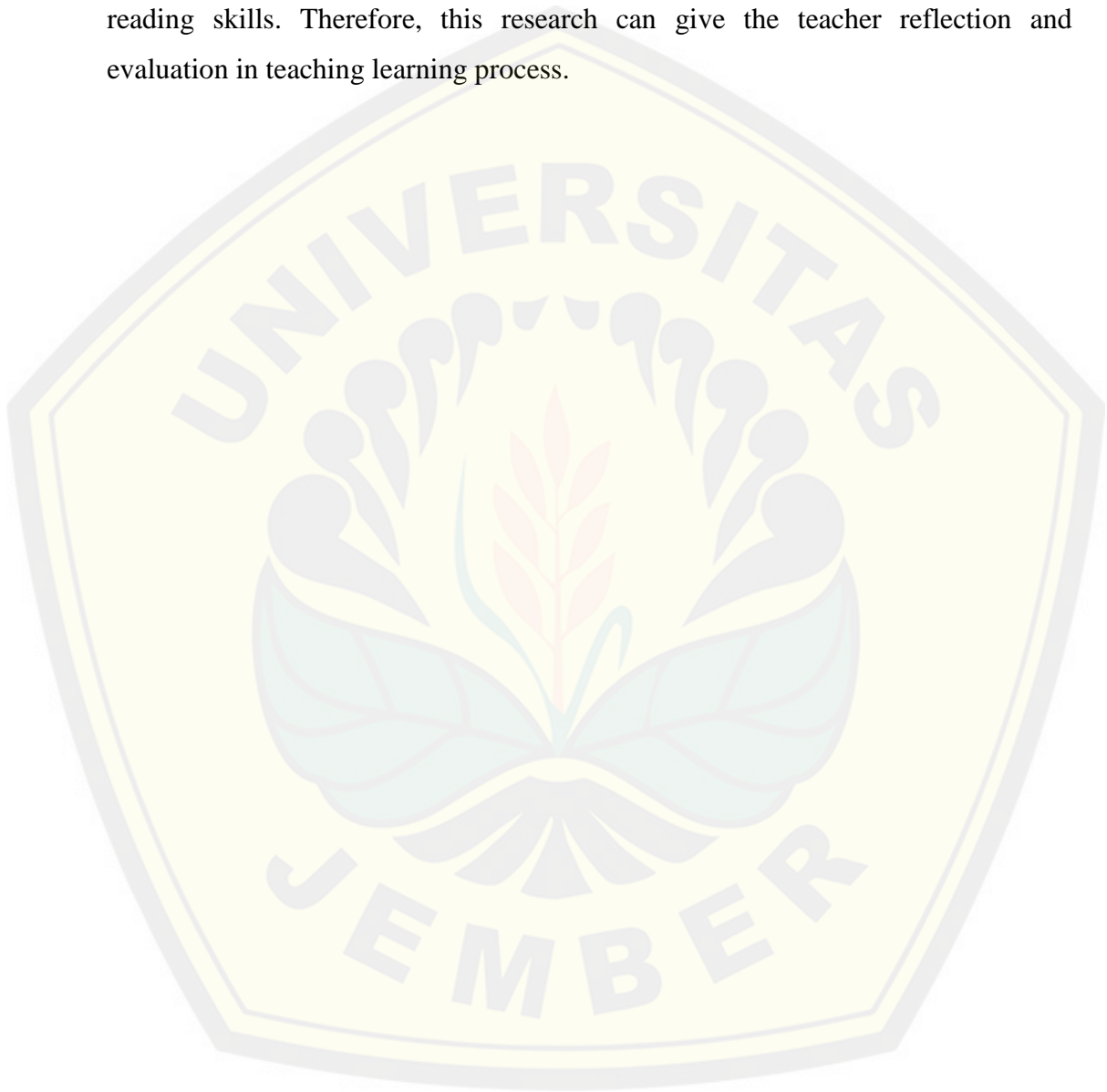
The finding of this research hopefully can give empirical and practical contribution as follows:

a) Empirical Contribution

The finding of this research is expected to give empirical contribution for other researchers to conduct a research dealing with the similar topic with different research design. This research can also become a kind of initial sample of research which explores the students’ perception on reading comprehension problems in narrative text.

b) Practical Contribution

Practically, the findings are expected to be useful to help the English teachers to better understand the problems faced by the students in reading narrative text, so that they can decide how to solve that problem in order to develop the students' reading skills. Therefore, this research can give the teacher reflection and evaluation in teaching learning process.



CHAPTER II. LITERATURE REVIEW

This chapter presents some aspects related to the theories of this research. They cover the definition and process of perception, students' perception toward reading problems, reading comprehension problems, narrative text and the previous research review.

2.1 Perception

One of the most popular constructivist theories of perception is Gregory's theory (1990) as cited in the book "Perception Theories" by Demuth (2013:32). Constructivist theories assume that the process of perception is a highly active process of extracting sensory stimuli, their evaluation, interpretation and backward organization of sensory stimulus. One of the main features of Gregory's concept is the fact that it is able to clarify the reasons of our errors and inaccuracies quite well. One of the greatest advantages of his approach is that the process of perception is considered to be personal experience and is perceived to integrate with feelings into a broader context of our beliefs and opinions. In conclusion, perception can be described as a result of individual's interpretation of stimuli.

According to Forgas and Melamed (1976:14), perception as the process of information extraction, is processes to determine how humans interpret their surroundings. Demuth (2013:57) said that perception is the result of considerable intelligence, and it follows that much of what is perceived is influenced by the perceiver's history. In line with that opinion, Steward L & Stylvia (1974:9) said that perception is an active process as one selectively perceives, organizes and interprets clearly according to experiences. Interpretations are based on the perceivers' past experiences, assumptions about human behavior, knowledge of the others' circumstances, present moods/ wants/ desires and expectations. According to Eysenck & Keane (2008:74) perception is the end product of the interaction between stimulus and internal hypotheses, expectations and knowledge of the observer where motivation and emotions play an important role in this

process. Thus, perception is influenced by some of individuals' factors that can lead to an inadequate interpretation. Therefore, it can be concluded that perception is a process of response to a stimulus or surrounding which may be influenced by way of experience and will be interpreted as a meaningful information.

Perception is a process of the formation an opinion and linked to experience, expectations and the general impression (Devito, 2009:56). According to Lowell (1913:78) there are 4 stages on which the opinions can be formed. First stage is where the impressions are formed which are positively or negatively. The second stage, the issue is debated and the controversy in the mind begins to settle which helps the perceiver to take up a definite position on either side. The third stage, the perceiver takes a definite side and the fourth stage is reached when the action on the perception becomes necessary. From the four stages above, the output of perception can be divided into two kinds: positive perception and negative perception.

2.2 Students' Perception in Education Context: Language Teaching and Learning

Students' perception is an important part of research to be conducted in the school. It is supported by Marx's (1982) statement that students' perception in the classroom frequently affects their performance in learning. Thus, perception in classrooms are often associated with affective aspect that influences the students' view of themselves as successful learners.

Students' perception on the language learning is needed to be investigated by the teachers. It is supported by what Hulme (1981:112) said that the teachers should explore the students' perception in their learning process. It means that the teachers should have intentions regarding with students' cognitive processes that are implicit in their classroom management. It is likely that the students' perception about their learning experience influences their cognitive skills. According to Barnes and Lock (2013), teachers will understand how to improve and approach their teaching and learning process when they have accepted detailed information about students' perception. Therefore, perception can be used

by the teachers to gain deep information from the students to understand the problems faced by the students in the language teaching and learning activity. Then, the teacher can step in how to solve those problems to develop the students' language skills. In this research, the students' perception on reading comprehension problems can be seen through the students' answer in the questionnaire.

2.3 Students' Perception toward Reading Problems

Students' perception in this research refers to the process of how the students recognize and interpret their problems in reading comprehension through the questionnaire (Hassan:2000). If the students' perception on reading comprehension problems is positive, it means they agree that they are lack of language knowledge, inappropriate strategies, lack of motivation, insufficient background knowledge and difficulty in reading process can pose problems in reading comprehension. On the other hand, if the students' perception on reading comprehension problems is negative, it means that they do not agree that they are lack of language knowledge, inappropriate strategies, lack of motivation, insufficient background knowledge and difficulty in reading process can pose problems in reading comprehension.

The students' perceptions of reading problems in narrative text may or may not correspond to what actually happens (Al-khaleefah:2017). The students might identify one factor among others, which they think can be the cause of their reading problems. For example, some students might think that a passage is difficult to understand because the text is too long, while the problem is not about the length of the text but because of some other feature (or features) which becomes the trigger of the problems such as lack of motivation, lack of strategies, lack of background knowledge, etc.

2.4 Reading Comprehension Problems

Gunning (2002:7-13) divides the reading problems into five aspects, namely: (1) Problems of language knowledge, (2) Problems of background

knowledge, (3) Problems of motivation, (4) Problems of reading strategies, and (5) Problems of reading knowledge.

2.4.1 Problems of Language Knowledge

The readers must have language knowledge first before they read in foreign or second language because lack of language knowledge can pose problems in reading comprehension. According to Brown (2007), there are five aspects of language knowledge which are important in language development, including phonological knowledge, semantic knowledge, syntactic knowledge, morphemic knowledge, and pragmatic knowledge. Problems of language knowledge here is condition when the reader lacks mastery of those five aspects.

Semantic knowledge is the aspect of language that involves word meaning and word labels. It means that lack of semantic knowledge is related to the limited vocabulary knowledge and it can cause problem in reading comprehension. In line with this statement, Krashen and Terrel (1998) said that difficulties in comprehension may come from the text which contains some unfamiliar words. Knowledge on vocabulary is an important element in reading comprehension because the reader cannot comprehend the sentences without knowing the meaning of the words. It means that if the readers have extensive vocabulary knowledge, they will also have deeper comprehension.

Morphemic Knowledge is the knowledge of word structure. This is important to give words new meanings and make sure words are used grammatically correct. It will cause any reading problem when the readers do not know the sentence structure because they cannot understand what they are reading. Meanwhile, syntactic knowledge is how words can be combined to create meaningful sentences. Syntactic knowledge is important as students begin learning more complex grammar rules. Besides, students' weak grammar cause misinterpretation in reading comprehension.

Another part of language knowledge is pragmatic knowledge. It is knowledge of how to understanding language used in different situations. When

the students are weak in this knowledge they may face problems in connecting the idea in a reading text and difficulty with technical terms in reading text.

2.4.2 Problems of Background Knowledge

Background knowledge is defined as the students' prior knowledge. It affects the students' reading comprehension when they cannot follow the text because they have limited background knowledge related with the text. Background knowledge is used by the readers to integrate new information in a text from their previous knowledge (Alderson, 2000). Problems of background knowledge is the condition when the readers find the differences between their own previous knowledge and what the author intended in the text (Xiubo, 2006). Another problem of background knowledge is difficulty in understanding some cultures loaded words and phrases eventhough the readers know every word in the text (Gunning, 2002:8).

2.4.3 Problems of Motivation

Less motivation in reading is also the reason why the students face problems and cannot achieve the target in reading comprehension (Alderson, 2000). If the students are not interested in the topic they are reading, they might face difficulty and failure in reading comprehension. On the contrary, if the students are really interested in the topic, it can be more important factor because positive motivation plays significant role in reading development which promotes comprehension, so that the students may be motivated to read other topics.

It would be very important for a teacher to be certain that the texts given to the students should be appropriate with their level. If a teacher chooses a text appropriate with the students' levels, the chances of motivating those individuals improve dramatically (Chapman, 1993:101). On the other hand, the students will be lack of motivation if the texts are too difficult. Besides, according to Xiubo (2006) less motivation also comes from the ineffective instructions. Ineffective instruction happens when the teachers cannot make a challengeable reading instruction. Therefore, providing effective intervention and classroom instruction are particularly helpful to recognize the underlying pattern of poor reading.

Hermosa (2002:112) defined reading motivation as the interest or desire to read for different purposes. It is likely that the students will face the problems in reading achievement when they do not like reading even though the text is in their native language. On the contrary, if the students are interested in reading, they will be motivated in reading many kind of texts. From the explanation above, it can be concluded that motivation is an enthusiasm, involvement, attentiveness and joy.

2.4.4 Problems of Reading Strategies

Reading strategy is the planned and explicit actions that help readers comprehend the text to meaning. Brown (2007:119) defines strategies as the specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. According to Michele L et al (2004), strategies deal with learning techniques, behavior, problem solving or skills which make successful learning. There are three general categories of reading strategies according to Anderson (1999:78-82), including bottom-up, top-down and mixed strategy. Bottom-up defined reading as the process of recognizing letters, words and sentence to construct the correct meaning. Meanwhile, top-down defined that reading is the process of predicting, information processing and background knowledge becomes important roles. Then, mixed strategy combines bottom-up and top-down. If the readers have a good strategy in reading comprehension, they can process the text efficiently. On the contrary, if the readers have bad strategy they will face problems in reading comprehension. In conclusion, reading strategy shows how the readers comprehend a text, how they read a text, and what they do when they face difficulty in reading comprehension.

2.4.5 Problems of Reading Process

Reading is a psycholinguistic process in which the readers do not need to know every single word to comprehend the text (Krashen & Terrel, 1988:55). Reading process involves activities of recognizing the words and leading to the development of comprehension. In the reading process the readers will decode the

text, know what it means, connect every parts to other or to their prior knowledge, predict what will come in the next part, and understand the purpose of the text. According to Gunning (2002:60) problems of reading process happens because the reader cannot concentrate themselves till the end of a passage. Sometimes, the readers seem to forget what they have already read, and have to move backward and reread it (Alderson, 2000).

2.5 Narrative Text

Narrative text is a piece of text which tells a story and the purpose of this text is to entertain or informs the reader (Anderson, 1999:21). The generic structures of narrative text consist of orientation, complication, and resolution. Orientation describes scene and introduces the participants of the story and complication tells the readers about serious event which arise some problems. Then, resolution provides solution to the problem. Curriulum 2013 states that the topic for narrative text at grade ten in senior high school deals with folk legend.

2.6 Review of Previous Study

There are ten previous studies on the use of students' perception in teaching and learning English that become the background of this research. These previous researches are closely related to this research because they discussed about the students' perception and it focused on reading language skill. The findings of those previous studies are reported in the following.

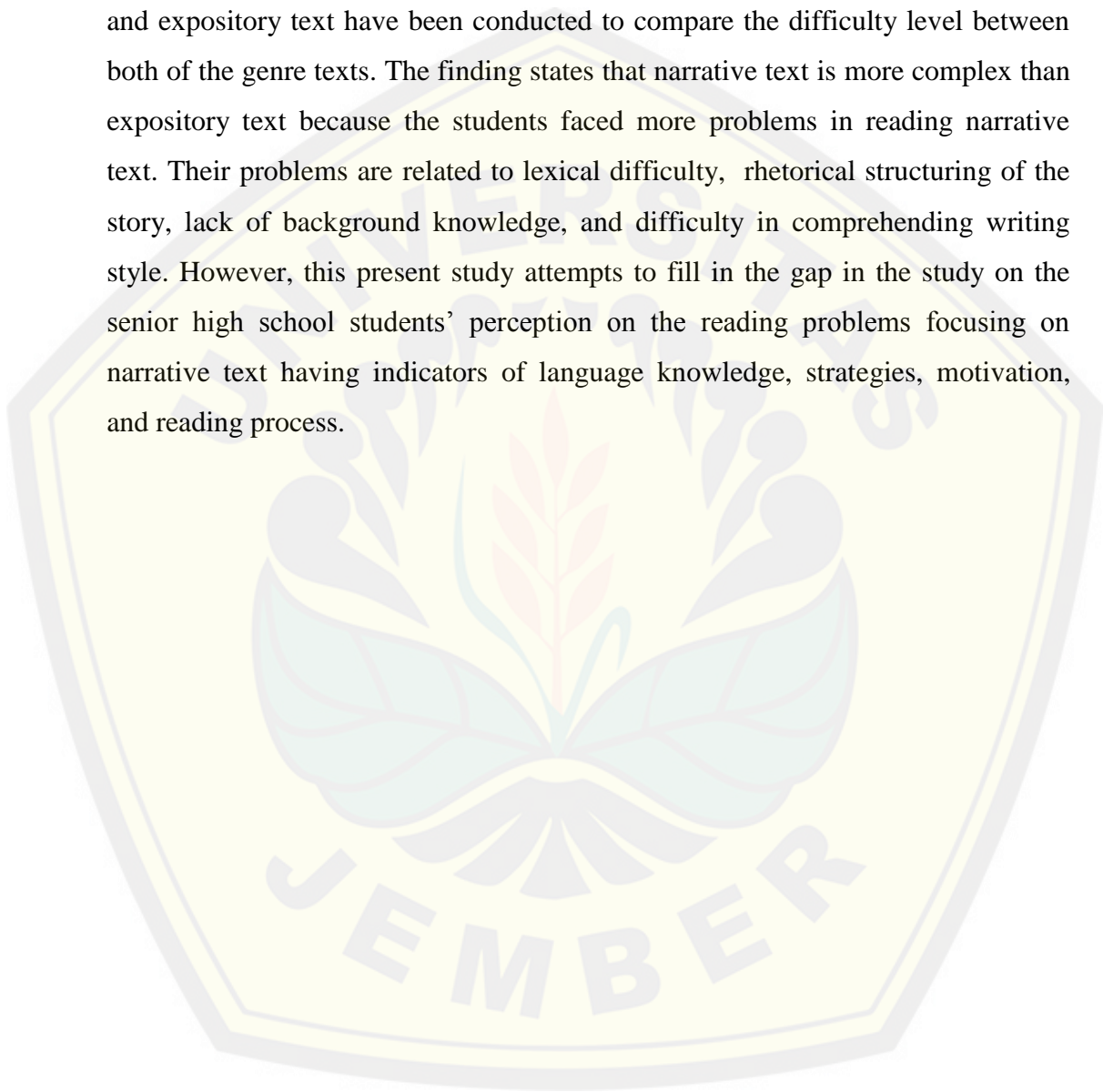
There were three studies conducted in 2017 on students' perception in reading comprehension between narrative text and expository text. They were conducted by Al Khaleefah (2017), Dickens & Meisinger (2017), Lisa et al (2017). They used different research design. Al Khaleefah (2017) used a think aloud case study with university students as the participants while Dickens & Meisinger (2017) and Lisa et al (2017) used descriptive study, but the participants of Dickens's study were middle school students and the participants' of Lisa's study were elementary students. The finding of those previous studies showed that the students demonstrated a strong preference for both narrative and expository. The finding also showed that the good readers did self-monitoring on their

understanding of the text content, inspecting and reacting to the problems in texts more frequently and strategically than the poor readers.

There was also a research that focused on exploring students' perception on reading difficulty in narrative text. That research was conducted by Margaret et al (2013). They conducted a research related with reading difficulty among language minority (LM) and English monolingual (L1) elementary school students. The finding showed that LM status was not an additive risk factor for reading difficulties and there were no differences between LM and L1 students on a wide range of reading measures. Similar researches were also conducted by Kheirzadeh & Eleha (2012), Zuhra (2015) and Fernandita (2016), but they only focused on students' perception in reading difficulty in general. All of those studies applied descriptive study with different participant. Kheirzadeh & Eleha (2012) and Fernandita (2016) chose university students as the participants, while Zuhra (2015) chose senior high school students as the participants. The finding showed that there were different perceptions among the students in some points. The university students claim that socio-cultural and conceptual knowledge more important in helping reading comprehension than linguistic knowledge. Meanwhile, the senior high school students claim that mastering of language knowledge support their successful in reading.

Other researches about students' perception in reading were also conducted by Vindy and Carla (2015), Coddington & Guthrie (2009) and Brown, Danvers, & Doran (2016). All those researches were survey study. Vindy and Carla (2015) conducted a research about students' perception on Pre-reading activities. The students had positive perception on the implementation of pre-reading activities in Basic Reading II Class. The students got many advantages from the implementation of pre-reading activities which helped them to understand reading materials. Meanwhile, Coddington & Guthrie (2009) and Brown, Danvers, & Doran (2016) conducted a research about students' perception on reading motivation. The findings of those researches stated that guided reading questions positively impact on the students' motivation and the students agreed that difficulty in reading comes from their low motivation or interest.

The result of the previous studies revealed that genre text is not the main reason to raise the problems faced by the students in reading. The language level of the students can be one of the reasons that affect the students' problems in reading comprehension. The studies of students' perception about narrative text and expository text have been conducted to compare the difficulty level between both of the genre texts. The finding states that narrative text is more complex than expository text because the students faced more problems in reading narrative text. Their problems are related to lexical difficulty, rhetorical structuring of the story, lack of background knowledge, and difficulty in comprehending writing style. However, this present study attempts to fill in the gap in the study on the senior high school students' perception on the reading problems focusing on narrative text having indicators of language knowledge, strategies, motivation, and reading process.



CHAPTER III. RESEARCH METHODOLOGY

This chapter deals with the research design, the research context, the research participant, data collection methods and data analysis method.

3.1 Research Design

The design of this research was survey study because it involved collection of data by asking questions and recording participants' answers to them (Breakwell et al, 2013:58). In line with what Haughn (2017) said that survey research is used to gather the opinions, beliefs and feelings of selected groups of individuals. Then, according to Creswell (2012:376), survey research designs are quantitative research when the researcher do a survey to a sample or to the population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. Survey study used for various purposes to estimate population characteristics. The goal of this survey study to determine the percentage of senior high school students who have positive or negative perception on reading problems. In undertaking surveys the researcher defines the study population and draws the sample. The sample must be representative of the population. The researcher could use different procedures of sampling including random sampling, stratified random sampling and cluster sampling.

According to Creswell (2012:376), the procedures of the research were done as follow:

1. The researcher collected quantitative numbered data using questionnaires (e.g., printed questionnaires) or interviews (e.g., one-on-one interviews).
2. Then, the researcher statistically analyzed the data to describe trends about responses to questions.
3. The researcher interpreted the meaning of the data by relating results of the statistical test.

3.2 Research Context

This research was conducted at SMA Negeri 2 Jember. The school was chosen as the research area in finding the students' perception on reading

comprehension problems in narrative text because of some reasons. The first reason was that the tenth grade students of Senior High School receive material about narrative text in the English subject. The second reason was that all ten classes were taught by the same English teacher and the English teacher of this school has already given an agreement to do a research in this school. The third reason was that the English teacher never finds out students' perception on the reading comprehension problems, especially reading comprehension of narrative text.

3.3 Research Participants

The participants of this research were sample of the tenth grade students of SMAN 2 Jember in academic year 2019/2020. There were ten classes of the tenth grade in SMAN 2 Jember that consist of eight science classes and two social classes. Each class consists of 36 students. The researcher selected 10% of the students from each class by using random selection method (Setia, 2016). The calculation of selected the students in each class shows as follows:

$$\text{participant from each class} = \frac{10}{100} \times 36 \text{ students} = 3.6$$

Then, the researcher rounded up the number 3.6 into 4. It means that there were four participants from each class as the sample which were expected to be the representative of the population to ensure that the researcher could generalize the findings from the research sample to the population as a whole. Thus, the total number of participants were 40.

3.4 Data Collection Method

The data were collected by using questionnaire adopted from the survey of Xiubo Yi & Zhang (2006) because that instrument could be applied to my study. The questionnaire was divided into two parts. The first part consisted the data involving personal information. The second part was questionnaire that consisted of 20 items written in Indonesian in order to avoid misunderstanding among the students. Questionnaire is suitable for doing survey because they can explore what the students think and what they do (Breakell et al, 2013:30). The students were

asked to identify their reading problems by responding to Likert scale (strongly agree, agree, strongly disagree). The highest score which stated strongly agree counts 4 points while the lowest score which states strongly disagree counts 1 point. The specification of the questionnaire was shown below on the table:

Table 3.1 Number of Questions on Aspects of Reading Problems

Students' perception of reading comprehension problems in narrative text	Students' perception of reading comprehension problems related to language knowledge.	1, 2, 3, 4, 5, 6
	Students' perception of reading comprehension problems related to the lack of reading strategies.	7, 8, 9, 10
	Students' perception of reading comprehension problems related to motivation.	11, 12, 13, 14
	Students' perception of reading comprehension problems related to background knowledge.	15, 16, 17
	Students' perception of reading comprehension problems related to reading process.	18, 19, 20

3.5 Data Analysis Method

The researcher did some procedures to analyze the data. In the first part, the questionnaire was analyzed to gain the result. The result of the questionnaire was analyzed statistically by having Likert scale summated rating scale by determining the lower and upper fence of the questionnaire score, then counting the range and the quartile from the score of the questionnaire. The formula was adopted from Atmojo (2006:41) as follows:

The total score of respondents' answer of the question:

Lower Fence (B) = total number of respondents (N) x Lowest score (1) x items

Upper Fence (A) = total number of respondents (N) x High score (4) x items

After that:

Range (n) = (A-B)

Quartile I (Q1) = $B + \frac{n}{4}$

Quartile II (Q2) = $B + \frac{n}{2}$

Quartile III (Q3) = $B + \frac{n}{4} \times 3$

Note:

B sd Q1 = strongly negative

> Q1 up to Q2 = negative

> Q2 up to Q3 = positive

> Q3 = strongly positive

From the result of the questionnaire, the researcher got the data on the students' perception on reading comprehension problems in narrative text based on the students' response with "strongly agree", "agree", "disagree" and "strongly disagree". The result showed whether the perception is positive or negative.

The last step was analyzing the result of the questionnaire by using Microsoft Excel. The data analyzed were percentages of each aspects of reading problems based on the students' perception. Then, from the result the researcher could interpret the implication of the study, especially for the teacher.

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents conclusion with respect to the stated objectives of the research.

5.1 Conclusion

From the result of the questionnaire, it was conclusive that the senior high school students' perception on reading comprehension problems was positive. Some aspects become the main causes of their reading problem especially in narrative text. From those aspects students perceived that they were lack of language knowledge, lack of motivation and lack of background knowledge which as the sources of the students' reading problems. Students also assumed that they used inappropriate strategies in reading and it was related with students' difficulty in reading process. In conclusion, students' reading comprehension problems posed are not only about problems of language knowledge, but also various difficulties encountered in the narrative text. Therefore, the teacher should consider each reading problem faced by the students.

5.2 Suggestion

This research informed that students had positive perception which lead to the future more concern on reading problems that caused failure in reading. This research only focused on students' perception, it may not report the true problems faced by the students. Therefore, it is recommended for further research to diagnose the students' reading comprehension problems in narrative text with the direct assessment. Besides, this research was conducted in surveys study by using only a questionnaire. Therefore, it needed to take an in-deep investigation by using a diagnostic test to determine the area of problems the students encountered.

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APPENDIX I

Research Matrix

Title	Problem	Variables	Indicators	Data Resources	Research Method
Students' Perception on Reading Comprehension Problems in Narrative Text	1. How is the students' perception on reading comprehension problems in narrative text? 2. What implications can be drawn from the result	Independent variable: Teaching reading comprehension using narrative text. Dependent variable: Students' perception on reading comprehension problems in teaching learning process.	Students' perception of reading comprehension problem: 1. Positive perception 2. Negative perception Problems in reading: 1. Problems of language knowledge 2. Problems of background knowledge 3. Problems of motivation 4. Problems of reading strategies 5. Problems of reading knowledge (Gunning, 2002, p.356-359)	Research subject: The tenth grade students of SMAN 2 Jember in the 2018/2019 academic year. The school document: <ul style="list-style-type: none"> The names of the research participant. The questionnaire of students' perception in reading comprehension problem. 	Research Design: Survey Study Type of the Data: Quantitative Data Data collection method: <ul style="list-style-type: none"> Questionnaire Data Analysis method: <ul style="list-style-type: none"> Used Likert scale by counting the quartile of the questionnaire. The formulas as follows: Lower Fence (B) = $N \times \frac{1}{4} \times \sum f$ Upper Fence (A) = $N \times \frac{3}{4} \times \sum f$ After that: Range (n) = (A-B) Quartile I (Q1) = $B + \frac{n}{4}$ Quartile II (Q2) = $B + \frac{n}{2}$ Quartile III (Q3) = $B + \frac{3n}{4}$ Note: B sd Q1 = strongly negative > Q1 up to Q2 = negative > Q2 up to Q3 = positive > Q3 = strongly positive (Adopted from Atmodjo, 2006:41) The result of the questionnaire was analyzed by using Ms. Excel.

APPENDIX 2**Survey of Reading Comprehension Problems on the Narrative Text*****Survei Permasalahan dalam Pemahaman Membaca Teks Naratif******Bagian I***

Petunjuk: Beri tanda centang (√) pada kotak yang tersedia.

1. Jenis kelamin Perempuan Laki-laki
2. Usia _____
3. Jurusan IPA IPS Bahasa Lainnya
4. Berapa jam Anda membaca teks Bahasa Inggris dalam seminggu?
 - kurang dari 1 jam 1-2 jam 2-3 jam
 - 4-6 jam lebih dari 7 jam

Bagian II

Petunjuk: Lingkari nomor 4, 3, 2, atau 1 yang menunjukkan permasalahan yang kamu alami ketika membaca teks naratif berbahasa Inggris.

4 = sangat setuju

3 = setuju

2 = tidak setuju

1 = sangat tidak setuju

	Permasalahan dalam Membaca	sangat setuju	setuju	tidak setuju	sangat tidak setuju
1.	Saya tidak tahu kosa kata yang digunakan, jadi saya tidak memahami isi bacaan tersebut.	4	3	2	1
2.	Saya tidak memahami struktur kalimatnya, sehingga saya tidak mengerti apa yang saya baca.	4	3	2	1

3.	Saya tidak bisa mengurutkan dan menghubungkan ide dalam teks tersebut karena saya tidak memahami organisasi/susunan idenya (generic structure).	4	3	2	1
4.	Kelemahan grammar saya menyebabkan saya salah menginterpretasi isi bacaan.	4	3	2	1
5.	Saya tidak yakin apakah saya tahu arti dari beberapa kata sulit.	4	3	2	1
6.	Saya sering mengalami masalah dengan istilah-istilah khusus ketika saya membaca teks.	4	3	2	1
7.	Saya harus membaca setiap kata, karena saya takut melewatkan poin penting yang akan mempengaruhi pemahan teks secara keseluruhan.	4	3	2	1
8.	Saya selalu mencari arti kata yang tidak saya ketahui di kamus.	4	3	2	1
9.	Saya membaca dengan bersuara untuk membantu saya mengingat dengan baik isi bacaan.	4	3	2	1
10	Ketika saya membaca, saya tidak bisa memprediksi apa yang akan saya temukan berikutnya.	4	3	2	1
11	Saya tidak suka membaca teks naratif meskipun teksnya dalam bahasa Indonesia.	4	3	2	1
12	Saya pikir permasalahan dalam reading datang dari instruksi dan teksnya	4	3	2	1

	sehingga mempengaruhi ketertarikan saya dalam membaca.				
13	Ketika teks terlalu sulit, membosankan dan tidak menarik, saya gagal dalam memahami bacaan.	4	3	2	1
14	Ketika saya tidak punya ketertarikan dengan topik yang dibicarakan dalam teks, saya mengalami banyak kesulitan.	4	3	2	1
15	Ketika saya membaca sebuah bacaan, saya cenderung menghubungkan isi bacaan dengan pengetahuan saya sebelumnya.	4	3	2	1
16	Beberapa kata dan frasa yang mengandung budaya tertentu membuat saya tidak paham isi bacaannya.	4	3	2	1
17	Bahkan jika saya tahu setiap kata dalam suatu bacaan, saya masih menemukan kesulitan dalam memahami seluruh bacaan dan ide pokok karena pengetahuan saya yang terbatas.	4	3	2	1
18	Saya pikir saya memahami bacaan dengan cukup baik, tetapi ternyata saya memberikan jawaban yang salah dalam tes reading.	4	3	2	1
19	Saya tidak dapat berkonsentrasi sampai akhir bacaan ketika membaca. Ketika membaca bagian yang panjang dan membosankan, saya sering lupa bagian sebelumnya ketika saya sudah sampai pada akhir bacaan.	4	3	2	1

20	Setelah membaca satu bagian, saya sepertinya lupa dengan apa yang sudah saya baca, dan harus mengulang dan membacanya lagi dari awal.	4	3	2	1
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Appendix 3

The Students' Perceptions on the Reading Comprehension Problems in Narrative Text

No	Students' Name	L/P	Statement																				Total
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	M	P	1	1	1	3	3	3	2	3	4	2	1	4	3	3	3	2	2	2	4	3	50
2	SRS	P	3	2	2	2	4	3	2	4	2	4	2	3	3	3	3	3	2	3	3	2	55
3	SMN	P	3	2	2	3	3	3	3	4	3	3	2	3	4	4	3	4	3	2	3	2	59
4	ADSA	P	2	2	2	2	2	2	1	2	1	2	1	3	3	3	3	2	2	2	2	2	41
5	B	L	2	2	3	2	2	3	2	2	2	1	2	2	3	3	3	2	2	2	3	2	45
6	CAWU	P	1	2	2	2	3	3	3	3	2	2	2	3	3	2	3	2	2	3	2	1	46
7	MNY	L	2	2	2	3	2	2	2	2	2	1	2	2	4	4	3	2	3	3	2	3	48
8	RN	L	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	58
9	AD	L	2	2	2	2	1	1	4	3	3	2	2	3	2	2	4	3	2	2	2	1	45
10	F	L	1	2	2	2	3	2	2	3	3	3	2	1	3	2	3	1	2	3	2	1	43
11	EHA	P	1	1	2	2	2	2	2	3	2	2	2	3	2	3	3	2	2	2	3	2	43
12	AIP	P	2	2	1	2	3	2	3	3	2	2	2	3	3	2	3	2	2	3	2	2	46
13	ARB	L	2	2	2	3	3	3	4	4	4	3	4	2	4	4	3	3	3	3	3	3	62
14	BS	L	3	2	2	4	4	4	4	3	3	3	2	3	4	4	2	3	2	2	3	3	60
15	VR	P	3	3	3	2	3	3	3	4	3	2	2	3	3	3	3	3	3	3	3	3	58
16	TMS	P	2	2	2	2	3	2	3	4	4	2	2	2	3	3	3	2	2	3	4	3	53
17	AOUA	P	3	3	3	4	4	4	3	4	3	4	2	4	4	4	3	3	4	3	4	3	69
18	FS	P	3	3	3	4	3	3	4	4	3	3	2	3	3	3	3	4	3	3	4	3	64
19	TRS	P	2	2	2	3	3	3	4	4	4	2	2	3	2	2	3	2	2	3	3	3	54

20	NAD	P	3	3	2	3	3	2	3	4	4	3	3	3	3	4	4	4	4	3	4	4	66
21	MNA	L	4	4	3	4	3	3	2	4	4	3	4	2	4	4	4	2	3	2	3	3	65
22	LL	P	3	2	2	4	4	4	3	2	4	4	3	3	4	4	4	1	4	4	2	4	65
23	AFW	L	2	2	2	1	3	2	3	4	2	1	3	4	3	2	3	2	1	2	2	2	46
24	FTS	L	2	3	3	2	3	3	2	3	2	2	2	3	2	2	3	3	3	2	3	2	50
25	EDW	P	2	2	2	3	3	4	3	3	3	3	2	2	3	3	4	2	3	4	2	1	54
26	DBY	P	3	3	2	3	4	3	4	3	3	2	1	3	3	3	3	2	2	2	3	2	54
27	HS	P	3	2	2	3	3	3	2	3	2	2	3	3	3	2	2	2	3	3	3	3	52
28	EKR	P	2	2	3	4	3	3	2	3	4	2	3	2	4	2	4	4	3	3	4	2	59
29	FNA	P	2	2	1	3	3	3	2	4	4	2	2	3	3	3	4	3	2	2	2	1	51
30	SHP	P	4	4	3	4	3	3	2	3	4	3	3	2	3	4	4	3	2	2	3	3	62
31	RZF	L	3	3	2	3	4	3	4	3	3	2	1	3	3	3	3	2	2	3	3	3	56
32	SE	P	3	3	3	2	3	3	2	3	2	2	2	3	2	2	3	3	3	2	3	2	51
33	AG	L	3	3	2	3	3	2	3	4	4	3	3	3	3	4	4	4	4	3	4	4	66
34	GG	L	1	1	1	3	3	3	3	3	4	2	1	3	3	3	2	2	2	3	4	3	50
35	KFW	P	3	2	3	2	3	2	3	2	3	3	2	3	4	3	3	4	2	3	3	2	55
36	TSKN	P	3	2	2	3	3	3	3	4	3	3	2	3	4	4	3	4	3	2	3	2	59
37	AEAY	P	3	2	2	4	4	4	3	2	4	4	3	3	4	4	4	1	4	4	2	4	65
38	ADW	L	2	2	3	4	3	3	2	3	4	2	3	2	4	2	4	4	3	3	4	2	59
39	MRM	L	2	2	1	3	3	3	2	4	4	2	2	3	3	3	4	3	2	2	2	1	51
40	MNA	L	3	2	2	3	3	3	2	3	2	2	3	3	3	2	2	2	3	3	3	3	52
	Total		98	92	90	118	126	119	116	137	131	108	101	124	139	134	143	121	121	125	136	118	2187

The formula are as follows:

The total score of respondents's answer of the question:

Lower Fence (B) = total number of respondents (N) x Lowest score (1) x items

Upper Fence (A) = total number of respondents (N) x High score (4) x items

After that:

$$\text{Range (n)} = (A-B)$$

$$\text{Quartile I (Q1)} = B+n/4$$

$$\text{Quartile II (Q2)} = B+n/2$$

$$\text{Quartile III (Q3)} = B+n/4 \times 3$$

Note:

B sd Q1 = strongly negative

> Q1 up to Q2 = negative

> Q2 up to Q3 = positive

> Q3 = strongly positive

(Adopted from Atmojo, 2006:41)

$$\text{Lower Fence (B)} = 40 \times 1 \times 20 = 800$$

$$\text{Upper Fence (A)} = 40 \times 4 \times 20 = 3200$$

After that:

$$\text{Range (n)} = (A-B) = (3200-800) = 2400$$

$$\text{Quartile I (Q1)} = B+n/4 = 800 + \frac{2400}{4} = 1400$$

$$\text{Quartile II (Q2)} = B+n/2 = 800 + \frac{2400}{2} = 2000$$

$$\text{Quartile III (Q3)} = B+n/4 \times 3 = 800 + \frac{2400 \cdot 3}{4} = 2600$$

Note:

800 up to 1400 = strongly negative

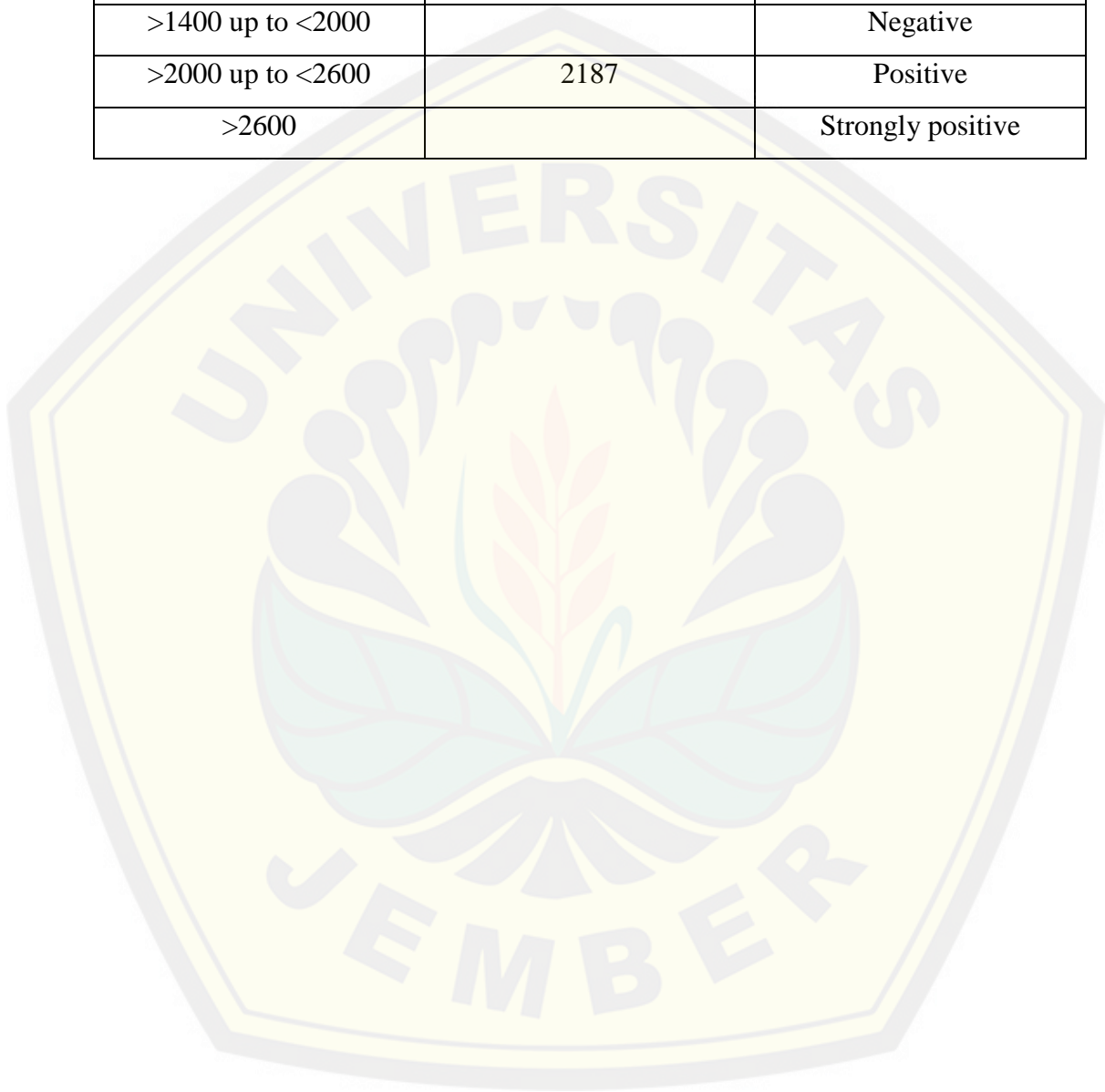
>1400 up to <2000 = negative

>2000 up to <2600 = positive

>2600 = strongly positive

The result were on the table below;

Score Level	Students' Questionnaire Score	Category
800 up to 1400		Strongly negative
>1400 up to <2000		Negative
>2000 up to <2600	2187	Positive
>2600		Strongly positive



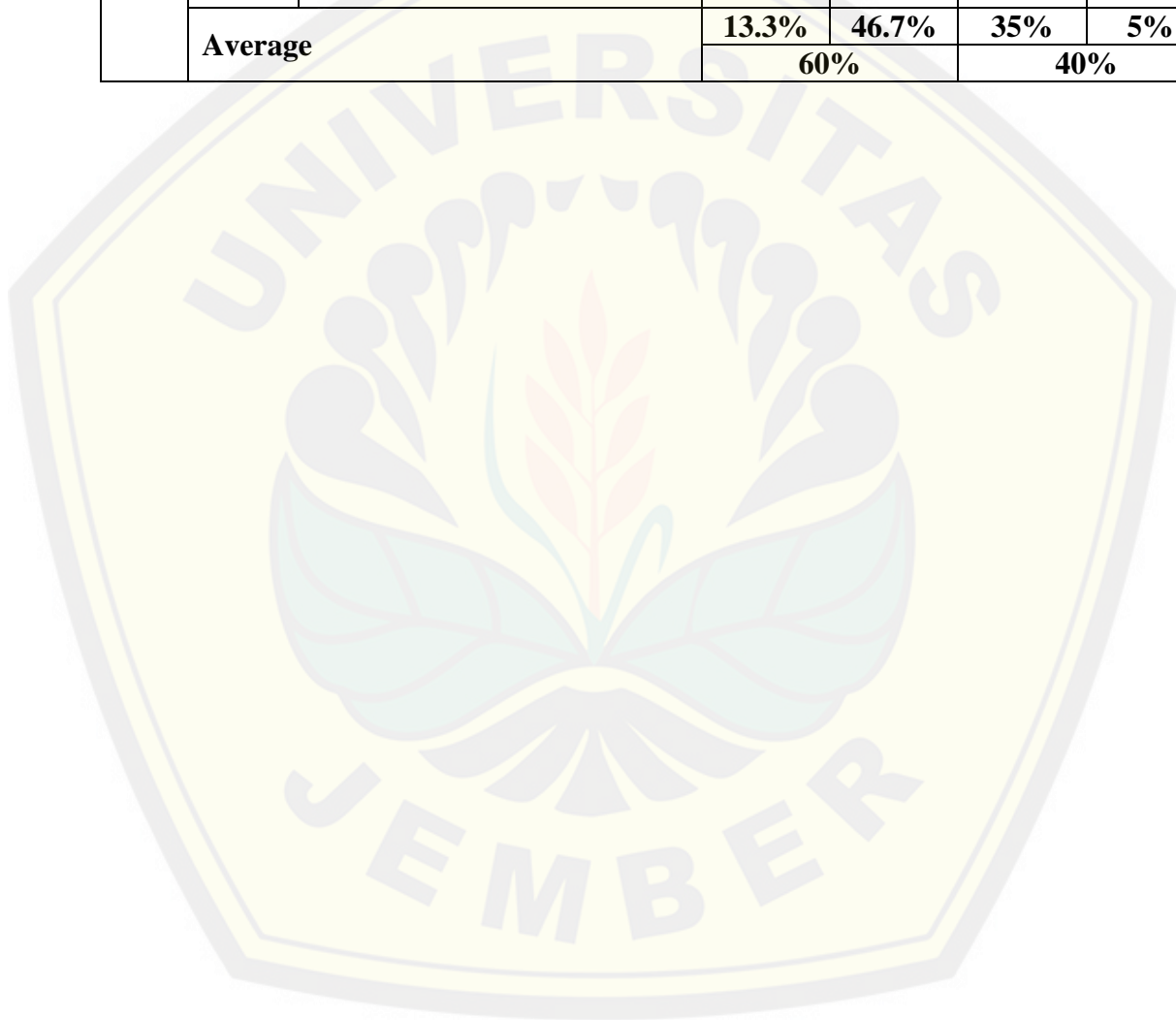
Appendix 4

**The Percentage of Students' Perception on the Reading Comprehension
Problems in Narrative Text**

	No	Statements	Agree %		Disagree %	
			Strongly Agree	Agree	Disagree	Strongly Disagree
Language knowledge	1.	I don't know the vocabulary usage so I cannot understand what I'm reading.	7.5%	42.5%	37.5%	12.5%
	2.	I don't know sentence structures so I cannot understand what I'm reading.	5%	22.5%	65%	7.5%
	3.	I cannot sequence and connect ideas in reading text because I don't know the text organization.	0%	30%	57.5%	12.5%
	4.	My weak grammar causes misinterpretation of the reading text.	22.5%	42.5%	32.5%	2.5%
	5.	I'm not quite sure whether I know the meanings of some difficult words.	17.5%	70%	10%	2.5%
	6.	I often have problems with technical terms when I read the texts.	12.5%	60%	25%	2.5%
	Average			10.8%	44.6%	37.9%
			55.4%		44.6%	
Reading strategies	7.	I must read every single word; otherwise, I'm afraid I might miss the important point which will affect my comprehension of the whole texts.	17.5%	40%	40%	2.5%
	8.	I always look up the meanings of unknown words in my dictionary every time I have problems with difficult vocabulary.	37.5%	47.5%	15%	0%
	9.	When I read, I read aloud to help me remember well.	37.5%	32.5%	27.5%	2.5%
	10	When I read, I cannot predict	10%	32.5%	50%	7.5%

		what will come next.				
	Average		25.6%	38.1%	33.1%	3.1%
			63.7%		36.3%	
Motivation	11	I don't like reading narrative text even reading in my native language.	5%	27.5%	55%	12.5%
	12	I think the reading problems come from the instructions and materials which affect my interest in reading.	7.5%	67.5%	22.5%	2.5%
	13	When the text is too difficult, boring, and uninteresting, I fail to read.	30%	55%	15%	0%
	14	When I have no interest in the topic discussed in a reading material, I find it even more difficult.	30%	40%	30%	0%
	Average		18.1%	47.5%	31.9%	2.5%
			65.6%		34.4%	
Background knowledge	15	When I read a passage, I tend to connect its content with my own previous knowledge related to the topic, and this is sometimes different from what the author intended in the passage.	30%	60%	10%	0%
	16	Some culture-loaded words and phrases will mislead my comprehension of a reading material.	20%	30%	42.5%	7.5%
	17	Sometimes even if I know every word in a passage, I still find difficulty in understanding the whole passage and grasping its central idea because of my limited background knowledge.	12.5%	37.5%	47.5%	2.5%
	Average		20.8%	42.5%	33.3%	3.3%
			63.3%		36.7%	
Reading process	18	I thought that I understood the passage quite well, but it turned out that I gave wrong answers to several comprehension questions after it.	7.5%	52.5%	40%	0%

19	I cannot concentrate myself till the end of a passage. When reading a long and boring passage, I often forget the former part when I read the latter part.	22.5%	47.5%	30%	0%
20	After reading a passage once, I seem to forget what I have already read, and have to move backward and reread it.	10%	40%	35%	15%
Average		13.3%	46.7%	35%	5%
		60%		40%	



Appendix 5

The Sample of the Students' Survey on Reading Comprehension Problems in Narrative Text

Tuliskan Puncuk 21/03/13
X MIRA 3

Survei Pemahaman dalam Membaca Teks Naratif Babas Inggris

Bagian I
Pilihlah satu jawaban yang paling benar!

1. Apa kegunaan ...? Laki-laki Perempuan
2. Uraian ... Laki-laki Perempuan
3. ... Laki-laki Perempuan
4. ... Laki-laki Perempuan

Bagian II
Pilihlah: 1. sangat sering; 2. atau 3. sering; 4. kadang-kadang; 5. kadang-kadang; 6. jarang; 7. atau 8. jarang sekali; 9. tidak pernah.


1 = sangat sering
2 = sering
3 = kadang-kadang
4 = kadang-kadang
5 = jarang
6 = jarang sekali
7 = tidak pernah

	Sangat sering	Sering	Kadang-kadang	Jarang	Jarang sekali	Tidak pernah
1. Saya tidak tahu siapa yang ditanyakan, jadi saya tidak menjawab ini secara tepat.	4	1	1	1	1	1
2. Saya tidak memahami urutan kalimatnya.	4	1	1	1	1	1
3. Saya tidak bisa mengorganisir dan menghubungkan ide dalam teks tersebut karena saya tidak memahami organisasi susunan ide yang digunakan.	4	1	1	1	1	1
4. Ketidakhadiran gramatikal menyebabkan saya salah menginterpretasi isi bacaan.	4	1	1	1	1	1
5. Saya tidak yakin apakah saya tahu arti dari beberapa kata yang sulit.	4	1	1	1	1	1
6. Saya sering mengalami masalah dengan istilah-istilah teknis ketika saya membaca teks.	4	1	1	1	1	1
7. Saya hanya membaca setiap kata, karena saya tidak mempedulikan pola penulisan yang akan mempengaruhi pemaknaan teks secara keseluruhan.	4	1	1	1	1	1
8. Saya selalu meniscayakan kata yang tidak saya kenali di bagian ...	4	1	1	1	1	1
9. Saya membaca dengan berurutan untuk memastikan saya mendapatkan semua informasi.	4	1	1	1	1	1

10. Ketika saya membaca, saya tidak bisa memprediksi apa yang akan saya temukan berikutnya.	4	1	1	1	1	1
11. Saya tidak bisa membaca teks naratif dengan mudah.	4	1	1	1	1	1
12. Saya tidak bisa memahami isi bacaan naratif dengan mudah.	4	1	1	1	1	1
13. Ketika saya membaca naratif, saya sering mengalami kesulitan dalam memahami isi bacaan naratif.	4	1	1	1	1	1
14. Ketika saya membaca naratif, saya sering mengalami kesulitan dalam memahami isi bacaan naratif.	4	1	1	1	1	1
15. Ketika saya membaca naratif, saya sering mengalami kesulitan dalam memahami isi bacaan naratif.	4	1	1	1	1	1
16. Ketika saya membaca naratif, saya sering mengalami kesulitan dalam memahami isi bacaan naratif.	4	1	1	1	1	1
17. Ketika saya membaca naratif, saya sering mengalami kesulitan dalam memahami isi bacaan naratif.	4	1	1	1	1	1
18. Ketika saya membaca naratif, saya sering mengalami kesulitan dalam memahami isi bacaan naratif.	4	1	1	1	1	1
19. Ketika saya membaca naratif, saya sering mengalami kesulitan dalam memahami isi bacaan naratif.	4	1	1	1	1	1
20. Ketika saya membaca naratif, saya sering mengalami kesulitan dalam memahami isi bacaan naratif.	4	1	1	1	1	1

Appendix 6

The Letter of Research Permission from the Dean of Teacher Training and Education Faculty

 KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 17 Kampus Bina Logika Jember 68121
Telepon (0331) 330224, 334267, 337422, 333147 * Faksimile (0331) 339029
Laman: www.fkip.unj.ac.id

Nomor : 331/UN25.1.5/LT/2019
Lampiran :
Hal : Permohonan Izin Penelitian 25 APR 2019

Yth. Kepala
SMA Negeri 2 Jember


Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama	: Gita Rosita Sari
NIM	: 150210401040
Jurusan	: Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMA Negeri 2 Jember dengan judul "Students' Perception on the Reading Comprehension Problems in Narrative Text". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.


Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I.


Prof. Dr. Suratno, M.Si
NIP. 196706251992031003

Appendix 7

The Statements of Accomplishing the Research from the Principal of
SMAN 2 Jember

 **PEMERINTAH PROVINSI JAWA TIMUR**
DINAS PENDIDIKAN
SMA N 2 JEMBER
Alamat : Jl. Jawa No. 16 Telp. (031) 4321375 Fax. 324011 Kode Pos. 68121 Jember
Email : info@disdik.jember.go.id / info@smn2jember.go.id

SURAT KETERANGAN
Nomor : 421.3 / 303 / 101.6.5.2 / 2019

Yang bertanda tangan di bawah ini

Nama : Drs. Edy Suyono, M.Si
NIP : 19610721 198601 1 003
Pangkat/Gol. : Pembina Utama Muda IV/c
Jabatan : Kepala SMA Negeri 2 Jember

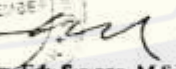
Menerangkan bahwa :

Nama : Gita Rosita Sari
NIM : 150210401040
Jurusan : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Institusi : Universitas Jember

Yang bersangkutan telah mengadakan penelitian / riset berkenaan dengan penyelesaian tugas studinya dengan judul " Students' Perception on the Reading Comprehension Problems in Narrative Text " pada tanggal 18 Juli 2019

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jember, 18 Juli 2019
Kepala Sekolah


Drs. Edy Suyono, M.Si
NIP. 19610721 198601 1 003