



**STUDENTS' READING COMPREHENSION ABILITY AND PROBLEMS
IN AN ADVANCED READING COMPREHENSION CLASS**

a Final Project

submitted in partial fulfillment of the requirement
for the degree of *Sarjana Pendidikan*
in English

by

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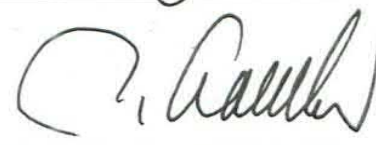
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DECLARATION OF ORIGINALITY

I am Ardhy Meylana hereby declare that this final project titled STUDENTS' READING COMPREHENSION ABILITY AND PROBLEMS IN AN ADVANCED READING COMPREHENSION CLASS is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, August 2019



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MOTTO AND DEDICATION

“Everything that is limited by death is not success”

(Emha Ainun Najib)

“Do not let your difficulties fill you with anxiety, after all it is only in the darkest
night that stars shine more brightly”

(Khalifah Ali bin Abi Tholib)

“Your fear of failure, that's what makes you fail”

(Habib Syech bin Abdul Qodir Assegaf)

This final project is dedicated to:

My Beloved Father Mr. Supardi

My Beloved Mother Mrs. Suwarti

My Brother Aldhy Andriyana

My Bestfriends

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My special thanks, as ever, go to my beloved father Mr.Supardi, my mother Mrs. Suwarti and my brother Aldhy Andriyana for the endless support during my ups and downs. I am also grateful to the best of all I have (Wening, Solah, Alvi, Bobby) for being there, texting me, and keeping up with me more thoroughly than others have. Thank you for bringing yourselves into my life. My thanks also go for PPL Mungkid members and KKN Serondol Wetan 2017 friends for the great encounter we have made. Finally, I have a great expectation that my research will be beneficial and useful for anyone who is interested in the topic I presented in this study.

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Ardhy Meylana

ABSTRACT

Meylana, Ardhy. 2019. *Students' Reading Comprehension Ability and Problems in an Advanced Reading Comprehension Class. A Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang*. Advisor: Alief Noor Farida, S.Pd.,M.Pd.

Keywords: reading comprehension, students' problems, students' ability

The objectives of this research were to find out the ability of reading comprehension of English Department students in Advanced Reading Comprehension Classes, the factors that affect students' ability, and the factors which make the gap between students with good and bad reading comprehension. It uses descriptive qualitative method. To analyze the data, researcher gathered test scores and questionnaires. In analysing the data, the researcher classified students' ability based on the score list then interpreted the questionnaires. Researcher used theory of characteristics of poor and good reading comprehension from Anderson, et al. (1985) to analyze the data to know the factor that affect on students' comprehension ability.

The result shows that there were some differences from students with ability high level of comprehension and students with low level of comprehension. Students with high level of comprehension had better interest in reading English, they still used English even though the class was over, used reading technique effectively, did not do repetition when reading, did not often in running out of time when doing reading test, and did not face serious problem because of grammar. Although students with low level did not have all of that, but they had better effort in using dictionary when facing unfamiliar word and always prepared for the test. For the suggestion, it will very useful for students in English Department if there are at least once in a week that students have to communicate in campus by using full English to improve their skills.

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CHAPTER I

INTRODUCTION

Chapter one presents the introduction of the study. This chapter consists of seven parts, namely background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, limitation of the study and outline of the report.

1.1 Background of the Study

The purpose of language is to communicate with each other. English as a language means of exchanging meanings from one person to others. English to communicate can be used as both written and spoken. In spoken form, the listener has duty to interpret what the speaker said. While in written, the duty of the reader is interpreting the idea from the text. According to Robins and Crystals (2018), language is a system of conventional spoken, manual, or written symbols by means of which human beings as members of a social group and participants in its culture to express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. In other words, we need to master listening skill to catch what speaker said, and need reading skill to catch what the author want to explain.

Indonesian people as English Foreign Learners face some difficulties in comprehending the text. Especially, for those who only use English in certain place such as in school or in courses need more effort to comprehend English

reading text. Based on Human Development Index (HDI), Indonesia is categorized as one of the poorest English mastery countries in Asia. Sunggingwati and Nguyen (2013) stated that reading in English as foreign language is challenging. Students in Indonesia lack of English literature such as English book, English newspaper or English novel. They only have classroom to learn.

Although students in Indonesia categorized as lack of English literature, actually reading is highly supported by the Indonesian government by his some policies. Based on Permendikbud Number 21 2015, government makes School Literacy Movement to encourage students' interest in reading. Anies Baswedan as the Education Minister at that time urged the young generation to get use to read, so they are expected to be able to enlarge their knowledge.

Reading is important for learning other skills. Kusumawanti and Bharati (2018) explained that among English proficiencies, reading skills has the most important role for students' learning success since overall activities of learning are started and developed by the reading activity. In writing activity, we need to read a lot to find the topic that we will write. We also need to read before speaking in order to prepare what we will say. In listening, if we do not know the meaning of the topic or the vocabularies, we will face trouble in comprehending what speaker says. According to Rose as cited by Hamouda (2013), listening comprehension needs knowledge of vocabulary to catch what speaker says, but it can be solved by reading to improve vocabulary. Another example of the the application of correlation between reading and other skills is people usually pick some words from reading and they will use those words in writing or in speaking activity.

Anderson (1997) stated when we speak, read, listen, or view a piece of text, we are interpreting its meaning. In writing or creating a text, it requires us to make choices about the words we use to communicate with others. Our choice of words will depend on our purpose and context.

The purpose of reading is not only to get the information and knowledge from the writer's ideas on the written or printed text. Grellet (1999) as cited by Souhila (2009) explained that the purpose of reading is divided in two main reasons. The first is to get information. From this reason, readers have purpose to get information about everything that they do not know or see before by reading. The second reason is to get pleasure. Here, readers do not need any particular information, but they do reading to entertain themselves. Furthermore, Oberholzer (2005) stated that understanding what we are reading is important to us. Without understanding, reading would serve no purpose. It means that understanding text is the most important aspect in reading. Townend (2003) revealed that comprehending means that we should fully understand all of the aspect of the text.

In English Department of Universitas Negeri Semarang, students need to master four skills to graduate from the university, and one of the skills is reading. There are some reading classes in which students need to pass, and those are Intensive Course Reading, Elementary Reading, Intermediate Reading, and Advanced Reading Comprehension. Advanced Reading Comprehension is the final reading class that students need to pass. The focus of this course is on techniques and strategies to comprehend the text like previewing, scanning and skimming. Mickulecky and Jeffries (2004) cleared that students can use

previewing, scanning, and skimming to help them when they face difficulty in reading comprehension.

According to lesson plan of Advanced Reading Comprehension course, students in English Education at Universitas Negeri Semarang have already learned about all of those techniques in Advanced Reading Comprehension course in fourth semester. In fact, students still have difficulties in comprehending text. This is evidenced by the result of their daily quiz, mid test and final test. Although there are some of students who can do the test with great results, some others have difficulty in doing the test. The writer conducted this research in Advanced Reading Comprehension class one and two in English Education at Universitas Negeri Semarang. In order to find out the problems and the factors that affect students' comprehension, the problems are investigated.

1.2 Reasons for Choosing the Topic

The writer wants to investigate students' score and what is more to find out the factor that can affect students' ability in doing English reading comprehension test in Universitas Negeri Semarang. Based on the writer's experience in Advanced Reading Comprehension class at Universitas Negeri Semarang, there are some difficulties that students face in comprehending reading text especially in daily quiz, mid test and final test which make the gap between students with the top scores and the lowest. It must be due to some factors. Therefore to know it more, the writer conducts this research.

1.3 Research Questions

In line with the background of the topic and the reasons above, the research questions are as the following:

1. How is students' reading comprehension ability in Advanced Reading Comprehension course?
2. What are factors that affect students' reading comprehension ability?
3. What are factors that make the gap between students with good reading comprehension and students with bad reading comprehension?

1.4 Objectives of the Study

Dealing with the research questions above, the following are the objectives of the study:

1. To find out the ability of reading comprehension of English Department students in Advanced Reading Comprehension Classes.
2. To identify the factors that affect students' ability in doing reading test.
3. To investigate the factors those make the gap between students with good reading comprehension and students with bad reading comprehension.

1.5 Significance of the Study

The significances of this study based on the purpose above as stated as follows:

1. For development of science, the writer hopes that this study is able to provide himself, the readers and all parts of this study with a complete description related to reading comprehension. Then, it will improve the education in Indonesia especially in reading.
2. For practical uses, this study hopefully will find the students' problems in reading comprehension and from this study the writer will enrich his life with such a good experience to be an English teacher.
3. For pedagogical implication, the writer hopes this study will be useful for English lecturers especially for lecturer who teaches English reading.

1.6 Limitation of the Study

As stated on the research problems above, the writer limited to students ability in Advanced Reading Comprehension class 1 and 2 of English Department of Semarang State University in the Academic Year of 2018/2019.

1.7 Outline of the Report

Chapter I is the introduction. This chapter introduces the topic of the study. It consists of the background of the study, reasons for choosing topic, research questions, objectives of the study, significance of study, and outline of the report.

Chapter II is the review of related literature. This chapter presents a review of the previous studies, review of the theoretical study, and theoretical framework.

In the review of theoretical study gives some supporting theories related to the study.

Chapter III is methods of investigation. This chapter takes apart for some steps in conducting the study. This chapter conceives research design, object of the study, research site, unit of analysis, source of the data, instruments of collecting the data, procedures of collecting the data, and procedures of analyzing the data.

Chapter IV is the result of the study. This chapter shows the general description to describe the setting and the needed components of the study, the detailed result to elaborate all the results in detail, and discussion to convey the result of the study that correlated with the theory.

Chapter V is the conclusion and suggestion. This chapter concludes the study that has done and suggests the study what should be. The conclusion does not only conclude the study but also show the importance of using scientific approach correctly for teaching a subject, especially English. Some suggestions are mentioned for other researches who are interested in conducting the research that has the same field from this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II is review of related literature. This chapter presents a review of the previous studies, review of theoretical study, and theoretical framework. The review of theoretical study gives some supporting theories related to the study such as the definition of reading comprehension, students' problem in comprehending the text and characteristics of poor and good comprehension.

2.1 Review of Previous Studies

In this section, I present the previous studies which have similarities with my study. These previous studies are about questioning skills that is used by teachers in doing teaching and learning process.

In the area of English reading, there are many researches that focus on reading comprehension. The following are some of the researches that related to the writer's topics. The writer tries to relate the students' difficulty in doing English reading comprehension test and whether there are some similar problems or not in some researches that have already done from these studies.

For some students, it is difficult to comprehend the text because they have problem in vocabulary. Garcia, Ramayan, Sepe and Silor (2014) analyzed students' difficulty in reading. They found that students had difficulties in understanding difficult words because they forgot the vocabulary words that they learnt. Zuhra (2015) revealed in his research that students faced reading

comprehension problem because they did not know the meaning of many words. Hall (2012) stated in his research that students who have difficulty in comprehending the text mostly because of their lack vocabulary, this reading difficulty is the students' main problem that affects their ability to understand the meaning of words and passages. To comprehend the text, we should know and understand the content that we read. Added from Tartila et al (2013), the teachers found the difficulty to conduct steps teaching totally because the students sometimes did not understand about their teaching due to lack of vocabulary which affected on their performance in learning.

In addition, in order to know the content, we need to know the words, sentence and pronouns which is used in the text. Students' lack vocabulary make them hard to participate actively in the classroom which makes another problem in teaching and learning. Which means that lack of vocabulary is not only the problem for reading skill, but also in writing, speaking and listening. It showed from Tartila et al (2013) that student's lack of vocabulary makes teacher hard to ask the students' comprehension of the text in order to enable them in analyzing the certain characteristics of focused genre in the text. It makes students cannot participate the English materials totally.

From some researches before, grammar knowledge is one of the factors that makes impact in comprehending the text. Zuhra (2015) found that the students face difficulties when the text is long and complicated with various different modifying phrases. In reading comprehension especially in facing the test, students have difficulty in creating good sentence to make it coherent and

relevant according to the specific text (Haryanto, n.d.). It is believed that if students have adequate vocabulary and good grammar comprehension, the length of the text will not be a problem and they will be able to comprehend and answer the test easily. Atikah (2009) also analyzed the students' linguistic problems in reading comprehension, the result is students get difficulties in vocabulary, structure and spelling. In another research, Sasmita (2012) conducted a research to find out the students' problems in comprehending English reading text. The finding shows the factors that make students have difficulties in understanding English reading text is grammar knowledge and lack of vocabulary.

Students' psychology also become the reason why the student face difficulty while doing English comprehension test. This factor is not related with students' linguistic skills. The first problem from students' psychology is from their anxiety during the test. Zatz and Chassin (1985) as cited by Street and Hancock (2010) held the research looking for the effect of test anxiety and evaluative threat on students' achievement and motivation. They found that students' performance in doing test with high-test anxiety perform more poorly on tests rather than students with low or medium test anxiety. Besides anxiety, motivation is also being one of the factors which can influence students' ability in reading. O'Sullivan (1996) as cited by Mucherah and Yoder (2008) explained that motivation to read was positively correlated with reading achievement and overall academic achievement. It is also added by Sofyan (2016) and Sari (2017) that students who lack motivation to learn actively, understanding and knowledge deeply will face difficulty in doing learning process. The result is in line with

McKinney, Osborne, and Schulte (1993) as cited by Gersten, Fuchs, Williams, and Baker (2001) who found that motivation and persistence affected on performance in all academic areas and clearly related to students' developing a sense of failure and frustration in the presence of academic tasks. The accumulation of repeated unsuccessful efforts to solve academic problems decreases their motivation to work hard at learning.

Unsupported technology and teaching media are some of another the factor that also gave impact to the learning process. Sari (2017) and Hidayah, Setyono, and Tasnim (2003) explained that lacking teaching media and technology support in each school can give influence to the teaching and learning process. Between current schools that has improvement in technology and the different school that has not it yet would have the different result as well.

Based on some previous studies above, the students always have their own problems while doing English reading comprehension. The problems and ability from one to other students are different. Because of that, the writer is going to conduct a study related to the similar topic. English department students's ability in doing English reading comprehension test. The focus of this research is to find the factors which make gap between the higher and lower rank in reading comprehension test level in English Department in study group 1 and study group 2 at Advanced Reading Comprehension classes.

2.2 Review of Theoretical Studies

This part gives a brief explanation of the description of terms related to the study. They are reading comprehension, characteristics of poor and good comprehension, advanced reading comprehension class, test level, students' background and students' ability.

2.2.1 Reading Comprehension

Many experts define reading comprehension description in a different thought. Rubbin (1994) as cited by Atikah (2009) describes that reading comprehension is a complex intellectual process involving a number of abilities. The two major involve word meanings and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension, without reading comprehension there would be no reading. We need comprehension to read. Reading and comprehension are regarded as one activity that cannot be separated.

According to Collins English Learner's Dictionary, reading comprehension is a text that students use to help them improve their reading skills by it and answering questions relating to the text. Sometimes used as a test or examination of reading skills. Comprehension is the ability to understand something with full knowledge and meaning. In Longman Dictionary, perceiving a written text in order to understand its contents is called comprehension. It means that reading comprehension is an activity to extract the meaning of written materials with fully understanding.

2.2.2 Characteristics of poor and good comprehension

According to Perfetti (1985) as cited by Wood and Connelly (2009), the characteristic of good comprehension is good word reading (or decoding) skills that support comprehension. If word reading is fast, accurate, and efficient the reader can devote their processing capacity to make meaning rather than working out the pronunciation of the individual words of the page. Anderson, Hiebert, Scott, & Wilkinson (1985) as cited by Richek (1989) added that good characteristics comprehension or skilled reader read with some process which reader with poor comprehension does not have, and those are:

1) Skilled Reading is constructive

No reading passage is completely self-explanatory. To bring meaning to the printed text, readers draw upon their existing store of knowledge and prior experiences. Thus, readers “construct” the meaning of possess. Unfortunately, sometimes a reader cannot supply this information correctly. For example, when reading about computer software, a reader came across the words, “utilities.” Using his prior knowledge, he constructed the meaning of this text to be about “electric power companies.” Of course, “Utilities” in this context refers programs that help computer users. This case happens usually when readers do not have any background knowledge about the topic. Students need to know the topic or at least students know the vocabularies in the text to know how to answer the qquestions. By reading a lot, they construct their knowledge and when they meet similiar topic, they will not face any difficulty.

2) Skilled reading is fluent.

Fluency refers to the ability to identify words easily. If readers must concentrate on figuring out words, they are unable to focus on meaning. In skilled reading, the word identification process must be automatic, not a conscious, deliberate effort.

3) Skilled reading is strategic.

Skilled readers are flexible and use strategies that are appropriate to each reading situation. They change and direct their reading style depending upon their purpose for reading, the complexity of the text, and their familiarity with the topic. Unlike poor reader, skilled readers monitor their reading comprehension. If something in the text is puzzling, they will go back and use fix up strategies, such as re reading, rephrasing the text to improve comprehension, or looking ahead. Presley (2000) as cited by Anmarkrud and Bråten (2009) explained that good comprehension are knowledgeable and strategic readers. By using good strategic, they will not run out of the time.

4) Reading requires motivation.

Learning to read requires sustained attention over a long period of time. Since it takes several years to learn to read well, teachers must plan to engage the interest of beginning and poor readers during the learning period. Grellet (1981) added that motivation is important in reading. Readers usually only read what they want to read, if they do not have any motivation on it, they cannot enjoy the text and it will make impact on their performance.

5) Reading is a lifelong pursuit.

Reading is a continuously developing activity, one that constantly improves through practice. It is not mastered once and for all. At all stages of reading, from the beginning on, it is important that the learner has sufficient opportunities to practice and engage in the process of reading. Kolligian and Stenberg (1987) added that some crucial factors in comprehending the text are :

- a) Knowledge of text structures.
- b) Vocabulary knowledge.
- c) Using background knowledge while reading.
- d) The role of fluent reading in comprehension
- e) Task persistence

2.2.3 Advanced Reading Comprehension Class

Based on the lesson plan, the pre-requirement to finish Advanced Reading Comprehension class in the end of the study is students are able in using many of strategies in reading skills, able to use the strategies in any context in the class or their academic area, and also have afford to analyze or have critical thinking in facing English text that is related with vocabulary, grammatical, pronunciation, and the correct culture understanding. Students' accomplishment in this course is developing the higher order thinking skill, critical literacy, and cognitive strategies toward the various reading texts materials by internalizing the norm and values of tolerance and social in the academic domain.

The description of Advanced Reading Comprehension Class is this course provides the development of higher-level thinking, critical literacy, cognitive

strategies (predicting, questioning, confirming, summarizing, inferring) with emphasis on meaning making with various texts by internalizing the norm and values of tolerance and social.

2.2.4 Test Level

According to lesson plan in Advanced Reading Comprehension course, the test level that students learn are TOEFL and IELTS

1) TOEFL Reading Test

Norton Peirce (1992) stated that TOEFL is among the best known examinations in the field of ELT, TOEFL test is use to test the English proficiency of candidates whose native language is not English and it is being the standard of English in English-American countries. In this case, researcher will focus on TOEFL reading test which is conducted in mid test.

2) IELTS Reading Test

According to EnglishCouncil.org, IELTS (International English Language Testing System) is standardised English Language test designed for foreign speaker who wish to study, work and live in an English speaking environment and it is being standard of English in English-British countries. In this case, researcher will focus on IELTS reading test which is conducted in final test.

2.2.5 System of Scoring

In Advanced Reading Comprehension, lecturer uses system of scoring in order students to get final score.

- 1) The Value of Daily Score (DS) : A (3)
- 2) The Value of Mid Test (MT) : B (3)
- 3) The Value of Final Test (FT) : C (4)
- 4) Final Score $\frac{ADS+BMT+C FT}{A+B+C}$

2.2.6 Students' ability

After using the system of scoring, students' score get some categories according to the standard of Universitas Negeri Semarang. Universitas Negeri Semarang uses some standard grades which can achieved by students according their performance in learning process. The researcher uses it to classify which students who have poor, bad and good ability.

Table 2.1

Range of Students' Value

Range of Values	Value in Letter	Criteria
86–100	A	Excellent
81– 85	AB	More than good
71– 80	B	Good
66–70	BC	More than adequate
61– 65	C	Adequate

Range of Values	Value in Letter	Criteria
56 – 60	CD	Less than adequate
51– 55	D	Dissapointing
<= 50	E	Fail

2.2.7 Students' Motivation

There is a different between reading to comprehend the text and reading for fun. In reading to comprehend the text, students cannot choose what is the topic they want to read. According to Stevens (2016), interest gives impact on students' understanding. Students will exert more effort in reading a text in which they are interested. It will improve their ability in understanding the text. This is also related with Guthrie and Wingled (2000) as cited by Anmarkrud and Bråten (2009) that to comprehend challenging text, students not only require cognition but also motivation.

In another research, students willing in comprehending the text is the major factor in understanding the topic. Did students really want to comprehend the text especially when they face the topic that they do not know? and why I want to understand the topic that I hate? students willingness to learn is important Guthrie and Wingled (2007) as cited by (Anmarkrud and Bråten, 2009).

2.2.8 Students' Background

The different circles in which students live and grow have a big impact on their ability to learn. Each of environments has effect on the students, but the various environments also interrelate with each other. Home is a first circle that

people meet. As a child, they are spending more time in their home. Richek and Lerner (1989) said that environmental experiences during these critical first five or six years are a powerful influence upon a child's cognitive growth and intelligence.

Students' circle gives impact on their interest. This explains that students' performance cannot be separated with students' environment. The school environment is another important system for students. Students who join English club have advantage because they are surrounded by people who have effort in learning English. They have circle and friends to practice. The fact that parents act as a role model and children always copy what their parents do also being important factors that influence students' reading performance. Activities such as reading newspaper, going to library and reading stories can be stimulant for children about the value of reading. Richek and Lerner (1989) added that children are profoundly affected by what happens to parents. Unfortunately, according to UNESCO as cited by Kompas.com (2019) the percentage of Indonesian's reading interest is only 0.01 percent, which means that out of 10,000 people, only one person likes to read. It means that students do not have suitable environment to develop them in literacy.

2.3 Theoretical Framework

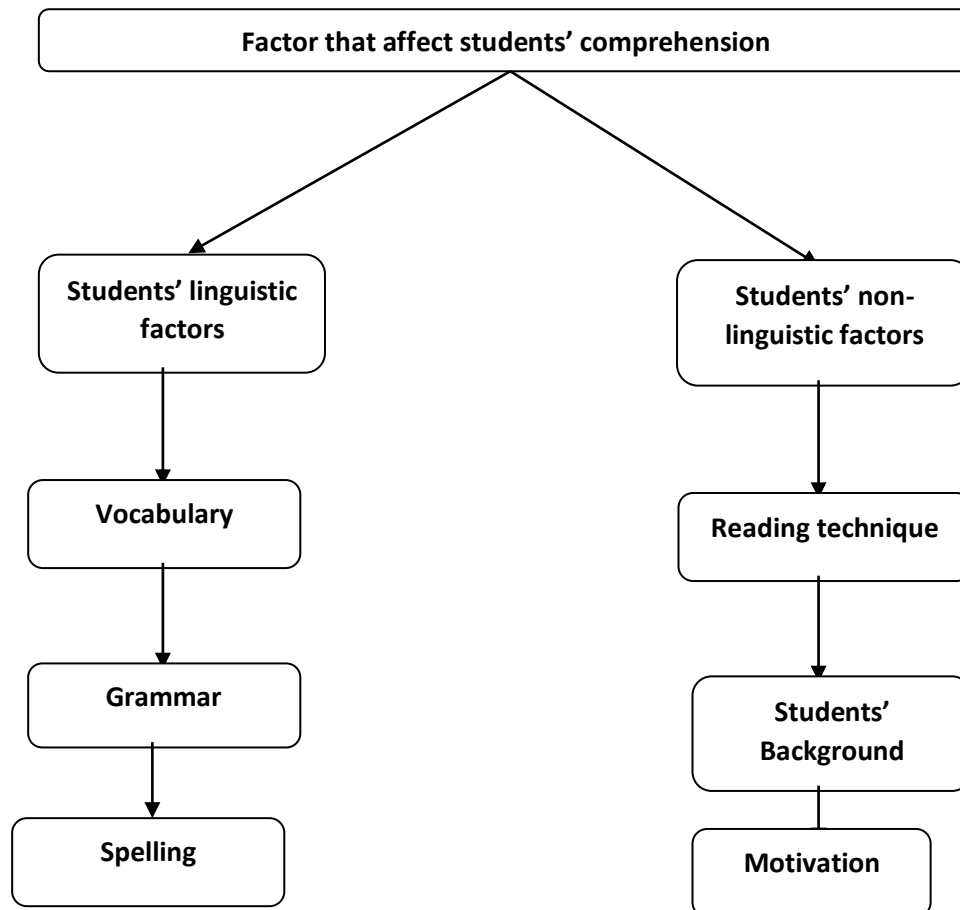


Figure 2.1 Theoretical Framework of Students' Reading Comprehension Ability

Although the students have same lecturer, theory, and material, students' ability in study group are different from one to other. All of them have different level in catching the meaning of a text. There are students who can understand the text easily, but also there are students who have difficulty on it.

The author find that there are several factors which can give impact on students' understanding in reading. It can divide into two factors, there are linguistic factors and non-linguistic factors.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In chapter five, the researcher shows conclusions and some suggestions based on the analysis in the previous chapter. Hopefully, the conclusions and suggestions given in this chapter will be useful for the students and lecturers of Advanced Reading Comprehension class of Universitas Negeri Semarang in particular, and for all the readers in general. In addition, the researcher also hopes that this research will give contribution for students to improve students' mastery in reading comprehension.

5.1 Conclusion

The objectives of this study are to know how is the students' reading comprehension ability in Advanced Reading Comprehension course, the factors that affect students' comprehension in doing reading comprehension test and the factors that make the gap between students with good reading comprehension and students with bad reading comprehension.

Based on the data in previous chapter, it is clear that students' reading comprehension have different level. After researcher sorted the result, there were 23 students who had score "C" which it was the highest number. Second was from score "CD" who had 17 students. Third was score "B" with 16 students. Fourth was "BC" with 6 students and fifth was "A" with 4 students.

There are some factors which affected students in their reading comprehension test . Those factors are: uninterested in reading and did not use English after the class was over which make them lack of vocabulary, lack of using reading strategies and did repetition in reading which make them running out of time and did not do preparation before facing the test.

Researcher found some characteristics that makes the difference between students with ability excellent and students with ability less than adequate. Students with ability excellent have better interest in reading English, they still use English although the class is over, using techniques in reading with effectively, not doing repetition while reading, not often in running out of time when doing reading test and not facing serious problem because of grammar.

Students with ability excellent do not have effort in using dictionary when they facing difficult word and not always doing preparation. In the other hand, students with ability less than adequate had better effort in using dictionary, better preparation when preparing the test and using techniques more often in reading English.

5.2 Suggestions

After conducting the research and analyzing the students' respond, the researcher gives several suggestions both for students and teacher.

In order to improve reading comprehension, the researcher presents some suggestion for the students. First, the students should improve their interest in reading. Second, the best way to learn English is by using it in daily life.

Third, learn to apply reading strategies so they can use it to read effectively.

Fourth, learn by working on questions so they will be confident in facing the test.

For the teacher, the researcher suggests that she should give more explicit explanation about the use of reading strategies. Besides, it is needed for the teacher to give more exercise by giving tasks to read more English text. The task such as reading for pleasure by reading novels and comics is needed to improve students' interest in reading.

For the further researcher who might develop similar research, the writer suggests to discover some aspects which were not mentioned in this research. The further research is also expected to notice some difficulty in reading from students' point of view and teacher's point of view. It is also expected that this research can be continued as a reference to help other researchers.

For the students of the English Department, it will be helpful for students if there are at least once in a week that students have to communicate in campus by using full English. Because there are a lot of students who learned English but not confident in using it.

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