

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Nowadays English is very important in everyday life, especially for students because English is an international language. The world community's need for mastery of English is increasingly showing a rapid increase. English is a language that is often used by the whole world and there are even some countries that use a second language after the national language. On the other side of country, this language is used as the national language by considering heterogeneity tribe and nation of the population, because English is considered the only way unite the nation. In addition, English as international language that can bridge all aspects, both education, economy, political, social and cultural. Role of English is required both in mastery communication technology and to interact directly (Handayani, 2016:103). So that English is a communication tool in this era of globalization is the key to success in achieving one's career in future. In aspect education, English is also the main language academics, because most academics publications written in English (Negash, 2011).

One of the skills in English is reading. Reading Comprehension is one of the important skills that must be mastered and has many benefits for students in learning English. Reading comprehension is very influential on students' understanding when reading English texts. With reading skills can make students gain knowledge and information from various media that have been read and will increase vocabulary.

According to Woolley (2011) state that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Good reading ability it is also better to support people to be successful in academics (Iftanti, 2015).

In teaching reading students have their own challenges for a teacher at the time during lessons. There are still many students who have difficulty understanding the meaning of the texts that have been read, do not understand how to pronounce the words that are read, their grammar and vocabulary are still bad. In simple terms, society literate is a society that have the ability to read and write or literacy. In the concept of literacy, reading is interpreted as an effort to understand, use, reflect, and involve various types of texts in order to achieve a goal that is to develop one's knowledge and potential and to participate in society. The focus is that literacy reading is how individuals make meaning through interaction with text, the process of reading involves a sociocultural context (Purcell Gates et al. 2012). Based on this definition, reading is interpreted as an activity of building meaning, using information from reading directly in life, and linking information from the text with the experience of the reader in life, and linking information from the text with the experience of the reader (Frankel et al., 2016)

According to (Grabe and Stoller: 2013) reading comprehension is the ability to understand and conclude an information from the text read. In the sense of reading comprehension is the skill to understand and conclude the meaning of a text. An

individual's ability to understand text is influenced by their natures and skills, one of which is the ability to make inferences. Reading comprehension also can improve vocabulary and writing skill. According to Nuttal (1982), there are five aspects of reading comprehension which the students should understand in comprehending a text well, such as determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words or detail information. These aspects are regarded as difficulties that the students encounter in comprehending the text.

This research was motivated by Gap Research in previous studies. Based on research conducted by Bandivillai and Cullen (2018) stated that the obstacles faced by students in reading comprehension were: Lack of vocabulary causing misunderstanding, must first translate into Indonesian language, do not have any strategies for reading, do not understand the grammar or structure, cannot comprehend meaning and main points of the passage.

However, this is different from the opinion of Safrudin (2020) based on research that has been done. He stated that the learners are lack of language system understanding, lack of reading strategies, poor in recognizing the types of reading comprehension. Therefore, through literary study as the research method, the result appeared that the obstacles and problems faced by the Indonesian affected by cultural background, English teaching and learning process, and approaches in teaching and learning.

Furthermore, the opinion of Khairulman (2020) which explains that problems faced by students namely lack of vocabulary, determining the main idea, making inferences, and understanding word concepts. The researchers also found that their solutions in overcoming the problem were understanding the picture in the text, using cognitive strategy, increasing vocabulary, making note, and make a conclusion.

After doing the observation in SMA Swasta GKPI Padang Bulan, the researcher doing interview with some student, and researcher found that the student agreed that reading comprehension is difficult, and student have obstacles in reading comprehension. Students stated that it happened because of several obstacles, namely students had a lack of vocabulary, students not able interpreting the text they read into Indonesian, there were words that were difficult for them to read so it was difficult to understand, and students not able to understanding the main idea in the text.

Based on the reason above, The researcher was want to know deeply about students obstacles in reading comprehension faced by eleventh grade student of SMA Swasta GKPI Padang Bulan. The research is interested in conducting study entitled “Student Obstacles in Reading Comprehension at Eleventh Grade of SMA Swasta GKPI Padang Bulan.

1.2 The Problems of the Study

Based on the research background above, so the problem of the research is:

1. What are the obstacles aspect of reading comprehension that encountered by eleventh grade student of SMA Swasta GKPI Padang Bulan?

2. What are the factors obstacles that faced by students in reading comprehension at the eleventh grade of SMA Swasta GKPI Padang Bulan?

3. What is the dominant obstacles found in reading comprehension at the eleventh grade of SMA Swasta GKPI Padang Bulan?

1.3 The Objectives of the Study

Based on the statement of problems above the objectives of the study are formulates as follow:

1. To find out students obstacle aspect in reading comprehension at eleventh grade of SMA Swasta GKPI Padang Bulan.

2. To know the factors student obstacles in reading comprehension at eleventh grade of SMA Swasta GKPI Padang Bulan.

3. To find out the dominant obstacles found in reading comprehension at the eleventh grade of SMA Swasta GKPI Padang Bulan.

1.4 The Scope of the Study

There are some obstacles in reading comprehension. Bandivilai and Cullen (2018) described the obstacles for reading skill students indicated that their biggest problem was having a small vocabulary. This was followed by not understanding the structure and grammar. Next was the need to translate into Indonesian first, grasping the meaning and failing to see the main idea.

The scope of this study is an analysis students obstacle on reading comprehension for eleventh grade student at SMA Swasta GKPI Padang Bulan. In this study, the

researcher limited study on the obstacles faced by students category namely understanding to determine the main idea, understanding vocabulary, understanding translate to Indonesian language, reading strategies and understanding grammar and structure

1.5 The Significant of the Study

The result of this study is expected to be used theoretically and practically:

1. Practically

a. For the students

This research is expected not only to increase student motivation in learning English, but also to increase their vocabulary mastery, determined main idea and also how to make inference in long text or short text.

b. For the English teacher

The researcher is hoped to be the one of some alternative in improving students' reading comprehension towards inference reading.

2. Theoretically

The result of this research are expected to improve students' ability in comprehending the English reading text and to be more active in learning English.

1.6 Theoretical Framework

The researcher included several theories from expert to support this research, the theories of expert used are Bandivillai and Cullen (2018), Frankel et al. (2016) Grabe

and Stoller (2013), Handayani (2016:103), Iftanti (2015), Negash (2011), Nuttal (1982), Purcell Gates et al., (2016), Woolley (2011).

1.7 Definition of Key Term

The following items are the terms that will be used in this research.

1. Obstacle

Obstacle is a barrier when we do something. According to Khan and Khan (2016) obstacle mean a concept with objective and subjective validity, meaning that obstacles can occur objectively or subjectively. In this research obstacle is defined as something that can obstacle student learning.

2. Reading Comprehension

Reading comprehension is basically defining as the skill to understand the information which has been read in the text and developed understanding comes from the interaction and involvement between the text and readers response to the text. According to Woolley (2011) that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

CHAPTER II

REVIEW OF LITERATURE

2.1 Definition of Reading

Reading is one of the most important skills in learning listening, writing, and speaking languages. Reading is very useful in human life because by reading the reader will understand the information provided by the author. In other words, reading does not want to imagine people because it is not only a series of sentences but also requires the reader to understand the contents of the reading text. Many experts have given their definitions of what reading means. According to Tarigan in Jaenal 2010) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. Students are also expected to be used in everyday life. Therefore, reading can help students gain information or knowledge.

Grabe (2009:5) states that reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. People can absorb a variety of data through reading. A different opinion expressed by Kusdemir and Bulut (2018) described that “Reading is a process which starts with seeing, continues with the reception of information on the basic perception and results in comprehension in the brain. While Patel and Jain (2008) stated that reading is a fun activity. Many people think that reading is one of the interesting activities to do, where reading can relieve boredom and by reading we can get information. However, there are also those who think that reading is a boring activity, when they find a long text,

they are lazy to read. Regardless of people's point of view, reading is a very important activity and must be mastered. So that we can get information from the text or reading that we read.

Based on the explanation above, the researcher concluded that reading is one of the skills in English that must be taught to students for two reasons. The first reason, students can gain knowledge through reading and students think critically about the reading they read so that they become more through. The second reason, if the students are given the task of finding information it becomes a little easier because they are used to reading.

2.1.1 The Purpose of Reading

Reading as a form of useful language skills is very useful for student development of one's insight and knowledge. The more you know there is a tendency for someone to feel that they do not know much so that they continue to find out, including through reading. The more you know about something someone will get a wider reference so that it will be wiser and more precise in making decisions, although it will never be perfect.

The purpose of reading is to seek and obtain information, including content, and understand the meaning of reading. The meaning (meaning) is very close to the meaning and purpose in reading. Grabe and Stoller (2013) classified reading purposes under seven main headings which explain with four big points as follows:

1. Reading to search for simple information

This is basic reading comprehension. It is widely employed during reading. We typically skim the text when reading to find for a certain piece of information. It combines techniques for figuring out where crucial information is located in the text with fundamental reading comprehension abilities to develop the text's overall notion.

2. Reading to learn from the text

This occurs most frequently in academic and professional settings when a person needs to learn a substantial amount of information from a text.

3. Reading to integrate information, write, and critique text

In order to decide the information to integrate and how to integrate it for the reader's purpose, the reader must critically evaluate the material they are reading. While reading to write, and text analysis require the ability to create, choose, and evaluate information from the text.

4. Reading for general comprehension

This purpose is the most essential reading goal, underpinning and sustaining the majority of other reading goals. Contrary to popular belief, it is more complicated. No, "simple" or "easy" are not implied by the word "generic." A fluent reader must be able to process words quickly and automatically, have a stable grasp of how to represent important ideas in broad terms, and be skilled at coordinating numerous tasks under time restrictions. These skills are sometimes taken for granted because they typically come naturally to fluent readers.

In accordance with what has been described above regarding the purpose of reading, it can be In general, it can be concluded that the purpose of reading is as a tool to acquire information, knowledge or anything according to one's needs or interests. That's it the meaning will change because every reader has a different experience used as a tool to interpret these words.

2.1.2 Types of Reading

According to Patel and Jain (2009), there are four types of reading:

1. Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties or structure and for extending knowledge of vocabulary and idioms.

Example: The students focus on linguistic or semantic details of reading and focus on structure details such as grammar.

2. Extensive reading

The reading material chosen for extensive reading will be easier than that chosen for intensive reading. The goal of extensive reading is to educate the student how to read fluently and directly for pleasure in the target language without the guidance of a teacher. A through reading might serve as the foundation for oral presentations to the class as a whole or for class discussions.

Example: The students read as many different kinds of books such as journals, newspapers and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.

3. Aloud reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students

Example: Reading poetry, dialogue, and other type of text.

4. Silent reading

In the teaching of English, the ability to read silently is important. To improve students' reading skills, this reading should be used. A lot of information is obtained through silent reading. The student's chosen material must be the basis for silent reading. Students who read silently are able to do it without making any noises or moving their lips. He reads more quickly, fluidly, and easily as a result. It helps the pupil understand and increases their vocabulary.

Example: The students reading a text by heart.

2.2 Reading Comprehension

Reading comprehension is an active process to get information from a reading by understanding the elements in it. Reading without comprehending meaning is an empty act. Because to get information, human need to understand it deeply and then process

it into the human brain. Indriani (2016) states reading comprehension is the level of understanding a text. This understanding stems from the relationship between the words written and how students trigger knowledge beyond the text. Students can understand English text but they cannot understand what is the content of the text they have read. Reading ability depends on ability students to recognize words quickly and easily.

In reading comprehension there are some definition about reading comprehension. Reading ability is the ability to understand the main idea and main picture and understand all of the text that is read. From this explanation, it can be seen that reading comprehension is an activity to find out accurate information from the text read. The reader must be able to understand the reading text and be able to understand any information conveyed by the author through the text read. According to Snow (2010), reading comprehension is a process. The process in question is an attempt to get an overall understanding of what is explained from the reading text. One of the important things in reading comprehension is the ability to understand the meaning of a foreign language contained in the text. Meanwhile Khoiriyah (2010:1) state that reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes.

Based on the explanation above, it can be concluded that reading comprehension is an activity that takes a long time and requires seriousness because the reader must properly understand the purpose and what information is conveyed in the text that has been read. In reading comprehension, the reader must focus more on the reading text so as not to cause miscommunication in reading. Therefore, reading activities require a process and focus with the aim that the reader is able to understand the meaning of the text.

2.2.1 Reading Comprehension Strategies

Reading comprehension is one of skill that involves students' knowledge, improving their memory, mindset and thinking as abstractly. Reading comprehension can develop students' vocabulary as well and knowing how to decode the text. Reading comprehension strategies is also develop in reading mastery. According to Webster (2018) the art of creating or using plans or strategies to achieve a goal is known as strategy. The intention is for the student to acquire and apply the knowledge given by the content. Procedures should be taught to students as a substantial component of the content in order for them to acquire the information in the content. Another definition of strategy given by Paris et al. in (Alsamadani, 2011) is an arrangement chosen consciously by the reader to achieve a particular goal or complete a task. According to Brown (2007), a strategy is also a set of precise ways for advancing toward a problem or task, a course of action for achieving a certain goal, and organized strategies for managing and controlling specific data. The key to constructing the meaning is practice in using techniques effectively. According to Paris, Wasik & Turner in (Kusumastuti,

2013) stated that Readers who do not use reading strategies frequently experience reading difficulties. Olsen et al. in Sari (2017) stated that reading strategies can be of great assistance to non-native readers because they serve as effective steps of resolving language lack and get better reading achievement on routine school assignments and on language proficiency tests. Literature has also suggested that the reader can improve their reading comprehension by using an appropriate reading strategy.

From the explanation above we can conclude that reading strategy is the plan or way that reader use consciously to achieve the goals, the readers who are not use the reading strategy will face the difficulties in reading process.

2.2.2 Aspect of Reading Comprehension

According to Nunan in Darmana and Saraswati (2021) there are several aspects of reading comprehension that should be mastered by readers to comprehend the text. These aspect are:

a. Finding main idea

The main idea is the core of a reading text that is conveyed by the author to the reader. The main idea becomes the main idea or something that is discussed in the reading text. In reading a text, the reader must be able to understand what the author is saying in text or in other words what is discussed in the text. To know this, the reader must know the main idea or main idea of the reading.

b. Detail Information

Specific information is supporting information that develops a topic sentence by including definitions, examples, comparisons, facts, analogies, and statistics.

c. Understanding Vocabulary

A person's vocabulary is their collection of words that they use frequently in speaking, writing, and reading. This claim asserts that vocabulary is essential for everybody who wishes to communicate or do anything. The learner increases his vocabulary while reading a piece by, for example, looking up new terms in a dictionary and inferring their meaning from context. Students can create a broad interpretation of the word with the aid of context. Making a forecast based on the context can enable pupils to comprehend a passage's meaning without having to stop and look up each new word in a dictionary. In fact, readers' lack of vocabulary is one of the reasons they have trouble understanding the text.

d. Making Inference

Inference is the process of finding conclusions contained in the text. When students do not understand the meaning of one of the words in the text, they can guess what the sentence means based on the context. In making inferences, students are expected to understand the text to find conclusions from the statements in the text. Kopitski (2009) states that readers need to practice combining clues from the text with their background knowledge to draw conclusions. This means that the instructions in the text will help students build assumptions and draw conclusions.

2.2.3 Process of Reading Comprehension

Reading is the process of deciphering text and then acquiring information, as was previously stated. This demonstrates that reading activity includes multiple processes. Other linguistic processes, such as thinking, speaking, and writing, as well as hearing and reading (receptive process), are still a part of reading (Johnson, 2008).

These were the primary processes that took place while reading. They take place when readers read, explain, and declare the text's information. According to Grabe (2009, p. 14), there are additional factors that go into the reading process, such as speed, efficiency, comprehension, interaction, strategy, flexibility, purpose, evaluative analysis, learning, and linguistic analysis.

According to Brown in Prathomwat (2019), those processes take place when reading. The three categories of bottom-up, top-down, and interactive reading comprehension are based on the order in which readers decode the language. Readers must recognize and decode the text's linguistic components, such as the letter, the word's form, and its discourse, as part of the bottom-up process. In this procedure, readers have to be able to decode the text first to comprehend the material. Then, in a top-down approach, readers must use their prior information to comprehend the text. To do this, readers must first look at the text's title and use their prior knowledge to infer what the content is about.

2.3 Obstacle in Reading Comprehension

In general, each subject has its own obstacles in understanding these subjects. Especially in English subjects on reading comprehension. In reading comprehension,

students experience obstacles in reading activities. Anderson (2008), suggests that the main purpose of reading is to obtain information, including and understand the meaning of reading. According to Rahim (2009) state factors difficulties that faced by students divided into external and internal.

1. Student Internal Factors

Student internal factors include students' psycho-physical disorders or disabilities, namely:

- a. Cognitive (the realm of creativity), such as the low intellectual capacity / intelligence of students.
- b. Affective ones (the realm of taste), such as unstable emotions and attitudes.
- c. Those of a psychomotor nature (the realm of intention), such as being insured for the senses of sight and hearing.

2. Student's external factors

Student's external factors include the environment and surroundings that do not support student learning activities, namely:

- a. Family environment, for example: disharmony between father and mother, and the low economic life of the family.
- b. Community Village environment, for example: slum area, and naughty playmates.

c. School environment, for example the poor condition and location of school buildings such as near the market, the condition of teachers and learning tools of low quality.

There are some internal factors that influence the students in reading comprehension that are generally found by the reader during reading, namely; difficulty in understanding long sentence and text, difficulty that is caused by limited background knowledge, difficulty in using reading strategies and difficulty in concentration (Fajar: 2009). Meanwhile Bandivilai and Cullen (2018) described the obstacle for reading skill students indicated that their biggest problem was having a small vocabulary. This was followed by not understanding the structure and grammar. Next was the need to translate into first, grasping the meaning and failing to see the main idea.

2.4 Previous Studies

There are several previous studies that are almost the same as this study. The first research was completed by Choosri and Banditvillai in 2018 with the title "Problems and Obstacles In Learning English as a Foreign Language. The research was conducted with the aim of identifying the main problems and difficulties of non-English students. The subjects of this study were students at Kasetsart University, Kamphaeng Saen Campus. The data collection technique was done by conducting questionnaires and interviews. Then the data were analyzed using the SPSS (Statistical Package for Social Sciences) technique.

The second research was conducted by Khairulman in (2020) with the title "Exploring Students' Obstacles in Reading Comprehension". This research was

conducted at the English Department of Muhammadiyah Aceh University. This research was conducted to know what are the obstacles experienced by students in reading comprehension. The researcher uses qualitative research methods with data collection techniques carried out by interviewing techniques to determine the experience and knowledge of students in reading comprehension. For the object of this research, the researcher chose 12 participants from English Education.

The third research conducted by Safrudin Samadhan (2020) with the title *Investigating Learners Obstacles in Second Language Reading Comprehension*. The aim of this article is to investigate and explore the obstacles and difficulties faced by Indonesians in their learning activities which hampering the learners in gaining comprehension, and to view the pedagogy from the broader perspective on the theories of reading process. As the writer found, the learners are lack of language system understanding, lack of reading strategies, poor in recognizing the types of reading comprehension.

Fourth, the research conducted by Tariq Elyas and Wassel Hanaitem Al Grigri (2014) with the title “Obstacles to Teaching English in Saudi Arabia Public School”. This study was conducted by using mixed-method approach. The aim of this research is to identifying the obstacles to teaching English in public schools in Saudi Arabia from the perception of teachers and supervisors. The result of this study, researcher have revealed that there is a low students’ motivation, overuse of traditional teaching methods, scarcity of using teaching aids and modern technology, weakness of school supplies, and scarcity of language laboratories. These are the major obstacles to

teaching English in public education schools in Saudi Arabia from the teachers' and supervisors views.

Fifth, the research conducted by Suhud Aryana (2019) entitled "Analyzing Internal Student's Obstacles in Writing Research Paper at the Final Graduated". This study was conducted by using qualitative research method. The aim of the research is to find out how many student's internal problems in writing a research paper. The result of the research students find it difficult to express the main idea in the writing process, students feel stressed when they do not know the writing system, students are not experienced in writing research paper, students do not read books, lack of motivation so they are lazy in writing papers, do not understand the topics discussed and students' discipline in managing time.

Sixth, the research conducted by Mizanul (2016) with the title "Students EFL Learning Obstacles and Strategies in Reading Narrative Text at The Second Grade of MTS Raudlatuttholibin NW Paokmotong". The design of this study was quantitative and qualitative design or mix method. The purpose of the study was to find out the students' obstacles in learning reading narrative text, the students' dominant obstacles in reading narrative text, and the cognitive and social mediation strategies were applied by the students in facing their obstacle. The data was collected through reading narrative test, interview and questionnaire. The result of the study showed that the students' obstacles were in generic structure of narrative text such as orientation, complication, resolution and vocabulary, but the dominant obstacle of the students

were in vocabulary. The strategies was applied by the students were cognitive and social mediation strategies in terms of resourcing and cooperative.

Seventh, the research conducted by Yulianah (2021) with the title “Processes and Obstacles in Learning Reading Understanding Using the KLWA Strategy”. Design of this study use qualitative descriptive methods. Data collection techniques used: survey techniques, recording techniques, observation techniques and note taking techniques. Data analysis techniques used data reduction techniques, data presentation, conclusion drawing / verification.

Eight. The research conducted by Utami Aulia (2021) with the title “An Analysis Student Obstacle In Reading Comprehension Using Google Classroom “.This research is qualitative research with a phenomenological approach. The aim of the research to identify student obstacles in reading comprehension using google classroom. The technique of collecting the data is the Reading test. The researcher uses the technique of analyzing the data are data reduction, data display, and conclusion drawing/verification. The researcher presents the data from the obstacles in comprehending English text.

Based on the explanation above, there are differences and similarities with this study. The differences in this research are found in the scope, research objectives, research objects, and methods used for research. While the similarity of the research described above with this research is that this research was conducted to analyze the obstacles faced by students, for the research that conducted focused on student obstacles in reading comprehensio

2.5 Conceptual Framework

In this study, researchers focused on the students obstacles in reading comprehension.

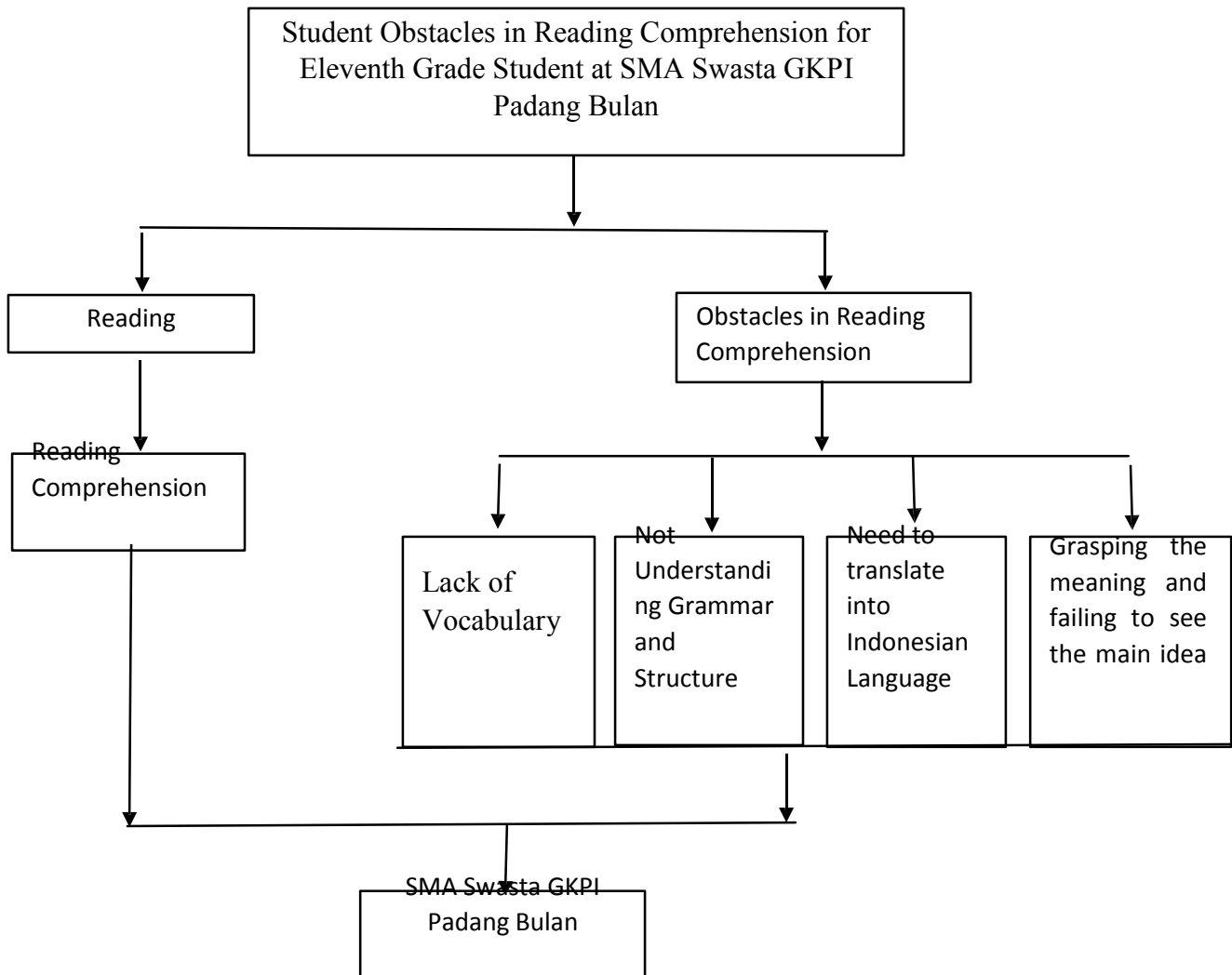


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research design is a qualitative research design. According to Walidin, Saifullah & Tabrani (2015: 77) Qualitative research is a research process to understand human or social phenomena by creating a picture that complete and complex that can be presented in words, reported detailed views obtained from informant sources, and carried out nature setting background.

Miles, M.B. Huberman and Saldana (2014:42) stated that "qualitative research that aims to explain phenomena by collecting data as deep as possible". Qualitative research emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of this qualitative research. Descriptive research is research that is conducted to describe a variable, either one or more variables (independent) without making comparisons, or variables that are connected to one other variable (Sugiyono, 2009).

Based on the explanation, the researcher using qualitative research to investigate analysis of students' obstacles toward reading comprehension for eleventh-grade student at SMA Swasta GKPI Padang Bulan.

3.2 Subject and Object

3.2.1 Subject

According to Muhammad Idrus (2009), research subjects are elements of objects, individuals and organism as sources of information needed by researchers to obtain research data. The subject of the research will be 20 student in eleventh grade student from Social Class at SMA GKPI Padang Bulan.

3.2.2 Object

According to Sugiyono (2014) the object of research is as follows "An attribute or nature or value of a person, object or activity that has a certain variation determined by the researcher to be studied and then drawn conclusions". The object in this research is to analyze the student obstacles in reading comprehension,

3.3 The Technique of Collecting Data

The technique of collecting data is the way the researcher collects the data empirically and objectively. The technique of collecting data is the most important step in the research because the main purpose of the research is to get the data. For collecting the data, the researcher will use questionnaire as the instrument.

According to Cresswell (2012), there are three types of the questions:

- a. Close-ended question is the researcher poses a question and provides pre-set response options for the participant
- b. Open-ended questions are questions for which researchers do not provide the response options; the participants provide their own responses to questions.

c. semi-closed-ended questions: This type of question has all the advantages of open- and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses in an open-ended question.

The questionnaire of this research is made the close-ended question. Close-ended questions are provided the optional answer. The item of the questions are written in Bahasa Indonesia for better understanding.

3.4 The Instrument of Collecting Data

The instrument of collecting data is processed from questionnaire. The questionnaire aims to get information about the student aspect and factor obstacles in reading comprehension. The tools to use by the researcher to actually collect the data in the research process called as the instrument of collecting the data. The data will be obtained through a written questionnaire from the students' answers that have been filled in and then concluded in the conclusion section of the relevant data by using Likert Scale. According to (Joshi et al., 2015) Likert scale is applied as one of the most fundamental and frequently used psychometric tools in educational and social sciences research. Likert scales provide a range of responses to a statement or series of statements. In this study, the researcher used the population sampling technique. This means that the researcher takes all the data from the questionnaires that can be found in the questionnaires.

3.5 Technique of Data Analysis

After collecting the data, the researcher analyzes it to achieve the intend objective. The researcher analyzes the data of the study with the following step:

1. Distributing the questionnaires about aspects and factors of student obstacles in reading comprehension of eleventh-grade student at SMA Swasta Padang Bulan.
2. Identify responses from questionnaires about aspects and factors student obstacles in reading comprehension.
3. Clarifying the aspects and factors of the student's obstacles and then determining which the dominant obstacle faced by students in reading comprehension based on the result of the questionnaire.
4. After that, the writer will make a conclusion from the data. Where the data will be concluded based on the author's analysis. That way, the writer will know what aspects and factors students obstacles in reading comprehension, and based on the results of the questionnaire, it can also be known what is the dominant obstacles aspects faced by students in reading comprehension.