

**AN ANALYSIS OF DIFFICULTY ON READING EXERCISES IN ENGLISH
TEXT BOOK USED BY THE SEVENTH GRADE STUDENTS OF SMP NEGERI
WINI**

¹Jeli Maria D. A. Siki*, ²Febronia Lasi, ³Edmundus Bouk

^{1,2,3}Universitas Timor

¹jelisiki@gmail.com, ²febry1202@gmail.com, ³mund.timor@gmail.com

Abstract

The objective of this study was to identify what difficulties are faced by the students on reading exercise, and to what level are students find difficulty on reading exercise. In this research, the writers used the qualitative research. The subjects of this study were seventh grade students of SMP N WINI Academic Year 2021/2022 because based on preliminary research there is a tendency that they have difficulties. The instrument of this research was about the assessment of reading comprehension and reading tests which was done by reading. This would be used to answer questions from the research, from several questions provided by the writers. Literasi reading comprehension and interpretive reading comprehension was the areas of this study's attention. The writers collected data by using reading comprehension test and interview as the instrument to collect the data technique of data analysis qualitative analysis used words arranged in the text; namely data reduction, data presentation and conclusion. The writers discussed the research finding covering the difficulties faced by the students and the factors of causing the students difficulties in comprehending English reading. The writers took 21 students at seventh grade of SMP N WINI as the subject of the study. After categorizing the students score, the writer concluded that in seventh grade students of SMP N WINI, the students faced difficulty in comprehending English reading text. In this research, the writers tried to identify the difficulties faced by the students in comprehending English reading thoroughly the mistaken that they had done on their test. The writers presented the data from the difficulties in comprehending English reading text the result of the research show that there were 43,08% students who had difficulties in understanding to look for the main idea. Then, there were 16, 92% students who had difficulties in understanding vocabulary. Then there were 40% students who had difficulties in understanding making inference.

Keywords: *Comprehending, Reading Text, Reading Difficulties*

INTRODUCTION

Students who do not understand reading material cannot enjoy reading. At the same time, the lack of understanding may be caused by a lack of vocabulary knowledge. This shows that there is a strong correlation between reading comprehension and vocabulary knowledge (Mundhe, 2015). Therefore, EFL learners must acquire sufficient vocabulary knowledge to understand the text. EFL is a student companion during their studies. Many teachers use e-courses at EFL to support classroom teaching to develop learning materials and prepare various activities for students.

Meeting these requirements is often one of the conditions for completing the course as a whole. EFL students who develop a habit of disliking foreign languages tend to have a lot of difficulties understanding reading material related to that language. In addition, prior knowledge (schemes) helps learners to understand reading material and build meaning (Nozen et al., 2017; Vacca, 2002). In this case, EFL learners who fail to relate their prior knowledge and predict the possible meaning of the text may face difficulties in understanding the text. This may be due to a lack of in-depth knowledge of English derivations. Nezami (2012), the most striking problem faced by teachers today is the lack of reading comprehension among students in learning colleges. This deficiency can affect their academic performance. A great number of students without sufficient vocabulary knowledge or effective learning strategies mostly face reading comprehension difficulties (Nor & Rashid, 2018). They mostly encounter a series of continued failure during their studies due to bad experiences they had from the beginning (Hart & Risley, 2003). This connection seems logical since students need high level of vocabulary in order to comprehend reading materials. Researchers pointed out that the degree of learners' vocabulary knowledge, prior knowledge, and grammatical knowledge are some of the significant difficulties influencing the reading comprehension (Koda, 2007). Nergis (2013) posited that deepness of vocabulary knowledge, syntactic consciousness and metacognitive recognition are some of the important factors influencing the reading comprehension. about the students' problem on reading comprehension at the Seventh grade of SMPN WINI, they have difficulties to find the meaning of the words because their mastery of vocabulary is lack. They always feel confused and bored when read english text. The students difficulties when comprehending reading texts is unable to understand the technique in reading comprehension. This is make the students difficult to get main idea. Thus, the students become did not like read english text, and also difficult to answer the question of the reading texts exercise

REVIEW OF RELATED LITERATURE

The Skills in Language Learning

The students are hoped to have skills in mastering English. The students translate the target language into their mother tongue and speak only in parent language. Those students find difficulty to speak in target language, because of lack of practice skills in second language (Siahaan, 2022).

There are four skills that must master in learning English as stated below:

1. Reading Skill

Reading as one of the most important skills to be learnt even it is difficult to understand (Siahaan, 2021). It is important because in reading the learners will be able to prove their knowledge from several written texts or books (Siahaan, 2022).

2. Writing Skill

Writing is an activity that communicate with other people by using written language.

3. Speaking Skill

Neno, Y. B., & Siahaan, D. G. (2021) said speaking is an activity that involves two or more people where the participants are listener and speaker must act on what they hear and make their contribution. Speaking skills have to practice in daily life (Bouk, 2021). Speaking is one of the most difficult skills in learning (Pangaribuan, 2022)

4. Listening Skill

Listening is an activity that acquire information from spoken language. Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop someones' listening skill. It is the active process of receiving and responding to spoken (and sometimes unspoken) messages.

Concept of Reading

Reading is an effort to a conscious knowledge, the most important academic language skill (Gilakjani, 2011), that has been perpetuated by humanity. In other words, it is an activity often carried out parallel to the learning process to understand the core of a reading passage. Reading is defined as a thinking process which requires a response from the reader, may it be through making generalizations, drawing new inferences and planning succeeding steps based on what was read. The act of reading is a process involving steps to achieve and reinforce. Not every student acquires reading skills at the same rate. Reading begins with mastering pre-literacy skills, including learning the alphabet and enhancing phonemic awareness. This is followed closely by phonics instruction that teaches children how to map sounds to letters and sound out words. As more terms become familiar to a beginner reader, the process speeds up via whole word recognition or sight-reading. This can be encouraged through direct instruction in high frequency vocabulary. Moreover, reading for grades is also regarded as another additional motivating factor. The student is motivated to read for

achieving a good mark (Wang & Guthrie, 2011)

Textbook are one of the essential teaching materials in teaching and learning activities. After all, many experts agree that they are the main resources in reading and endure a major instruction instrument in all grades expert kindergarten (Bryce, 2013). Besides that, it is useful for teachers who are not able or not ready to make their own teaching materials based on curriculum competency standard.

Problems in Reading

Not all of the student acquires reading skills at the same rate. Reading begins with mastering pre-literacy skills, including learning the alphabet and enhancing phonemic awareness. This is followed closely by phonics instruction that teaches children how to map sounds to letters and sound out words. As more terms become familiar to a beginner reader, the process speeds up via whole word recognition or sight-reading. This can be encouraged through direct instruction in high frequency vocabulary. When students move into middle school, they will be asked to achieve greater feats of comprehension, which include understanding complex texts and processing more information in shorter amounts of time.

According to Meredith Cicerchia (2015), there are three problems in reading:

1. Issues with decoding

Also known as sounding out words, decoding is when children are able to put sounds to letters in order to sound out written language. It's common for beginner readers to struggle when they meet new or unfamiliar terms, but typically decoding becomes easier with phonics instruction and repeated practice with reading out loud. If a child continues to struggle, there may be a specific learning difficulty present, or a physical impairment that is preventing them from physically seeing the letters or hearing the sounds in spoken language.

2. Poor comprehension

There's a lot going on in reading, from letter and word recognition to understanding meaning at the phrase, sentence, and paragraph level. When a beginner reader encounters vocabulary they do not know or do not recognize due to inaccurate decoding, they are likely to skip ahead. The more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task becomes. That's why poor comprehension can

result when a student struggles with decoding, has a limited vocabulary or attempts to read a text that is at too high of a level. However, reading also requires being able to pay attention to narrative. Students need to identify gist, main ideas, and specific details and even make inferences about what they are reading.

3. Speed

The more students read, the more they encounter unfamiliar terms. Quite often the context in which these new words are found gives children all of the clues they need to guess at the meaning. As students expand their vocabulary, they recognize more words by sight and reading speeds up. If speed is still an issue, there may be an underlying problem, such as slow processing. Reading is a cognitively demanding task and holding so much information in the mind while continuing to process text can exhaust children with slow processing. Strategy instruction may help but it's important that these students be allowed extra time to complete tasks that require extensive reading.

Cause of Reading Problems

According to David M. (2018) from the book he wrote there are several main causes of difficulty in reading namely:

1. Guessing short words and poor spelling
2. Poor Short-Term Memory Struggling to decode long words
3. Eye-Tracking Issues Skipping words and whole lines of text
4. Stress Spirals Battles and meltdowns

METHOD

Research Design

In this research, the writers used the qualitative research. Used Miles and Huberman (1992), states that qualitative analysis use word that is arranged in the text that is expanded. In other words, qualitative research is a collection, analysis and interpretation of comprehension narrative and visual data in order to gain insights into a particular phenomenon of interest. The purpose of qualitative research is broad in scope and center around promoting a deep and holistic or complex understanding of a particular phenomenon, such as an environment, a process.

Subject of the Study

There are three classes of class VII students at SMP N. WINI and the writer chose one class, namely class VII A. The number of students in one class was 21 students, with details of 8 male students and 13 female students. The writer chose this class because this class in English subjects has learned about reading text comprehension.

Instrument

The instrument of this research is about the assessment of reading comprehension and reading test which is done by reading. This will be used to answer questions from the research, from several questions provided by the writers. The aspects that are the focus of this research are literal reading comprehension and interpretive reading comprehension.

Procedure of Data Collections

In this research, the writers collected data by using reading comprehension test and interview as the instrument to collect the data. Then, the writers analyzed the data and drew the conclusion.

Technique of Data Analysis

Miles and Huberman (1992) stated that qualitative analysis uses words arranged in the text. Namely data reduction, data presentation and conclusion

1. Data Reduction

This is a selection process, focus on simplification, abstraction and transformation of hard data is a written record found in the field. Data reduction is a type of analysis carried out to sharpen, categorize, direct, eliminate data and organize data to obtain conclusions and verification. This means that writer choose important data that has been collected. Then the writer categorizes the data related to the difficulties faced by students and the factors that cause students' difficulties in understanding English reading texts for class VIIA SMP N. WINI Academic Year 2021/2022. Data obtained from interviews and texts. In this case, the writer made an abstract of the data.

2. Data Display

After reducing the data into the most important, the data are then displayed. The data are displayed in narrative style. The narration of the data allows talking conclusion of the study. In presenting the data, the writer describes the data in the form of description or narration. The writer categories the student

comprehension of the reading text with getting the appropriate percentage from the student comprehension of the reading text.

FINDINGS AND DISCUSSION

Research Findings

The writer classified the findings into several points consisting of students' difficulties in understanding English reading, difficulties faced by students and factors causing students' difficulties in understanding English reading. Obtaining data, the writer used tests to analyze students' difficulties in understanding English reading. Writer take English textbook for junior high school published by Erlangga 2019. Read descriptive texts that have been received previously. The data collection process was carried out on April 6, 2022. The writer also used interviews to find out the factors that caused students' difficulties in understanding English reading. The research subjects were to students of SMP NEGERI WINI. The number of students on 21 students. The writer has identified the difficulties of the students and has calculated the number of difficulties for each. The writers compiled the calculation results into a table and converted it into a percentage. The following is the table of the the number of reading comprehension difficulties performed by each grade seventh students of SMP NEGERI WINI.

Table 1. The Result of Students' Test

<i>No</i>	<i>Name</i>	<i>Determining Main Idea</i>	<i>Understanding Vocabulary</i>	<i>Making Inference</i>
<i>1</i>	YS	2	0	<i>1</i>
<i>2</i>	JSE	2	1	<i>2</i>
<i>3</i>	FEMM	1	1	<i>2</i>
<i>4</i>	RSE	2	1	<i>1</i>
<i>5</i>	SJF	1	0	<i>1</i>
<i>6</i>	YNF	1	0	<i>2</i>
<i>7</i>	JAE	1	0	<i>2</i>
<i>8</i>	YN	1	0	<i>1</i>
<i>9</i>	EO	2	0	<i>1</i>
<i>10</i>	MDE	1	0	<i>0</i>

11	AMM	1	0	1
12	RGS	1	0	0
13	MRD	1	0	1
14	ADM	0	0	1
15	GO	2	1	0
16	FMB	0	1	2
17	OO	2	1	1
18	BS	2	1	2
19	MG	2	1	1
20	MDR	2	1	2
21	EDB	1	1	2
<i>Total of each Difficulties</i>		28	11	26
<i>Total of all Difficulties</i>		65		

Table 2. The Result of Students' Test Types of Difficulties, Frequency and Percentage

<i>No</i>	<i>Types of Difficultues</i>	<i>Frequency</i>	<i>Percentage</i>
1	Determining Main Idea	28	43,08%
2	Understanding Vocabulary	11	16,92%
3	Making Inference	26	40%
	Total	65	100%

After collecting and analyzing the data, there were 65 difficulties from students' readingtext. Those 65 difficulties were classified into these following:

1. Determining Main Idea = 28
2. Understanding Vocabulary = 11
3. Making Inference = 26

The Factors of Causing the Students Difficulties

Based on the results of students' research in understanding English reading from tests and interviews on April 6, 2022 with seventh grade students at SMP N. WINI, the writer found several difficulties faced by students in understanding English reading. There are several difficulties faced by students such as:

a. Difficulty in understanding long sentences in the text

The first problem is understanding long sentences in the text, based on an interview with a grade VII A student whose name is Rany.

The researcher : When reading a long text, Are you having trouble understanding the meaning of the text? (Apakah ketika membaca sebuah teks yang panjang, kamu mengalami kesulitan dalam memahami maksud teks tersebut?)

Interviewee : Yes, I'm having trouble sis, because not everyone understands, there are difficult words to understand in the text. (iya mengalami kesulitan kak, karena tidak semua dimengerti, ada kata-kata yang sulit dipahami didalam teks tersebut.)

Based on the interview above, understanding long sentence in the text in reading, the student understanding is less and do not understand the meaning of material. The student can not understand all of the content of the material or the sentence make the student need more time to find the meaning of the word and the correct answers. They use dictionaries to search for their meaning

b. Inadequate Instruction Presented by Teacher.

The second problem is the lack of teaching delivered by the teacher, based on an interview with a class VII A student named Aida.

The researcher : (How does the teacher teach it, is it clear or not when explaining it to you?) Bagaimana cara Ibu guru mengajarnya, jelas atau tidak ketika menerangkan kepada kalian?

Interviewee : (Obviously sis, usually before explaining the material that will be taught today, the teacher always asks us about the previous material whether we still don't understand it or not, if it is certain we will continue our lesson, if not yes the teacher will definitely explain again in a while. And when finished explaining the material, usually the teacher always asked us questions and gave written questions in the LKS book.) Jelas kak, biasanya sebelum menerangkan materi yang akan Diajarkan hari ini, ibu guru selalu menanyakan materi sebelumnya kepada kami apakah kami masih belum mengerti apakah sudah, kalau sudah pasti kami akan melanjutkan pelajaran kami, kalau belum ya pasti ibu guru akan menjelaskan kembali sebentar. Dan ketika selesai menjelaskan materi biasanya ibu guru selalu memberi pertanyaan kepada kami dan memberi soal-soal tertulis yang ada di buku LKS.

From the interview above, the teacher is a key factor in teaching. Without the teacher, the learners will not gain and gather information. In this problem, the teacher is the most affected person. If the teacher is a resourceful person, then this problem will be solved. It is important that a teacher must make an alternate solution or ways on how to sustain needs in teaching. Through this way, teaching learning process will become productive and conducive. The writer found seventh grade students in are bored when teaching learning process was happening.

c. Difficulty in Understanding Vocabulary

The third problem was student difficulty in understanding vocabulary, based on the interview with the student in VII A her name is Mario.

Researcher : (When reading English text, do you have difficulty understanding the meaning of the words contained in the reading text?). Kalau dalam membaca teks bahasa inggris apakah adik mengalami kesulitan untuk memahami arti kata yang terdapat didalam teks reading?

Interviewee : (Yes sis, understanding the text is difficult. I'm just about sis usually the answer is in the text but sometimes only the origin of the important

answer is answered) Ia kak memahami teksnya susah. Saya kira-kira saja kak biasanya jawabannya ada didalam teksnya tapi kadang-kadang cuma asal jawab yang penting dijawab.

From the interview above, reading comprehension involves understanding the vocabulary, seeing relationships among words and concepts, organizing ideas, recognizing the authors purpose, evaluating the context and making judgments. Learning to read written texts is not the same as learning to understand written texts. The students cannot understand what the text is about because they do not know the meaning of the word. The writer found seventhh grade students' knowledge about vocabulary is less.

d. House Environment

The fourth problem of causing the students difficulties in reading was house environment, based on the interview with the student in the name is Juwita.

The Researcher : (How do you learn English? Does your family at home support you in learning English? For example, taking lessons or buying books to read in English? And are there any families who can speak English at home?) Bagaimana cara kamu belajar bahasa inggris? Apakah keluarga dirumah memberi dukungan kepada kamu untuk belajar bahasa Inggris? Misalnya ikut les atau beli buku-buku bacaan bahasa Inggris? Dan dirumah ada tidak keluarga yang bisa berbahasa Inggris?

Interviewee : (I rarely study English, sis, I mostly look at the material that has been studied. No sis, not taking lessons. In terms of books, most of them are English language textbooks, sis, the same as the dictionaries. But if you study, study alone. At home, no one can speak English, sis.) Saya dirumah jarang belajar pelajaran bahasa Inggris kak paling melihat- lihat materi yang sudah dipelajari. Tidak kak, tidak ikut les. Kalau buku- buku paling buku pelajaran bahasa Inggris kak, sama kamus-kamusnya. Tapi kalau belajar ya belajar sendiri, Dirumah juga tidak ada yang bisa bahasa Inggris kak.

From the interview above, the writer found that the factors of causing students difficulties were related to their house environment. It was because most of the students are lack of interest in learning reading. They did not have any desires to read English text and they were lazy and afraid to read the English text. The other factors are the students lack of motivation to learn reading and moreover, the students also have the problem in their home. They said that they are lack of parental control in learning. Most of them did not have enough motivation from their parents to learn English.

e. School Environment

The last factor of causing the students difficulties in reading comprehending was school environment, based on the interview with a student, her name is Anabela .

The Researcher : (Have you read any related English books? with Reading texts that are in the school library? In addition to textbooks for example) Pernahkah kamu membaca buku bahasa Inggris yang berkaitan dengan teks Reading yang berada di perpustakaan sekolah? Selain buku pelajaran misalnya.

Interviewee : (If there are books in the school library, sis, but I'm lazy sis, read them English makes me bored and I also don't understand when I read, There are no English reading textbooks at school, sis other than textbooks).Kalau diperpustakaan sekolah buku ada tapi saya malas kak, baca bahasa inggris buat bosan dan tidak paham juga kalau saya baca,disekolah tidak ada buku teks bacaan bahasa inggris kak selain buku pelajaran

From the interview above, the last factor that causes students difficulties in understanding English reading is because of their school environment. They say reading is boring. Mostly, students also have less prior knowledge in reading English texts.

Discussion

In this research, the writer discussed the research finding covering the difficulties faced by the students and the factors of causing the students difficulties in comprehending English reading. The

writer took 21 students at seventh grade students of SMP N WINI as the subject of the study. Then, the writer found that there are 43,08% the students who are difficulties in answering to look for the main idea of the question items, There are 16,92% students who are difficulties in answering questions items for understanding vocabulary, There are 40% students who are difficulties in answering question items for understanding making inference. After categorizing the students score, the writer concluded that in seventh grade students of SMP N WINI, the students faced difficulty in comprehending English reading text. In this research, the writer tried to identify the difficulties faced by the students in comprehending English reading thoroughly the mistaken that they had done on their test. The writer also tried to identify the difficulties faced by the students in comprehending English reading thoroughly the result of the interview from the students.

To identify causing the students difficulty in comprehending English reading text, the writer used Rahim's theory. Rahim said that the difficulties in reading comprehension are produced by a variety of factor, there are: Difficulty in understanding long sentence in the text, Inadequate instruction presented by the teacher, Difficulty in understanding vocabulary, House environment and School environment.

First, the students had difficulty in understanding long sentence in the text. It made the students class VII A did not understand the meaning of the material or sentence, when they read the text. The students need more times to look for the correct answer. They used the dictionary to search the meaning. The students class VII A said that reading English is difficult. They were not familiar with the vocabulary. When the students did not interest with the materials, it caused the students having difficulty in absorbing the materials.

Second, the students had difficulty because inadequate instruction presented by the teacher. It can be explained as selecting the wrong skill to emphasize. Because the teacher selected the wrong skill to emphasize, it made the students bored when teaching learning process was happening.

Third, the students had difficulty in understanding vocabulary. The students cannot understand what the text is about because they do not know the meaning of the word. The writer found students' knowledge about vocabulary is less. They needed to look for the meaning of the vocabulary in the dictionary. And sometimes, they ignored the keyword of the text, so that students reading comprehending English text is less.

Fourth, the factor of causing difficulty in students is house environment. Rahim said that the house environment related with the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner has known before. In SMP N WINI most of the students are lack of interest in learning reading. They did not have any desires to read English text and they were lazy and afraid to read the English text. The other factor is the students lack of motivation to learn reading. They said that reading is boring. Mostly, the students had a lack of prior knowledge in reading English text.

The last factor of causing the students difficulty in comprehending English reading is school environment. Their school did not provide enough reading material for them, so they cannot learn reading well. Moreover, the students also have the problem in their home. They said that they are lack of parental control in learning. Most of them did not have enough motivation from their parents to learn English.

CONCLUSION

Based on the analyzing data there are some students who get problem to determine the main idea, understanding vocabulary, and making inference. Then many students have difficulty in understanding the structure of the text. They have limited vocabulary. The students cannot understand the material. They do not understand when finding a long text. The students have the problem to visualize the text or material. Based on the results of students' research in understanding English reading from tests and interviews on April 6, 2022 with seventh grade A students at SMP N. WINI, the writer found several difficulties faced by students in understanding English reading. There are several difficulties faced by students such as: There are: Difficulty in Understanding Long Sentence in the Text, Inadequate Instruction presented by the Teacher, Difficulty in Understanding Vocabulary, House Environment and School Environment.

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