

Exploring EFL Students' Perceptions on Reading Comprehension Difficulties in Indonesian Junior High Students

Lydia Kusumahwati¹, Widya Caterine Perdhani², Peptia Asrining Tyas³

^{1,2,3} English Language Education, Faculty of Cultural Studies, Universitas Brawijaya

Email : Lydiakusumahwt@students.ub.ac.id¹, caterine_widya@ub.ac.id², peptiaasrining@gmail.com³

Abstrak

Pemahaman membaca (*reading comprehension*) bermanfaat bagi siswa untuk memperoleh keterampilan lain dalam belajar bahasa. Namun, siswa Indonesia cenderung memiliki beberapa kesulitan dalam pemahaman bacaan. Penelitian ini bertujuan untuk mengetahui apa saja kesulitan pemahaman bacaan yang menonjol yang dihadapi oleh siswa kelas 8 SMP di SMPN 7 Malang. Metode kuantitatif digunakan dan kuesioner offline yang terdiri dari 11 pernyataan dibagikan. Pernyataan-pernyataan tersebut terbagi menjadi kesulitan pemahaman membaca yang terus muncul dalam beberapa penelitian sebelumnya, yaitu kosakata (*vocabulary*), latar belakang pengetahuan (*background knowledge*), dan membuat kesimpulan (*making inference*). Peneliti juga menambahkan pengalaman membaca (*reading experience*) sebagai salah satu dimensi untuk melihat pengalaman membaca siswa kelas 8. Hasil penelitian menunjukkan bahwa 66,70% dari 171 siswa setuju pada pernyataan bahwa mereka menghadapi kesulitan pada struktur gramatikal dalam teks bahasa Inggris. Siswa juga menemukan kesulitan untuk menghubungkan topik teks bahasa Inggris dengan pengetahuan mereka sendiri yang menunjukkan sebagian besar siswa memiliki latar belakang pengetahuan yang rendah.

Kata Kunci: Persepsi EFL, pemahaman membaca, latar belakang pengetahuan.

Abstract

Reading comprehension is beneficial for students to acquire other skills in learning a language. However, Indonesian students tend to have several difficulties in reading comprehension. This research aims to find out what are the prominent reading comprehension difficulties faced by 8th grade junior high school students in SMPN 7 Malang. Quantitative method was used and offline questionnaire that consist 11 statements was administered. Those statement divided into reading comprehension difficulties that keep come out in several previous research, which are vocabulary, background knowledge, and making inference. The researchers also add reading experience as one of the dimensions to see reading experience of 8th graders has been. The result shows that 66,70% of 171 students have agreed on statement that they faced difficulties on grammatical structure in English text. Students also found difficulties to relate English text topics to their own knowledge which shows most of the students are low in background knowledge.

Keywords: EFL perceptions, reading comprehension, background knowledge.

INTRODUCTION

Classroom learning experience of students should receive more attention from teachers. An unfavorable students' learning experience in classroom could lead into several disadvantages to their learning skills, in particular reading skill. Students' interest in reading activities influence their comprehension in reading (Alfatihah & Tyas, 2022). Eventually, it will open up the opportunity for them to have unfavorable reading experiences. Unfavorable reading experiences involve EFL students who don't read often or who have unpleasant reading-related situations, which causes them to develop preconceptions about reading (Tsai & Lee, 2018). Students' who have unfavorable reading experience tend to get lost and neglect learning activities in classroom.

As one of the basic skills in learning a language, reading comprehension is a bare necessity in Indonesian English classroom. Reading comprehension is necessary to help students fully understand the meaning of a context in language. Reading comprehension refers to students' ability to apply prior knowledge and linguistic features of a language to grasp what is being indicated in a context. It is a response between reader's abilities and mental functions interacting with the text linguistic features (Smith et al., 2021). To achieve higher level of reading comprehension, students should able to have a strong knowledge in lower-level skills or they might have issues in reading comprehension.

However, Indonesian students commonly have difficulties in reading comprehension. One of the core problems of comprehension is lack of background knowledge. Background knowledge refers to information that have been previously received and store in students' memory (Brod, 2021). Background knowledge influence students in reading comprehension. Background knowledge can help students to comprehend texts better because when students do reading activity, they need complex skills such as; vocabulary, grammatical rules, context of the text. A meta-analysis research done by Brod (2021) shows that students with more prior knowledge will learn from a class more than students with less prior knowledge. Students may have low background knowledge due to lack of English exposure which also lead to limited vocabulary.

Common problems of EFL students, specifically in Indonesian, are tend to have limited in vocabulary. Interviewed done by one researcher found that according to English teachers, students have difficulties in comprehending meaning, vocabulary, identifying the main idea, and summarizing English text (Fitri & Ginting, 2021). From students' view, vocabulary also one of the main problems that occur in reading difficulties. One study done to see students' perspective showed that 82% of the 26 students in vocational high school faced reading comprehension problems in vocabulary (Lisiana, Yelliza, & Putri, 2022). Therefore, both students and teachers think that vocabulary as one of the difficulties often faced in reading comprehension.

Background knowledge and vocabulary influences students' reading comprehension skills. Due to students' low ability in background knowledge and limited vocabulary, students may also have difficulties in making inference. According to Riadil (2020), 75% of the third semester students in university level sometimes faced with problems when asked to make an inference from the information of the text. Making inference is one of the basic assessments to check students' comprehension skills. However, Septia et al (2022) found that inference question is included as one of the questions that are considered difficult for students. Eventually, low ability in background knowledge, limited vocabulary, and students' skills in making inference are considered as reading comprehension difficulties.

There are several previous studies that tried to peel of difficulties in reading comprehension in EFL students. The first previous study done by Nanda & Azmy (2020) indicates three major factors that effecting secondary students' reading comprehension skills in Indonesia. There are students'

motivation, low ability in background knowledge, and limited vocabulary. This study also suggested two learning approaches to overcome those problems, Cooperative Integrated and Reading Composition (CIRC) Technique and Metacognitive Strategy. However, this study is in a form of literary research that based on several previous studies.

Another study also done to see reading comprehension difficulties in Indonesian senior high school. Siahaan et al (2022) found that identify meaning of the word, sentence length, identify main idea, grammatical structure, and making inference was the main reading comprehension difficulties faced by students. This study was conducted using qualitative research, the data was collected through interviewing tenth grade senior high school students. The object of this research was tenth graders of senior high school students, hence another point of view from different level of students' grade is needed.

The last previous research was qualitative research to see teachers' perspective on reading strategies in senior high school. This research was done by Fitri & Ginting (2021) that discovered students' reading comprehension difficulties from teachers' point of view. Most teachers acknowledge that comprehending meanings, vocabulary, identify main idea, and making inference were the difficulties that students in senior high school faced. The participants of this research were six high school teachers who has different teaching experience in certain type of junior high school. Although a view from teachers was nice to know, this research only focuses on teachers rather than students.

Based on the previous problems and research, the researcher found an urge pursuing this research to identify the prominent difficulties in reading comprehension. There are several problems that are keep popping out in every previous research, which are low in background knowledge, limited vocabulary, and making inference. Therefore, the objective of this research is to find prominent difficulties in reading comprehension, between background knowledge, limited vocabulary, and making inference, faced by 8th grade students in Indonesia. Find the prominent reading comprehension difficulties will eventually help teachers to scrutinize the root problem and find learning activities based on students' need. In line with the purpose of this study, the research question is "What are the prominent reading comprehension difficulties, between background knowledge, limited vocabulary, and making inference, faced by 8th grade students in SMPN 7 Malang?"

METHOD

This current research used survey study as one of the quantitative method and offline questionnaire as the instrument. According to Sugiyono (2020, p. 149), survey study is one of the quantitative types of research to find generalization from a representative sample. The population of this study is 266 of 8th grade in SMPN 7 Malang, who have been studied reading comprehension during their 7th grade. Unfortunately, only 171 out of 266 students who fill in the questionnaire because not all students attended school on the day it was shared. Thus, the researchers used simple random sampling. Simple random sampling is taken at random regardless of the populations' classification (Sugiyono, 2020, p. 64). The questionnaire was adapted based on Tsai & Lee (2018), Seyabi & Tuzlukova (2015), and Firmanita (2020). To make the participants easily understand the statements, English statements in the questionnaire were translated to Indonesian. Before anything else, the researchers done pilot testing to 30 students that consist of 24 statements to check the validity and reliability of the questionnaire.

The pilot test result showed there are 11 valid and reliable statements. The 24 statements of the pilot testing results were then revised, reduced, and randomized to meet the validity and reliability. Then, the 11 valid and reliable statements are counted using SPSS (Statistical Package for the Social

Sciences) ver.24. The Cronbach alpha value of 11 statements has reached to 0.740 which means the questionnaire was reliable. The valid and reliable questionnaire was then administered to the sample of the population in duration of two days. The questionnaire used 4 points Likert scale based on; strongly disagree (1), disagree (2), agree (3), strongly agree (4). The statements covered 4 dimension that divided into:

Table 1. Dimensions of the questionnaire

Dimensions	Statement Number	Statements
Reading Experience	1	I am worried about misunderstanding the English text.
	2	I have problems reading and understanding English texts.
Vocabulary	3	My biggest problem in reading is that I struggle when reading words and I don't know how to pronounce them.
	4	My biggest problem in reading is the vocabulary I don't know the meaning of.
	9	I can understand English text easily when I read it aloud.
	10	When doing English homework, sometimes I feel confused because I don't understand the meaning of the text.
Background Knowledge	5	My biggest problem in reading is that texts often handle topics from other cultures I know very little about.
	6	My biggest problem in reading is finding ways to relate the topic to my own knowledge and experience.
	11	I have difficulty in understanding the grammatical structure in the text.
Making Inference	7	My biggest problem in reading is seeing the difference between main points and supporting details in a text.
	8	My biggest problem in reading is inferring information from a text.

RESULT

This section will show students' perspective on reading comprehension difficulties. The data was gained through offline questionnaire that was filled by 171 students of 8th grade students in SMPN 7 Malang. The data will be presented in percentage to see the prominent reading comprehension difficulties, between background knowledge, limited vocabulary, and making inference, faced by 8th grade students in Indonesia.

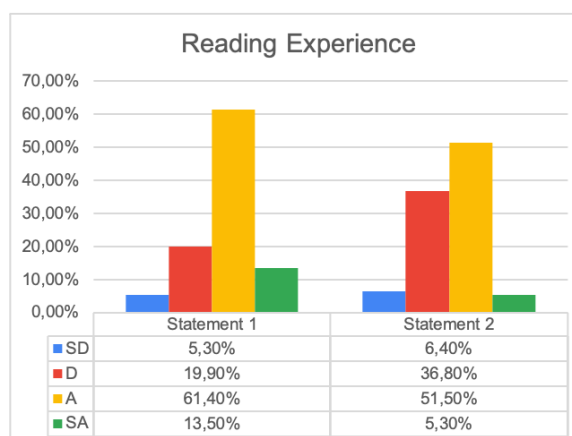


Figure 1: Students' Perception related to Reading Experience

Figure 1 provide the percentages related to students' perception about their reading experience. There are two statements that represent students' reading experience. The first statement said "I am worried about misunderstanding the English texts". There are 61,4% of the students were agree that they are worry if they are misunderstood English text, and 13,5% of 171 students are strongly agree. In contrast, only 19,90% choose disagree and the rest, which are 5,3%, choose strongly disagree. Meanwhile the second statement state, "I have problems reading and understanding English texts". Almost half of the participants, or 51,50%, is agree that they have problems in reading and understanding English text. Moreover, students who choose disagree only receive 36,80%. For students who choose strongly agree and strongly disagree, means that there are 5,30% of students who really have negative reading experience and only 6,40% of students who have perceptions that they did not have problem in reading experience. The two statement shows that the participants have unfortunate experiences in reading English text and most of them have worried and have problem in understanding the text.

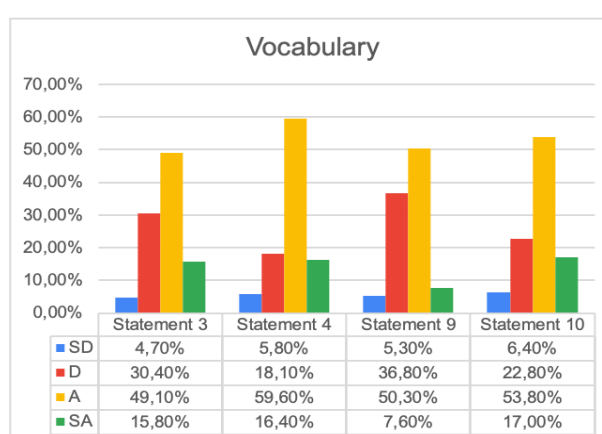


Figure 2: Students' Perception related to Vocabulary

Figure 2 shows us about students' perception related to vocabulary. There are four statement that indicates students' perception related to vocabulary in reading text. Statement 3 that sounds "My biggest problem in reading is that I struggle when reading words and I don't know how to pronounce them", students who choose agree reached 49,10% while 30,40% are disagree with the statement. Moreover, students who choose strongly agree (15,80%) and strongly disagree (4,70%) shows a significant number. Therefore, there are 64,9 % of 171 students who faced difficulties in unfamiliar vocabulary that they didn't know how to pronounce. Statement number 4 which state "My biggest problem in reading is the vocabulary I don't know the meaning of" shows the highest percentage in agree (59,60%) rather than any other statement in this dimension. Then followed by 16,40% of the students who choose strongly agree. The other students who choose disagree (18,10%) and strongly disagree (5,80%) have perception that their problems in reading text is not knowing the meaning of the vocabulary.

Statement 9 conveyed the statement which is "I can understand English text easily when I read it aloud" shows that 50,30% of student choose read aloud to help them in understanding English text while 36,80% is disagree with this statement. Students who have perceptions in strongly agree (7,60%) and strongly disagree (5,30%) in this statement is not much, but still this statement shows students who choose strongly agree are higher. Another statement, number 10, mention that "When doing English homework, sometimes I feel confused because I don't understand the meaning of the text" shows that students who choose agree has reached the second highest percentage which is 53,80%.

Meanwhile, students who choose disagree (22,80%) shows significant difference than students who choose agree. In addition, students who choose strongly agree also shows higher percentage than and strongly disagree, 17,00% and 6,40%. Thus, 171 students in junior high school Malang have high perceptions that they have difficulties when faced with English text that contains vocabulary that they didn't know the meaning of.

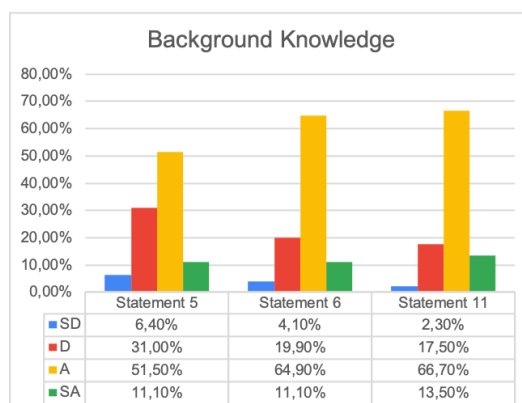


Figure 3: Students' Perception related to Background Knowledge

Through figure 3, contains students perceptions related to their background knowledge. Statement 5 reveal percentages about a statement "My biggest problem in reading is that texts often handle topics from other cultures I know very little about" shows that 51,5% of the participants were agree that they have difficulties in topics about other culture that they don't know. On the other hand, students who choose disagree reached 31%. Other students choose who strongly agree and strongly disagree also shows that strongly agree gained high percentage than strongly disagree, 11,10% and 6,40%, which indicates that students have higher difficulties about English text that contains other culture. Next, statement 6 tell us about result of a statement "My biggest problem in reading is finding ways to relate the topic to my own knowledge and experience" gained the highest percentage in agree which is 64,90% and 11,10% of students choose strongly agree. However, only 19,90% and 4,10% of 171 students choose disagree and strongly disagree.

The last statement from this dimension is statement number 11. Statement number 11 said "I have difficulty in understanding the grammatical structure in the text" has the highest percentage of agree among all statement in this dimension which is 66,70%. Then for students who choose strongly agree are 13,50% out of 171 students. To compare, students who disagree with this statement reached 17,50% and only 2,30% who are strongly disagree. This statement addressed that most of the students is having difficulties related to grammatical issues when reading English text. Hence, this dimension that contain three statements tell us that most of the students are having difficulties in background knowledge, especially the grammar in English text. Among all dimension in this research, the highest score was in this dimension which reveal that most of junior high school students in SMPN 7 Malang are having difficulties in background knowledge. Statement number 11 has gained the highest score in agree among all statements in the questionnaire, which means it represent the difficulties of students in grammar.

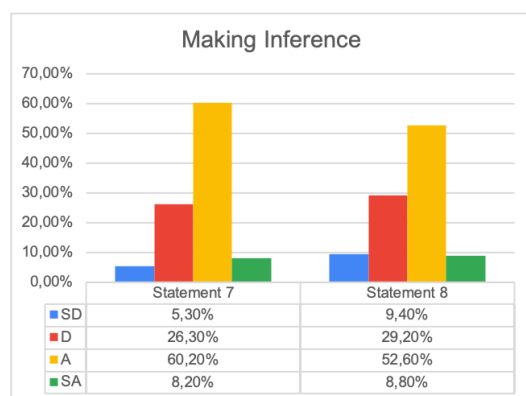


Figure 4: Students' Perception related to Making Inference

Lastly, figure 4 is the last dimension in this research that indicates students' perceptions toward making inference in reading activities. This dimension consists of two statements. The first statement which is statement number 7 that declare "My biggest problem in reading is seeing the difference between main points and supporting details in a text" shows significant difference between 60,20% of students choose agree and 26,30% of 171 students choose disagree. Other students divided to 8,20% percent who choose strongly agree and 5,30% choose strongly disagree, which leave 2,9% of difference. The last statement from this dimension is statement number 8 that display a statement "My biggest problem in reading is inferring information from a text" reveal that 52,60% are agree that they are having difficulties in inferring information from English text. Out of 171 of students, there are 29,20% who choose disagree. However, strongly disagree (9,40%) place a little higher than strongly agree (8,20%), with only 0,6% difference. This dimension allows us to know that junior high school students in SMPN 7 Malang has difficulties in inferring information from English text. Especially statement number 7 that present 60,20% percent of students who are agree that they face difficulties in differ the main points and the supporting details.

Based on the four dimensions in the questionnaire, junior high school students in SMPN 7 Malang have reading difficulties in vocabulary, background knowledge, and making inference. Their reading experience also shows that 61,40% of them seems to have worry in misunderstanding the English text. Related to students' perceptions in vocabulary, 59,60% of the students are agree that they faced difficulties in reading text containing unknown meaning of the vocabulary. Meanwhile, background knowledge has the highest score amongst other dimension, especially in grammatical issues of the text which has reached 66,70%. The last dimension, shows that 60,20% of the students have agree they faced difficulties in making inference about differentiate between main points and supporting details in English text.

DISCUSSION

This paper investigates students' perceptions on reading difficulties through offline questionnaire. This study aims to find out what are the prominent reading comprehension difficulties, between background knowledge, limited vocabulary, and making inference, faced by 8th grade students in SMPN 7 Malang. The 171 of the participants also shows that they have unfortunate reading experience. There are 61,40% of the students have worry to misunderstood English text rather and 51,50% of students that claims they have problems in comprehending English text. Reading comprehension and enjoyment are positively correlated, which indicates reading experience may have an impact on reading comprehension (Rogiers, 2020). Although students reading experience influence

their reading comprehension skills, junior high school students also having other difficulties.

Other findings in this research found that students are having several difficulties in reading comprehension. Based on the result, most of them seems to agree that they are indeed having difficulties in background knowledge, vocabulary, and making inference. To answer the research question, the researchers found that most of 8th grade students in SMPN 7 Malang prominent difficulties is in background knowledge. It is shown in statements number 5, 6, and 11 that most of the students have agree that they faced difficulties in different cultural topics, relating topics to their own experience, and grammatical issues. Other findings from previous research also found that 63,3% of high school students in Jember have difficulties in background knowledge (Sari, Santihastuti, & Wahjuningsih, 2020). In line with Smith et al (2021), students who has lower level of background knowledge shows weaker performance in reading English text. Other than that, Satriani (2018) also found that grammar structure contains in English text become one of their barriers in understanding English text. Therefore, students' low abilities in background knowledge explains they have difficulties in vocabulary and making inference.

Other than that, they also have difficulties in making inference. There are two representative statement to see students' perspective in inferring information from English text. Statement 7 mentions about difficulties to differentiate between main point and supporting details in English text and statement 8 clearly said difficulties in inferring information from English text. Between the two statement, statement number 7 gained higher agreement rather than statement number 8 which shows 8th grade students are having more difficulties to make differentiation between main point and supporting details in English text. This finding also accordance with other study from Fauzi & Apsari (2022) and Septia et al, (2022) that also found junior high school students are having difficulties when presented with a question that aims to find specific information from a text. Although, making inference from an English text is considered as difficulties, vocabulary also have contribution to reading comprehension difficulties faced by 8th grade students.

There are four statements in this research dimension that associated with difficulties in vocabulary. Statement number 4 gained the highest percentage amongst other statement. There are 59,60% of 171 students have agree they are having problems when faced with vocabulary that they didn't know the meaning in English text. Then followed by 53,80% of students who agree with a statement that mentions about difficulties when comprehending English text in their homework. Meanwhile 50,30% and 49,10% of the students have agree that read aloud helps them to comprehend English text better, but they are having difficulties if they faced with English words but they didn't know how to pronounce. Aida, Fitria, & Mahmuda (2022) also found that junior high school students are having difficulties in comprehending English text when they faced with unfamiliar vocabulary. Another study also argue that vocabulary is one of the factors that affecting students' difficulties in making inference in Indonesian senior high school students (Prihatini, 2020). These findings are in accordance with Cleverisa, Sahiruddin, & Perdhani (2022) that found students who achieve higher score in test of vocabulary also have higher score in reading test. Thus, vocabulary plays an important role for junior high school students to help them comprehend English text.

Based on the result of the questionnaire, the prominent difficulties faced by 8th grade students is background knowledge. The result lies in statement number 11 that gained 66,70% of 171 students that are agree on grammatical difficulties when reading English text. Which place statement number 11 as highest percentage amongst other statements. The second statement that has the highest percentage is in statement number 6. Statement number 6 shows that 64,90% of the students are agree they have difficulties relating the topic of a text to their own knowledge and experience. The last

statement that gained the highest score is from students' reading experience which shows that 61,40% of them are agree they have worry in misunderstanding English text. Several previous research also stated that students with low background knowledge are most likely influence their reading comprehension skills (Sari, Santihastuti, & Wahjuningsih, 2020; Smith et al., 2021; Satriani, 2018). Therefore, students' background knowledge is the prominent reading comprehension difficulties faced by 8th grade students in SMPN 7 Malang, especially in grammatical of the text and relating the topic to their own knowledge.

CONCLUSION

In conclusion, the prominent difficulties of 8th grade student in SMPN 7 Malang are low in background knowledge. Statement number 11 mention about grammatical issues in English text have the highest agreement percentage amongst other statement in the questionnaire. Then followed by statement number 6 that claims students are having difficulties relating the topic to their own knowledge and experience. The last statement that also gained a high level of percentage comes from dimension of reading experience that state most of them have worry if they will misunderstanding English text. These findings also supported by several previous research (Rogiers, 2020; Satriani, 2018; Fauzi & Apsari, 2022; Septia et al, 2022); Aida, Fitria &, Mahmuda, 2022; Prihatini, 2020; Cleverisa, Sahiruddin, & Perdhani (2022). Thereby, most of the students had agree that they have reading difficulties on background knowledge, especially grammatical issues in English text.

The researchers are conducting this study due to the importance of reading comprehension that influence other comprehension skills in learning a language. Scrutinizing the core difficulties on reading comprehension, help teachers to design reading activities based on students' need. However, the researchers acknowledge this research limitations that used only 11 statements in the questionnaire. Furthermore, other researcher could use other statement which may produce wider results. Other researcher also can touch on what affecting students' low abilities in background knowledge and how teachers in Indonesian classroom practice in improving students' background knowledge.

REFERENCES

- Al Seyabi, F., & Tuzlukova, V. (2015). Investigating EFL reading problems and strategies in post-basic schools and university foundation programmes: a study in the Omani context. *Malaysian Journal of ELT Research*, 11(2), 35.
- Alfatihah, D.F.N., & Tyas, P.A. (2022). The correlation between undergraduate-students' reading interest and their reading comprehension, *JOLLT Journal of Languages and Language Teaching*, 10(3), pp. 343-355. DOI: <https://doi.org/10.33394/joltt.v10i3.5460>
- Aida, Fitria, W., & Mahmudah, F. (2022, May). Reading comprehension; a study on students' difficulties. *In Proceeding of International Conference on Education* (pp. 94-100).
- Brod, G. (2021). Toward an understanding of when prior knowledge helps or hinders learning. *Npj Science of Learning*, 6(1), 1-3.
- Cleverisa, S. A., Sahiruddin, S., & Perdhani, W. C. (2022). The correlation between EFL students' vocabulary mastery and their reading ability. *Jurnal Pendidikan: Riset Dan Konseptual*, 6(3), 487-493. doi:10.28926/riset_konseptual.v6i3.555
- Fitri, D. I., & Ginting, D. (2021). EFL teacher's perception on reading strategies taught in high schools. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, 5(2), 104-117.
- Firmanita, E. (2020). *Students' difficulties in reading comprehension at junior high school 1 Rumbio Jaya (Bachelor's thesis, Universitas Islam Negeri Sultan Syarif Kasim)*. Repository UIN SUSKA.
- Fauzi, M., & Apsari, Y. (2022). Exploring students' difficulties in reading using question and answer relationship. *PROJECT (Professional Journal of English Education)*, 5(2), 306-310.
- Lisiana, D. S., Yelliza, Y., & Putri, D. M. (2022). The students' difficulties in reading comprehension at

- vocational high school in padang. *Horizon*, 1(4), 757-765.
- Nanda, D. W., & Azmy, K. (2020). Poor reading comprehension issue in EFL classroom among Indonesian secondary school students: scrutinizing the causes, impacts and possible solutions. *Englisia: Journal of Language, Education, and Humanities*, 8(1), 12-24. <https://doi.org/10.22373/ej.v8i1.6771>
- Prihatini, S. O. (2020). An analysis of students' difficulties in reading comprehension at SMA Negeri 1 Sukodadi Lamongan. *E-Link Journal*, 7(1), 21-29.
- Riadil, I. G. (2020). Investigating EFL learners' reading comprehension problems and strategies in Tidar University. *JELLT (Journal of English Language and Language Teaching)*, 4(1), 48-58.
- Rogiers, A., Van Keer, H., & Merchie, E. (2020). The profile of the skilled reader: an investigation into the role of reading enjoyment and student characteristics. *International Journal of Educational Research*, 99, 101512.
- Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The role of background knowledge in reading comprehension: a critical review. *Reading Psychology*, 42 (3), 214-240.
- Septia, N. W., Indrawati, I., Juriana, J., & Rudini, R. (2022). An Analysis of Students' Difficulties in Reading Comprehension. *EEdJ: English Education Journal*, 2(1), 11-22.
- Siahaan, D. A., Simatupang, F. V., Sianipar, T. F., & Damanik, T. (2022). An analysis of students' difficulties in reading comprehension at SMA Negeri 4 Permatangsuar. *ROMEO: Review of Multidisciplinary Education, Culture, and Pedagogy*, 1(2), 75-80.
- Sugiyono, 2020. *Metode Penelitian Kualitatif*. Bandung: Alfabeta.
- Sari, G. R., Santihastuti, A., & Wahjuningsih, E. (2020). Students' perception on reading comprehension problems in narrative text. *LLT Journal: a Journal on Language and Language Teaching*, 23(2), 342-353.
- Satriani, E. (2018). Reading comprehension difficulties encountered by English students of Islamic University of Riau. *J-SHMIC: Journal of English for Academic*, 5(2), 15-26.
- Tsai, Y. R., & Lee, C. Y. (2018). An exploration into factors associated with reading anxiety among Taiwanese EFL learners. *Teflin Journal*, 29(1), 129-148.