THE DESCRIPTIVE ANALYSIS OF PPA IO-0130 OMASIO STUDENT'S COMPREHENSION ON READING TOURISM TEXT

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reading is one of the most important language skills for students to master, especially in the context of foreign language learning. Reading involves not only the activity of understanding written meaning, but also the process of building a deeper understanding of the text being read. This is supported by Grabe and Stoller (2020) who state that Reading is an essential prerequisite for academic success and self-development in modern society. In the context of foreign language learning, reading ability enables students to acquire new knowledge, develop vocabulary, and understand the structure of the target language.

In the context of tourism, the ability to read tourism texts is particularly relevant for students learning a foreign language. In a study by Shekary et al. (2023), it was found that students who had the ability to read tourism texts in a foreign language showed significant improvement in other language skills, such as writing, speaking, and listening. This is because reading tourism texts provides rich exposure to vocabulary, expressions, and language structures relevant to the tourism context.

Reading tourism texts requires a good understanding of the vocabulary, language structure, and cultural context behind the text. Tourism texts often include descriptions of tourist attractions, information about accommodation and transport, as well as cultural aspects related to the tourist destination. A good understanding of these texts not only benefits students in an academic context, but can also help them in developing their communication skills in real-life tourism situations.

However, the ability to read tourism texts is not an easy task. Many factors can affect students' comprehension level, such as background knowledge, motivation, reading strategies used, and the complexity of the text itself. Limited background knowledge about the tourist destination, culture, or foreign language used in the text can be an obstacle to good comprehension. In addition, students' motivation and interest in reading tourism texts can also affect their comprehension level. The use of appropriate reading strategies, such as predicting content, making

inferences, and monitoring comprehension, can also help improve comprehension of the text.

Therefore, it is important to descriptively analyse students' level of comprehension in reading tourism texts, as well as the factors that may affect it. By knowing students' comprehension level and related factors, this study is expected to provide valuable information for teachers in PPA IO-0130 Omasio.

The results of the study can be used to design more effective teaching strategies and teaching materials, and help students better improve their skills in reading tourism texts. For example, if it is found that most students have difficulties in understanding certain vocabulary or language structures in tourism texts, teachers can place special emphasis on these aspects through appropriate exercises and activities. In addition, if motivation is an important factor affecting comprehension, motivational strategies such as providing relevant and interesting contexts can be applied in teaching. By understanding students' comprehension levels and the factors that influence them, teachers can take appropriate measures to improve the quality of teaching and learning to read tourism texts. This will ultimately assist students in developing the reading skills necessary to communicate effectively in tourism contexts, both in academic and professional situations in the future.

Based on the description of the research objectives above, the author intends to conduct research centered on Student's at PPA IO-0130 Omasio, with the title "The Descriptive Analysis Of PPA IO-0130 Omasio Student's Comprehension on Reading Tourism text".

1.2 Focus of the Research

The focus of this research namely :

1. To describe the Student's Comprehension's on Reading Tourism Text
2. To describe why the Student's Comprehension's on Reading Tourism Text occurs

1.3 Limitation of the Problem

Based on the focus of the research above, the limitation of the research are "The Descriptive Analysis Of PPA IO-0130 Omasio Student's Comprehension's on Reading Tourism Text".

1.4   Formulation of the Problem

The formulation of the problem in this researchnamely :

a. What are the description of PPA IO-0130 Omasio Student's Comprehension's on reading tourism text?

b. Why does the description of PPA IO-0130 Omasio on reading tourism text occurs?

1.5   Purpose of the Research

The purpose of this research is to know the Students Comprehension's of PPA IO-0130 Omasio on Reading Tourism Text

1.6   Significance of the Research

1.   Theoretically

a. The results of this research expected can become information and reference for teachers and other researchers regarding to gain a broader information regarding the extent of students' comprehension's in reading tourism texts.

b. These results are also useful as a theoretical basis for similar research in the future

2.   Practically

a. For researchers, to be able to know the extent of students' comprehension in reading tourism texts.

b. For students, this research can help students improve their ability to understand travel texts. By understanding the difficulties they face, students can be given more effective strategies and exercises to improve their comprehension.

c. For teachers, this research can get a clear picture of students' level of understanding of the travel text, as well as the specific difficulties they face. This information is very useful for designing more effective teaching methods.

CHAPTER II
LITERATURE REVIEW

2.1 Theorethical Framework

A. Reading Comprehension

    1. Definition of Reading Comprehension

Reading is an activity which the reader and the writer make an interaction in the text by comprehending the text. It has long been believed that reading is a foundational ability that can help pupils learn other skills. Reading is an interactive process that involves both the reader and the author of the material in order to understand and extract information from it. "Reading is a cognitive process of constructing meaning from written texts, involving the interaction between the reader, the text, and the context in which reading takes place" (Tracey & Morrow, 2023, p. 9).

Reading, according to Nuttal in Qurniawan (2020), is the outcome of mental interactions between the writer and the reader. It is the method by which the reader attempts to understand the writer's intended meaning or message. This technique allows the reader to understand the writer's meaning and attempts to construct the meaning that the author intended. Additionally, as stated by Woolley (2020), Constructing meaning from written materials is the process of reading. It is a sophisticated ability that necessitates coordinating information from several interconnected sources. To put it briefly, reading is the process of recognizing a written or printed material in order to comprehend its content.

Reading is the process of interpreting written or printed content by examining its letters or symbols, according to Sutari in Malandita (2019). The act of completely comprehending a new language through its symbols is the definition of reading in a second language. Reading, according to Allington & Pearson (2022, p. 15), is the capacity to decode written symbols and extract meaning from them; it entails understanding the meaning of words, phrases, and sentences and incorporating this knowledge into one's preexisting body of knowledge. It demonstrates that reading necessitates the capacity to deduce meaning from a book and to identify symbols or printed words.

According to the definitions given above, reading is the ability to quickly identify different written symbols using prior knowledge. It may also be characterized as understanding and the conveyed notion. This indicates that the reader attempts to understand the writer's meaning when interacting with printed messages. Reading can also be defined as the process of creating meaning words and sentences that are connected to one's spoken language, which is known as comprehension, in addition to the process of translating written symbols into spoken language.

The fundamental purpose of reading is comprehension. Readers are able to gain knowledge and information from the written page by understanding the reading text or written page. Sharon Vaughn and Jeanne Wanzek (2022) corroborate this claim by stating that comprehension of the material is the primary goal of reading. Reading loses its purpose if understanding is lacking. The development of reading comprehension abilities should therefore be a primary focus of reading teaching.

Additionally, the act of comprehending a text is known as reading comprehension. It is a purposeful, dynamic, and participatory process that occurs prior to, during, and following the reading of a certain work of literature. Reading, according to Nuttall in Marzona (2019), is the meaningful understanding of spoken or written signals. This indicates that reading is the outcome of the interplay between the readers' language, cognitive, and worldly knowledge and their perception of the visual symbols that convey language. Readers attempt to reconstruct the author's intended meaning during this process.

Bakri (2020) says that reading comprehension is the ability to read text, process it and understand its meaning. In getting information and understanding with the meaning of the texts, readers must have the ability to comprehend the reading texts or written page. This means that reading comprehension is very important in order to achieve the goal of reading itself.

According to Paris, Hamilton and Spires (2021), reading comprehension is the ability to understand, analyse and interpret text, which involves complex cognitive processes, including the use of background knowledge, reading strategies and interaction with text. Kendeou and Van den Broek (2020) also explain that reading comprehension is a process in which readers actively construct meaning from text

by integrating new information with existing knowledge and using inferential strategies to understand the implications of the text. It means that reading comprehension is not a simple process. In reading comprehension, readers use their prior knowledge of the text they are reading to build their comprehension.

Shanahan et al (2020) define reading comprehension as the ability to understand and use information from text, which involves cognitive skills such as decoding, vocabulary knowledge and the ability to make logical inferences. It means that reading comprehension is not just about reading words, but also about using different cognitive skills to understand and use information from texts in a meaningful way. Effective readers combine decoding skills, extensive vocabulary knowledge and inference skills to build a comprehensive understanding of the texts they read.

The purpose of reading comprehension is to gain a general knowledge of what is described in the text rather than to extract meaning from isolated words or sentences. According to McNamara (2020), reading comprehension is the ability to comprehend the ideas in a text and the relationships between the ideas expressed. This includes understanding the meaning of context, language, grammatical structure, and concepts. Thus, in order to grasp reading comprehension, readers must first understand the components of the texts. Then, according to the badan standar nasional pendidikan (BSNP) (national standard council) curriculum 2013, some basic reading comprehension competencies are required. They are to understand the aim, text structure, linguistic features, and meaning in basic written material.

In relation with the definition of reading comprehension above, the researcher concludes that reading comprehension is a process in term of building the meaning in purposes to know what the texts tells about. When the readers doing C reading comprehension, there there are several matters that readers should know, they are main idea of the text, the conclusion that is drawn from the text, the author's purpose, text structure and language used in the text.

2. **Level of Reading Comprehension's**

Brassell and Rasinski (2008) have stated that being a successful reader is depending on the level of the text. There must be balance between students ability in comprehending the text and level of the text. There are some levels of reading comprehension:

1. Literal Comprehension

Literal comprehension represents the most basic level of reading comprehension. At this level, readers must be able to recount and remember facts or information presented within the text. Most of the information needed for literal comprehension comes directly from the text itself. When answering literal questions, readers have only two possibilities: they can either recall the information from the text or they cannot recall it at all.

2. Inferential Comprehension

Inferential comprehension involves a reader's ability to grasp information that is not explicitly stated but rather suggested or implied within a text. It's the skill of processing written content to understand its underlying significance. This level of comprehension requires readers to synthesize various ideas presented in the text and draw conclusions based on what's written. Inferential comprehension is more complex than literal comprehension, as it demands not only the organization and manipulation of information from the text but also the integration of the reader's own background knowledge. This combination of textual information and personal understanding allows for a deeper interpretation of the material.

3. Critical Comprehension

Critical comprehension represents the highest level of reading comprehension. This type of comprehension, also known as evaluative comprehension, involves forming critical judgments about the information presented in a text. It requires readers to engage in deep analysis and critical thinking to make well-informed assessments and evaluations. At this level, readers must draw upon external criteria derived from their own experiences to assess various aspects of the writing, such as its quality, values, and the author's reasoning, simplifications, and generalizations. This process leads readers to respond both emotionally and

intellectually to the material, creating a complex interaction between the text and the reader's own knowledge and perspectives.

In conclusion, there are three levels of reading comprehension. Firstly, literal comprehension is an activity that requires the reader to be able to retell the text that has been read. Secondly, inferential comprehension is a reading activity that requires the reader to be able to infer the meaning of the text, either implicitly or explicitly. Thirdly, critical comprehension is a reading activity that requires the reader to think critically about what they have read and to make arguments about the text.

3. Factors Influencing Reading Comprehension's

Reading has some factors which affect its process. According to Treheame and Doctrow (2005), there are several key factors that influence students' reading comprehension, as follows :

a. Reading Attitudes of Students

Attitudes have a big impact on motivation and reading achievement. Students who identify as readers have favorable opinions about reading. They read for pleasure, to escape, to learn new things, to comprehend problems, and to learn more about themselves, among other reasons. They are driven to read. These students are involved with texts and will also develop goals for their reading. Pupils that have a bad attitude about reading will typically only read when it's necessary and will frequently "fake it" when reading alone. They probably won't be able to understand sophisticated writings beyond a literal level because they haven't read much.

b. Time

The best indicator of reading achievement and comprehension will be the student who reads more frequently. Students' reading comprehension will improve with increased reading time.

c. Comprehension Strategy Instruction

Reading comprehension instruction is often lacking in many Language Arts classrooms. Teachers need to select and implement effective strategies to teach

comprehension skills. In content-focused classrooms across various subjects, there's typically even less emphasis on teaching comprehension, as noted by Snow (2002). It's crucial for educators in all disciplines to recognize their role in developing students' reading abilities.

d. Vocabulary and word knowledge

Vocabulary plays a crucial role in reading comprehension. The more words students are familiar with, the easier it becomes for them to grasp the meaning of a text. Another key element in reading comprehension is general knowledge about the world, especially background information relevant to the text's subject matter. These factors significantly impact a student's ability to understand and interpret written material.

e. Fluency

Skilled readers demonstrate smooth, hesitation-free reading with proper expression. This fluency typically allows them to concentrate on understanding the text's meaning. For students to comprehend what they read, they must first master decoding words on the page. The aim is to develop students' ability to recognize words automatically, which is crucial for becoming proficient in comprehension.

Reading fluently and at a pace suitable for the text enables effective readers to grasp its meaning. When readers focus too much on the mechanics of reading, tackling each word individually, their understanding is limited. They often become so preoccupied with pronouncing words correctly that they lose track of the overall meaning. Fluent readers employ various strategies to understand their reading material. Students with a rich vocabulary and extensive background knowledge find it easier to use grammar (syntax) and meaning (semantics) to decipher words and read fluently. Additionally, proper phrasing and attention to punctuation contribute to better comprehension.

f. Types of Text

Students find it easier to understand texts when the content is suitable for their age group or grade level. Additionally, engaging or interesting text types can enhance students' ability to comprehend what they're reading. The selection of

appropriate and appealing texts plays a significant role in facilitating students' reading comprehension skills.

g. Opportunities for Rich Talk and Written Response

Verbal communication is fundamental to reading comprehension, especially as students increasingly read for information and learning purposes. Conversations with adults and peers play a vital role in helping students clarify meanings and expand their understanding of texts containing new concepts, ideas, and information. By articulating their comprehension through discussion, students develop critical thinking strategies. This process of sharing and talking about their understanding enhances their overall reading comprehension skills.

Reading with good comprehension is very important to gain new knowledge and information. There are several factors that influence reading comprehension according to experts. The factors are :

1. Prior Knowledge, According to Rahmawati and Fahriany's (2020). The reader's prior knowledge of the reading topic greatly affects the ability to understand the reading. Readers who have more knowledge about a topic will more easily understand and remember information from related reading.

2. Vocabulary, In line with the research of Tamba, et al. (2021). Adequate vocabulary mastery is a strong predictor of the ability to read with good comprehension. Readers with rich vocabulary will find it easier to understand the meaning of words and sentences in reading.

3. Interest, the reader's interest in the reading topic also affects reading comprehension according to Suryani, et al. (2022) "Readers tend to be more motivated and focused in understanding reading if the topic matches their interests and needs".

4. Reading Strategies, The use of effective reading strategies such as scanning, predicting, making questions, and summarising can improve reading comprehension as found in the research of Mulyati, et al. (2020). These strategies help readers to be actively involved during the reading process.

5. Environmental Factors, A calm environment, sufficient lighting, and support from the closest people also play a role in improving concentration and reading comprehension as revealed by Syafitri and Amir (2022).

In relation with the theory above, the researcher conclude that the factors that influence students reading comprehension are complexity of the text, environmental conditions, anxiety during reading comprehension, interest and motivation and decoding or word recognition speed.

B. Tourism Text

1. Definition of Tourism Text

According to Lew et al. (2020), tourism is an activity that involves direct interaction between tourists and local communities, which includes the exchange of culture, traditions, cuisine, and lifestyles. This statement shows that the discussion of tourism can never be separated from the discussion of culture, customs and arts of the community. Basically, the culture, customs, arts and geographical conditions of the place are the products of tourism, and tourists are the target consumers.

The position of tourism text is as a bridge that introduces the product (customs, culture, places, etc.) with its users or consumers, namely tourists. This statement is supported by Moscardo et al. (2021) which states that, tourism text refers to written materials provided to tourists, such as brochures, tourist guides, signs at attractions, and information on tourism websites. These texts serve to provide information, give directions, and promote tourist destinations or attractions.

Tourism texts have great potential to be used as a tool in teaching reading among students. This statement is supported by Zouganeli et al. (2021) who stated that tourism texts can be used as interesting and authentic teaching materials in teaching reading, because they contain cultural information, descriptions of places, and diverse vocabulary. This means that reading tourism texts can improve students' language skills, where tourism texts often use a variety of vocabulary and sentence structures that can enrich students' language skills. They learn to understand descriptions of places, travel instructions, and cultural information that are often presented in the form of descriptive or narrative texts.

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In Khoirunnisa and Suhartono's (2022) research, it was found that the use of tourism texts in teaching reading can increase students' interest and motivation, as the texts are relevant to real life and interesting to students. Based on this statement, it can be said that tourism texts are often interesting and fun to read because they discuss interesting topics such as famous tourist attractions, travel stories, and travel tips. Interest in this content can increase students' motivation to read and learn more, which in turn improves their reading comprehension skills.

According to Yulianti and Yunus (2020), tourism texts can also be used as a means to teach reading comprehension and develop students' critical thinking skills, as they often contain information that requires analysis and evaluation. Reading tourism texts can also help students develop critical and analytical thinking skills. They have to distinguish important information from less important ones, analyse the accuracy and reliability of information sources, and make inferences based on the data they read.

From some of the above statements, the author concludes that the use of tourism texts in learning to read provides a variety of significant benefits for students. These texts are not only engaging and motivating, but also offer the opportunity to develop a range of important reading skills, from improved vocabulary and contextual understanding to the development of critical and analytical skills.

2. The Generic Structure of Tourism Text

The generic structure is what content is consisted in the text. According to Nugraha et al. (2021), the generic structure of tourism texts generally consists of:

1. Identification: This section contains general information about the tourist attractions discussed.

2. Description: This section describes in detail about the attractions, facilities, activities, and other interesting things in the tourist attractions.

3. Conclusion: A concluding section that can contain recommendations, invitations to visit, or statements of affirmation.

Herlina (2022) also categorizes the structure of tourism texts as:

1. Opening: A brief introduction to the tourist attraction.

2. Body: Detailed description such as location, facilities, uniqueness, activities, etc.
3. Closing: Evaluation, impressions, and recommendation to visit.

3. Social Function of Tourism Text

Yulianti and Yunus (2020), stated that the social function of tourism texts is to provide information about tourist attractions, promote tourist destinations, and invite readers to visit the place.

C. The Relation between Student's Comprehension's and Reading Tourism Text

1. Student's Comprehension's and Reading Tourism Text

Student comprehension and reading tourism texts have a significant relationship. Tourism texts often contain information about different cultures, traditions, landmarks, and travel experiences. Reading and comprehending these texts can enhance students' knowledge and understanding of various destinations, customs, and historical contexts.

Tourism texts often introduce new vocabulary related to travel, cultural terms, place names, and descriptions. As students read and comprehend these texts, they expand their vocabulary, which can improve their overall reading comprehension skills. By reading and understanding tourism texts, students gain insights into different cultures, traditions, and ways of life. This exposure can foster cultural awareness, respect, and sensitivity, which are valuable skills in today's globalized world. Tourism texts also can be engaging and interesting for students, as they often describe exciting destinations, adventures, and experiences. This increased motivation and engagement can lead to improved comprehension and retention of the material.

Comprehending tourism texts may require students to employ various reading strategies, such as making predictions, inferring meaning from context, visualizing descriptions, and summarizing key information. Practicing these strategies can enhance their overall reading comprehension abilities. Tourism texts can provide students with practical information about travel planning, budgeting, safety

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precautions, and navigating different environments. This real-world application can make the reading material more relevant and meaningful for students. Tourism texts often incorporate elements of geography, history, culture, and economics. By comprehending these texts, students can make connections across different subject areas, reinforcing their understanding of various disciplines.

Overall, the relationship between student comprehension and reading tourism texts is multifaceted, as it can enhance vocabulary, cultural awareness, motivation, reading strategies, real-world application, and interdisciplinary connections, ultimately contributing to students' overall reading comprehension abilities and global awareness.

2.2   Conceptual Framework

The conceptual framework in research is a conceptual picture or structure designed to explain the relationship between various variables, concepts, or elements involved in the research. It is the theoretical foundation that guides the research and data analysis in a study.

According to Moscardo et al. (2021), tourism text refers to written materials provided to tourists, such as brochures, tourist guides, signs at attractions, and information on tourism websites. These texts serve to provide information, give directions, and promote tourist destinations or attractions.
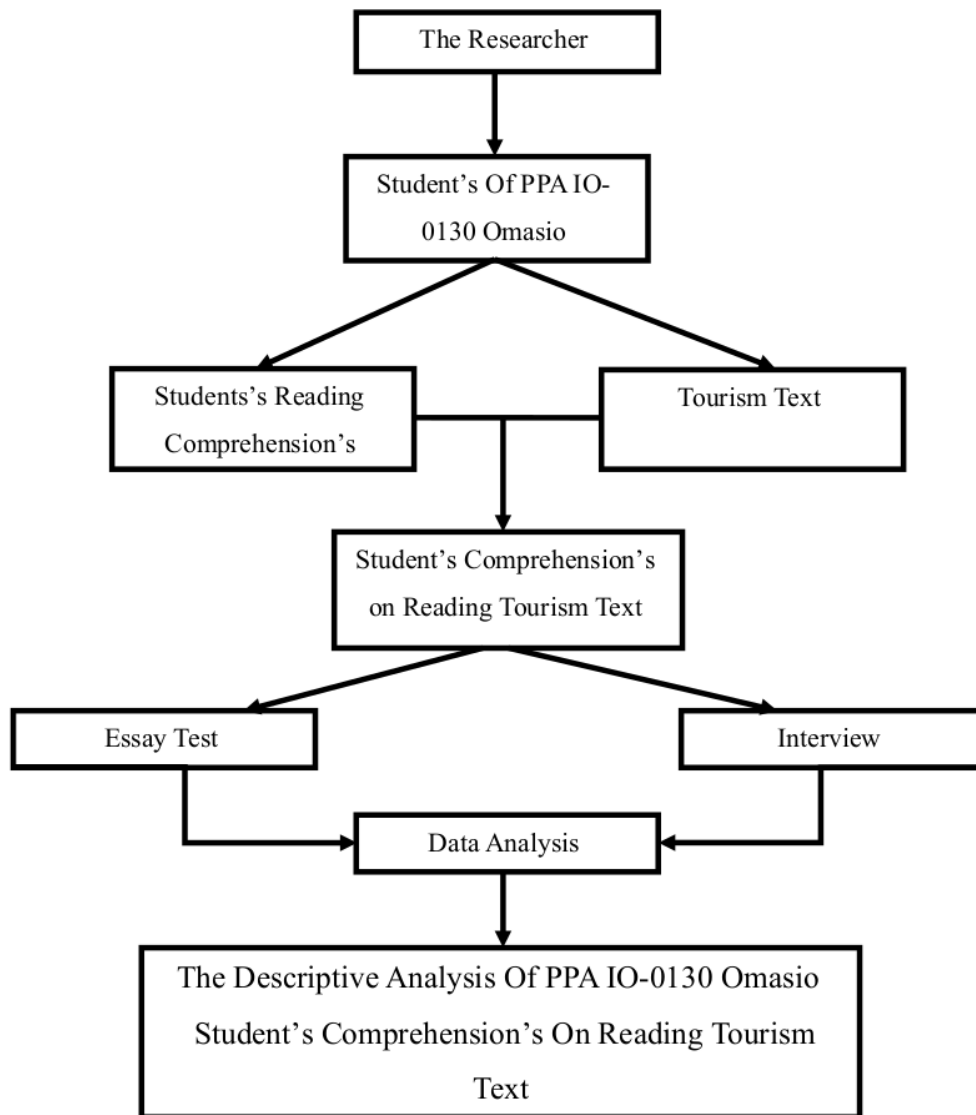
Reading and comprehending these texts can enhance students' knowledge and understanding of various destinations, customs, and historical contexts. Reading tourism texts provides many benefits for the development of students' reading comprehension skills. These texts are not only interesting and relevant, but also offer opportunities to develop a range of important skills such as vocabulary enhancement, contextual understanding, critical and analytical skills, and cross-disciplinary knowledge. By utilising tourism texts in reading instruction, teachers can help students develop better and deeper reading skills, which will be beneficial in academic contexts as well as everyday life.

The researcher intends to conduct qualitative research with a descriptive approach to find out the extent to which students can understand the content, structure and information presented in reading tourism texts. In addition, the

researcher also wants to know why PPA IO-0130 Omasio students' understanding of tourism reading texts occurs as described.

To collect data, the researcher will use instruments in the form of tests and interview guides to students directly at the research site. This is done to find out the extent to which students can understand the content, structure and information presented in reading tourism texts.

After the data is collected, the researcher will report the results of the study in accordance with the actual conditions in the field based on the data. Furthermore, the researcher will analyse the data using the method proposed by Miles & Huberman, namely data collection, data reduction, data presentation, and conclusion drawing. The conceptual framework of this research is depicted in the following scheme:

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        │       Omasio Student's Comprehension's     │
        │       On Reading Tourism Text              │
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2.3   The Latest Related Research

In conducting this research, researchers were inspired by several relevant previous studies. Firstly Research conducted by Mehrgan and Mehrabi (2022) entitled 'EFL Learners' Reading Comprehension of Tourism Texts: The Role of Cultural Schemata and Tourism Vocabulary Knowledge'. This study explores the influence of cultural schemata and tourism vocabulary knowledge on the reading comprehension of tourism texts in English as a foreign language (EFL) learners. The results of this study are that cultural schemata have a significant influence on the reading comprehension of tourism texts. Participants with cultural schemata appropriate to the culture represented in the text obtained higher reading comprehension scores compared to participants who did not have appropriate cultural schemata, tourism vocabulary knowledge also has an important role in tourism text reading comprehension, participants with better tourism vocabulary knowledge showed better reading comprehension than participants with lower tourism vocabulary knowledge. This study also provides practical implications for teaching English for tourism purposes, namely the need to consider cultural factors and build tourism vocabulary knowledge in the learning process to improve learners' reading comprehension.

Secondly, A journal article by Cakir and Mutlu (2021) entitled 'Exploring the Tourism Vocabulary Knowledge of EFL Students'. This study investigates EFL students' tourism vocabulary knowledge and its relationship with reading comprehension of tourism-related texts. The results of this study are that there is a significant and positive relationship between the mastery of tourism vocabulary and the ability to read comprehension of tourism-related texts. The more tourism vocabulary mastered, the better the reading comprehension of tourism texts. Students master more tourism vocabulary related to accommodation, transport, and services than vocabulary related to tourist activities and culture. This study also suggests the importance of explicit teaching of tourism vocabulary in English for tourism specific purposes courses to improve reading comprehension of related texts.

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Thirdly, A journal article by Khoshsima and Shokri (2019) entitled 'The Impact of Cultural Background Knowledge on EFL Learners' Reading Comprehension of Tourism Texts'. This study analyses the impact of cultural background knowledge on EFL learners' reading comprehension of tourism texts. The findings of this study are that cultural background knowledge has a significant influence on the reading comprehension of tourism texts for EFL learners. Learners who have more cultural background knowledge related to the tourism texts they read perform better in reading comprehension tests compared to learners who lack such cultural background knowledge. Learners with sufficient cultural background knowledge can better understand the implied meanings, cultural references and nuances in tourism texts, thus improving their overall reading comprehension. This study emphasises the importance of integrating cultural background knowledge in reading instruction, especially when the texts used contain culture-specific elements. EFL teachers are advised to provide explanations and information on relevant cultural backgrounds before learners read tourism texts, in order for them to build appropriate knowledge schemes and facilitate better reading comprehension.

CHAPTER III
RESEARCH METHOD

3.1 Approach and Type of the Research

The purpose of this study is to describe the Student's Comprehension's on Reading Tourism Text at PPA IO-0130 Omasio. This research uses an inductive research design with a descriptive approach, which is an approach that examines the status of human groups, objects, a condition, a system of thought, or a class of events in the present. The type of research used in this study is qualitative research. According to Bodgan and Taylor, qualitative research is a research method that produces descriptive data in the form of people's written and spoken words and observed behaviour. The researcher will use a descriptive qualitative approach to explore the Student's Comprehension's on Reading Tourism Text at PPA IO-0130 Omasio. The purpose of qualitative research is to understand social phenomena holistically in a real-world context using descriptive techniques. Qualitative data is descriptive in nature and comes from various sources such as documents, recordings, transcripts, words and pictures (Nasir & Sukmawati, 2023).

In summary, qualitative methods aim to gain an in-depth understanding of people's experiences, behaviours and attitudes through interviews, observations and textual analysis. This research aims to analyse and describe the Student's Comprehension's on Reading Tourism Text at PPA IO-0130 Omasio in detail.

3.2 Setting and Schedule of the Research

The location of the research research was PPA IO-0130 Omasio was located at Dusun I, Desa Silimabanua, Kec. Tuhemberua, Nias Utara. There were 15 mentors in this school. This school consists of 10 classes, which consist of 300 students. This study was conducted in April 2024.

3.3 Variables of the Research

Research variables are characteristics or properties that can be measured or observed and have a variety of values. Research variables are important concepts

in research because they allow researchers to measure or observe changes or differences in a phenomenon being studied.

There are two variables in this study :

1. Independent variable

    According to Lind, Marchal, & Wathen (2021), "An independent variable is a variable that is changed or manipulated by the researcher to study its effect on the dependent variable. The independent variable of this research is Tourism Text

2. Dependent variable.

    Accoring Lind, Marchal, & Wathen (2021), "A dependent variable is a variable that is observed or measured to determine the effect of manipulating the independent variable." So in this research, the dependent variable is Student's Reading Comprehension's.

3.4   Source of Data

Data sources in research refer to subjects that researchers can obtain data from. If a study uses interviews to collect data, the respondents providing answers to the researcher's questions serve as the data source. With observation techniques, moving objects or processes become potential data sources. For documentation studies, documents and records constitute the data source, while their content is the research object.

There are two types of data used in research, namely primary data and secondary data. Primary data is information, facts and realities that are directly related to research and are the main factor in determining the success of a research. Without primary data, a research cannot be said to be successful. Meanwhile, secondary data is information, reality and facts related to research but not directly related to it, as well as supporting documentation related to primary data. Secondary data is shallower and cannot capture the depth of information like primary data. Secondary data is not very convincing and proven, but it can describe several research findings to support the data.

The data source in this research is Student's at PPA IO-0130 Omasio. Researchers will interview student's at PPA IO-0130 Omasio based on interview

guidelines to obtain data on the Student's Comprehension's on Reading Tourism Text.

3.5   Instrument of the Research

Research instruments refer to tools used to collect data about concepts of interest in a study.Instruments enable the researcher to obtain the necessary data to facilitate the research process(Arpaci, 2020). In qualitative research, the researcher acts as an instrument by directly asking questions, listening, observing and gathering data through interacting with participants. The researcher's involvement is integral in qualitative studies to enable human engagement throughout the research process.

In addition to the researcher himself/herself, this particular study utilized semi-structured, open-ended interview guidelines and recording devices for documentation. To conduct interviews, the researcher used an interview guide with open-ended questions for participants to provide detailed responses. The recordings were captured on mobile phones, voice recorders, and video recorders when suitable. Another instrument included a questionnaire with Likert-scale statement items. Overall, these tools enabled the researcher to systematically collect and analyze the data required to undertake the research.

3.6   Data Collecting Technique

Data collecting technique as a method of data analysis techniques. There are some data collecting techniques that the author uses, namely :

1. Test

Test is a technique used by someone to several subjects to see the results that have been done by the subject. Nasrudin (2019, pp. 31-32) states that the test technique is a data collection technique that is carried out by giving a series of questions or tasks and other tools to the subject whose data is needed. Data collection with test techniques can be referred to as measurement.

The test used in this research is a description test (essay). Essay is used to make it easier for researchers to find out students' ability to understand tourism texts through answer responses in answering story problems. The description test consists of 10 essay questions.

2. Interview

Interviewing involves direct, face-to-face questioning between the interviewer and interviewees to obtain information for research purposes. The responses are typically recorded or documented. Interviews are conversational interactions between the researcher (seeking information) and informants (who possess important information about the research topic)(Caroline et al., 2022).

In this research, the author uses a semi-structured interview approach. This involves preparing questions and potential answers in advance, but maintaining a free and open format during the actual interview. Informants are asked to share opinions and ideas freely, while the interviewer records the responses. The researcher strategically selects informants who are key stakeholders or highly relevant to the research aims.

3.7   Data Analysis Technique

According to Nasir & Sukmawati, (2023) data analysis involves organizing the sequence of data into patterns, categories and basic descriptions to identify themes and formulate working hypotheses suggested by the data.

Data analysis in this study is a combination of test results and interviews. Tests are useful to determine students' understanding in reading tourism texts carried out by students when solving problems. While the interview was used to confirm the students' understanding and find out the cause of the students' lack of reading comprehension.

The data analysis technique used in this research is qualitative analysis used by researchers as stated by Dewi, 2022 there are three techniques in analysing the data, namely data condensation, data display and drawing conclusions and verifying.

1. Scoring

Scoring is giving scores to items that have been filled in by respondents. Scoring is done to provide scores or numbers on each subject's scale answer sheet. Each score of each statement item on the scale is determined according to what is filled in by the respondent.

2. Data Condensation

Data condensation is the process of selecting, reducing, organizing, eliminating, and/or expanding the data found in the entire collection of written field notes, interview transcripts, documents, and other evidence. Data condensation increases the power of the data. The type of analysis known as "data condensation" involves refining, focusing, eliminating, and organizing data so that "final" conclusions can be drawn and confirmed.

3. Data Display

A display is an arrangement of data that has been organized to make decisions and action easier. Seeing the data presentation display allows us to understand the situation and take appropriate action, such as conducting further analysis or acting on our understanding. Strong qualitative analysis relies heavily on effective data visualization.

4. Drawing conclusion and verifying

Drawing conclusion and verifying is the process of elaborating conclusions based on previous descriptions or previously obtained decisions. The conclusions made must be relevant to the research focus, research objectives and research findings that have been interpreted and discussed.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Research Results

    This research was conducted at PPA IO-0130 Omasio. The school has one English teacher. Based on the focus of the research, which is to describe students' comprehension in reading and describe why students' comprehension occurs as described, the researcher collected data through essay tests and interviews. The researcher conducted an essay test in the classroom to get more accurate data in answering both problem formulations. Then the researcher conducted interviews with students to answer the second problem formulation. After the data was collected, the researcher analyzed the data based on the results of the essay test sheet and interview transcripts through data analysis techniques, namely data reduction, data display, and conclusion drawing.

    The research result showed that students' comprehension skills in the three main aspects-literal, inferential, and critical comprehension-have shown quite good results. A total of 50% of students were able to achieve a good score in literal comprehension, which means they could identify and explain factual information from the text well. In addition, 50% of students also showed good inferential comprehension, which reflects their ability to recognise the main idea and purpose of the text. The last level, critical comprehension, showed that 75% of students were able to achieve a good score, which indicates most students can distinguish true or false information and understand the implied moral message of the text. Overall, these results show that most students have a fairly good ability to understand texts based on different levels of comprehension.

4.1.1 Essay Test Results

    In order to gather information about the students at PPA IO-0130 Omasio, the researcher in this study gave the students a test. The test questions focused on how the students comprehensions the descriptive material they read about tourism text. As respondents, the researcher included 16 students from PPA IO-0130 Omasio.

Following data collection, the researcher computed the data using the worksheets that the students had completed. In order to address the initial research focus, the researcher administered an exam to the students based on the research design. One of the researcher's lecturers served as an internal validator, and one English teacher served as an external validator, before the researcher arrived at the school to administer the test to the students. They were regarded as knowledgeable validators. The researcher visited the field and gathered information from the informants once the validators gave their approval for the test.

In conducting the test, the researcher use the essay test documentation from the teacher to get more accurate data on students comprehensions level in reading tourism text. The above text is written by students silently and is submitted on this day, August 22, 2024. Following the collection of the student work sample, the researcher conducted an analysis of the student learning materials using the following Harmer and Rauf (2012: 32) rubrics score :

Table 4.1 The Students score in Reading Comprehensions

No.	Name	Level			Score	Category
		Literal Comprehensions	Inferential Comprehensions	Critical Comprehensions		
1	Yetty Febriani Telaumbanua	16	13	8	37	Excellent
2	Berta Krsitiani Zai	16	11	8	35	Excellent
3	Desi Natalia Telaumbanua	14	11	8	33	Excellent
4	Jovan Rezki Zendrato	14	11	7	32	Good
5	Juliaman Gea	16	12	8	36	Excellent
6	Jesita Martalenta Gea	15	16	8	39	Excellent
7	Keyzia Juniwan Gea	13	14	5	29	Good
8	Torotodo Telaumbanua	12	15	8	35	Excellent
9	Anie Mestikaa Gea	5	11	8	24	Fair

10	Idealis Charnolo Harefa	7	13	8	28	Good
11	Desti Kristiani Gea	14	14	8	36	Excellent
12	Herdi Telaumbanua	16	15	8	39	Excellent
13	Asri Kristiani Gea	15	14	8	37	Excellent
14	Aprianus Telaumbanua	14	14	8	36	Excellent
15	Chalista Julistine Zai	16	9	8	33	Excellent
16	Lidia Grace Telaumbanua	14	14	8	36	Excellent

The table above shows data about students' scores in comprehension in reading tourism texts.

From the data above, it can be seen that there are 2 students with score (97.5), 2 students with score (92.5), 4 students with score (90), 2 students with score (87.5), 2 students with score (82.5), 1 student with score (80), 1 student with score (72.5), 1 student with score (70) and 1 student with score (60).

The result of the students' score also can be seen in the following chart :

Figure 4.1

STUDENTS CLASIFICATION SCORE

Students' clasification score in Reading Comprehension

So, after the researcher presented the students classification in the chart above, then the researcher categorizes the student scores based on the scoring rubric in reading comprehension, in the following:

Tabel 4.2

The Classification of Students Score in Reading Comprehension

No	Classification		Frequency (Person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	12	75.00%
2	61-80	Good	3	18.75%
3	41-60	Fair	1	6.25%
4	21-40	Poor	0	0.00%
5	0-20	Very Poor	0	0.00%
Total			16	100%

It is clear that 12 students received the Very Good category, 3 received the Good category, and 1 received the Fair category based on the rubric used to classify students in reading comprehension of tourism materials.

Furthermore, it is evident from the aforementioned data that 75% of pupils fell into the excellent category, 18.75% into the decent category, and 6.25% into the sufficient category. It may be said that pupils' reading comprehension of materials about tourism falls within the outstanding range.

Furthermore, based on the explanation above, the researcher concluded that students were able to understand the text they had read based on their test results or scores. There are 15 students who get high scores which means the classification is very good and good, while there is 1 student who gets low scores which means the classification is sufficient and lacking.

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Regarding the data explanation of students' scores in reading comprehension level in tourism text, it is explained as follows.

a.   Literal Comprehension

Based on the table above, the researcher found that the percentage of students who achieved high scores to identify literal comprehension. There are 4 questions that explain about factual information stated in this text which are question number 2,3,9 and 10. Question number 1 explains about factual information stated explicitly in the text while question number 3,9 and 10 explain about factual information contained in the text or story. There were 8 students who got 3 to 4 marks which means they were in good marks for being able to identify factual information.

On the other hand, there were 8 students who scored 0 to 2 which means they were in poor score because there were some meaning and structure errors or even the meaning and structure were wrong. Anie and Idealis were the two students who scored the lowest in Literal comprehension.

b.   Inferential Comprehension

Based on the table above, the researcher found that most students scored high in Inferential Comprehension. There are 4 questions that explain about the main idea in this text which are question number 1,4,5, and 7. Question number 1 and 4 explain about the main idea in the passage, while question number 5 explains about the author's purpose in writing the passage, while question number 7 explains about the description of the paragraph contained in the text. There were 8 students who got a score of 3 to 4 which means they were in a good score because they were able to identify the main idea of the text.

Meanwhile, there were 8 students who scored 1 to 2 which means they were in poor score because there were some meaning and structure errors or even the meaning and structure were wrong. Chalista was the only student who scored the lowest in Inferential comprehension.

c.   Critical Comprehension

Based on the table above, the researcher found that most of the students scored high in critical comprehension. There are 2 questions that explain about the difference in correct or incorrect information and also explain about the moral

message implied by this text which are questions number 6 and 8. That is, question number 6 explains about the difference in correct or incorrect information according to the text provided, while question number 8 explains the moral message implied by the text. There were 15 students who achieved a score of 3 to 4 which means they were in a good score because they were able to differentiate true or false information as well as being able to explain the moral message implied by the text.

On the other hand, there was 1 student who achieved a score of 1 to 2 which means they were in a poor score as there were some meaning and structure errors or even the meaning and structure were wrong.

Based on the data presented in Table 4.1, there are 12 students who achieved the best scores in the total score and also in each Generic Structure. These students are named Yetty, Berta, Desi, Juliaman, Jesita, Torotodo, Idealis, Desti, Herdi, Asri, Aprianus, Chalista and Lidia. And on the other hand, there were students who achieved the lowest scores in total score and also in all Generic Structures, namely Anie.

4.1.2 Interview Result

Interviews with students were conducted on Thursday, 22 August 2024 after the researcher conducted the test. The researcher interviewed students to find out what are the causes/factors of students' ability to understand reading texts in Galilee PPA IO-0130 Omasio class, to answer the second research focus.

Of the 16 students interviewed by the researcher, most students like to learn English, but they cannot comprehend directly due to lack of grammar, lack of vocabulary, lack of interest in reading and also because of students' lack of knowledge. It is recognised by the students, that they have difficulties in understanding reading texts. The difficulty they feel is when they find reading texts that they have never read before or even they don't know the storyline. Then, they are confused when the teacher asks them to understand and comprehend the text.

Firstly, one factor that is often mentioned is students' lack of understanding of grammar. Many students revealed that they had difficulty understanding the

sentence structure in tourism texts, which often used formal language or expressions that they rarely encountered in their daily lives. This leads to confusion in understanding the overall meaning.

Secondly, most students admitted that limited vocabulary was a major obstacle in understanding tourism texts. Many specific terms or words related to tourism were unfamiliar to them, such as names of places, types of tourist attractions, and technical terms related to travel and culture. This slows down the reading process and makes it difficult for students to capture the core information in the text.

Thirdly, some students also stated that their reading interest in tourism texts was relatively low. Tourism reading is often perceived as uninteresting because it is not relevant to their personal interests or not relevant to their daily lives. This low interest results in a lack of motivation to understand the text well, even when the text could actually be beneficial to their knowledge.

Lastly, another significant factor is students' lack of general knowledge, especially in relation to tourist attractions, and cultures that are often discussed in tourism texts. When students do not have enough background knowledge, they have difficulty understanding the context of the information presented. This makes them feel unfamiliar with the topics discussed, making it difficult to interpret the reading in depth.

Researchers also obtained data from students by conducting interviews with them. Based on the results of interviews with Yetty Febriani Telaumbanua, Anie Mestikaa Gea, Idealis Charnolo Harefa, Berta Krsitiani Zai, Desi Natalia Telaumbanua, said that most students have difficulty in understanding reading texts due to lack of vocabulary, lack of grammar and this problem is seen when the teacher asks students to read and understand the reading text while the reading text tested is a new text that they have never encountered.

In addition, from the students' test results above, the researcher found that the factors that most affect students' ability in reading comprehension are due to lack of grammar, lack of vocabulary, lack of interest in reading and also due to students' background knowledge when students get difficulties when they are faced with new reading texts or even new topics. Then, the students' test results above

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show that 75% of them have the ability to distinguish correct or incorrect information according to the text provided as well as they are able to write down the moral message implied from the text.

Finally, after researchers conducted interview activities with Galilee class students, researchers found that most students were able to understand the reading text based on the three components that researchers analysed, namely, Literal comprehension, Inferential comprehension, and Critical comprehension. In detail, it can be seen from the percentage achieved as follows.

1) Literal comprehension (50%) of students,

2) Inferential comprehension (50%) and

3) Critical Comprehension (75%).

From the interview activities that the researcher has conducted with students, the researcher also concluded that students have problems that affect students in understanding reading texts, namely lack of vocabulary, lack of structure and difficult for them,

4.2 DISCUSSION

4.2.1 The Descriptions and Interpretation of the Research Results

4.2.1.1 The Description of the Students Comprehensions on Reading Tourism Text

Based on the information provided in the preceding tables (tabs 4.1, 4.2, and 4.3) and the research findings, it can be seen that 8 students (or 50%) scored well in the literal comprehension section. This indicates that some students are able to respond to questions pertaining to literal comprehension, which can be used to explain factual information found in the text.

It can be concluded that some students have a good ability to understand or comprehend in explaining information based on facts from the text they have read. The results of the other components showed that 8 students (50%) achieved good scores in Inferential comprehension. This shows that students who understand the main idea or main ideas in the text as well as being able to identify the purpose of the written text. The last component shows 12 students (75%) achieved a good score. This score shows that most students have the ability in critical

comprehension, which means most students are able to distinguish true or false information according to the text provided and are able to write the moral message implied by the text.

Based on the data obtained, it can be concluded that students' comprehension skills in the three main aspects-literal, inferential, and critical comprehension-have shown quite good results. A total of 50% of students were able to achieve a good score in literal comprehension, which means they could identify and explain factual information from the text well. In addition, 50% of students also showed good inferential comprehension, which reflects their ability to recognise the main idea and purpose of the text. The last level, critical comprehension, showed that 75% of students were able to achieve a good score, which indicates most students can distinguish true or false information and understand the implied moral message of the text. Overall, these results show that most students have a fairly good ability to understand texts based on different levels of comprehension.

4.2.1.2 Factors Affecting the Students Ability in Reading Comprehension Based on the Results of the Test

There are other factors that affect students' literal comprehension scores, as indicated by Table 4.2's reading comprehension scores for the students. Some students who received a score of three to four stated that they had to read the reading material slowly and frequently until they found the solution in order to extract fact-based information. Students who received a score of one to two, on the other hand, reported that they skimmed the text and only took the most crucial passages, not thoroughly explaining them before writing them down on their worksheets.

Second, there are multiple factors influencing the students' inferential comprehension scores, as seen by Table 4.3's reading comprehension scores. Some students who had scores of three to four stated that they just read the text slowly and frequently until they found the solution in order to determine the book's key idea or message. Students who received a score of 1 to 2, on the other hand, claimed that they had just read the most crucial passages from the text and had not stopped to consider whether or not they were the essential points before copying them down on their worksheets.

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Ultimately, there are other factors influencing the students' Critical comprehension levels, as indicated by Table 4.2's reading comprehension scores. "I try to find out if there is a message from the author explained directly in the text; if not, I try to understand the important information from the text such as the characters, the ending of the story, and the lessons that can be learned," said Yetty Febriani Telaumbanua, one of the students who scored 3 to 4. Students with scores of 1 and 2 on the other hand claimed to have merely read the most crucial passages from the text and then copied it down on their worksheets without checking to see if this was the author's purpose."

The researcher expounded on Hart's (2017) current idea regarding the elements impacting students' reading comprehension abilities in the preceding chapter. A variety of interrelated skills are needed for reading comprehension, including prior knowledge, vocabulary and fluency, active reading abilities, and critical thinking. Additionally, according to Rob Kedua (2018), there are two types of elements that affect reading comprehension: text factors and reader factors. Based on the aforementioned two studies, the researcher concluded that students' prior knowledge, vocabulary, reading enthusiasm, and unfamiliar texts have the biggest effects on their reading comprehension skills.

4.2.2 The Research Results versus to the Latest Related Research

In the previous chapter, the researcher stated that there are three recent related studies. The first related research by Mehrgan and Mehrabi (2022) is titled 'Understanding Reading Tourism Texts by EFL Learners: The Role of Cultural Schemas and Tourism Vocabulary Knowledge'. This study explores the influence of cultural schemata and tourism vocabulary knowledge on reading comprehension of tourism texts among English as a Foreign Language (EFL) learners. The results of this research indicate that cultural schemata have a significant impact on reading comprehension of tourism texts. Participants with cultural schemata that align with the culture represented in the texts achieved higher reading comprehension scores compared to participants without appropriate cultural schemata. Additionally, tourism vocabulary knowledge also plays an important role in reading comprehension of tourism texts, with participants possessing better tourism

vocabulary knowledge demonstrating superior reading comprehension compared to those with lower tourism vocabulary knowledge.

Second, a journal article by Cakir and Mutlu (2021) titled 'Exploring the Tourism Vocabulary Knowledge of EFL Students'. This study investigates the tourism vocabulary knowledge of EFL students and its relationship with reading comprehension of tourism-related texts. The results of this study indicate that there is a significant and positive relationship between mastery of tourism vocabulary and the ability to read and comprehend texts related to tourism. The more tourism vocabulary one masters, the better the understanding of tourism texts. Students master more tourism vocabulary related to accommodation, transportation, and services than vocabulary related to tourist activities and culture. This study also highlights the importance of explicit teaching of tourism vocabulary in English for tourism-specific courses to enhance reading comprehension of related texts.

Third, a journal article by Khoshsima and Shokri (2019) titled 'The Impact of Cultural Background Knowledge on EFL Learners' Reading Comprehension of Tourism Texts'. This study analyzes the impact of cultural background knowledge on the reading comprehension of tourism texts by EFL learners. The findings of this study indicate that cultural background knowledge has a significant influence on the reading comprehension of tourism texts for EFL learners. Learners with more cultural background knowledge related to the tourism texts they read perform better in reading comprehension tests compared to learners who do not have such cultural background knowledge. Learners with sufficient cultural background knowledge can better understand implied meanings, cultural references, and nuances in tourism texts, thereby improving their overall reading comprehension. This study emphasizes the importance of integrating background cultural knowledge into reading instruction, especially when the texts used contain specific cultural elements. EFL teachers are advised to provide explanations and information about relevant cultural backgrounds before students read tourism texts, so they can build appropriate knowledge schemas and facilitate better reading comprehension.

From the three studies above, it shows the importance of vocabulary mastery as well as students' comprehension and interest in reading tourism texts, which can enhance students' understanding of tourism reading texts. It is concluded that the

three research findings above have similar data analyses, indicating that most students are able to understand the reading texts they have read with the students' knowledge and the vocabulary mastery they possess.

In conducting this research, the study found that there were 12 students who received the Very Good category, 3 students who received the Good category, and 1 student who received the Satisfactory category. From the above classification, it is concluded that there are 15 students who achieved high scores, which means the Very Good and Good classifications, while there is 1 student who achieved a low score, which means the Satisfactory and Poor classifications.

4.2.3 The Research Results versus the Theories

After obtaining the research results, the researcher compares them with the research theory. This research focuses on understanding students' reading comprehension abilities using the Extensive Reading Strategy and the factors that influence their abilities. As explained by Sumartono et al (2019:82), in reading comprehension, students process the text, understand its meaning, and integrate it with what they already know. Additionally, Yulianti and Yunus (2020) state that tourism texts can also be used as a means to teach reading comprehension and develop students' critical thinking skills, as they often contain information that requires analysis and evaluation. Reading tourism texts can also help students develop critical and analytical thinking skills. They must distinguish important information from less important, analyze the accuracy and reliability of information sources, and make inferences based on the data they read. Because the researcher wants to describe the students' abilities, the researcher conducted a descriptive qualitative study. Hossein (2015:129) states that descriptive research is used to describe a phenomenon and its characteristics. Descriptive research is research that involves data collection to answer questions about the current status of the subject or study topic and can also measure what already exists.

In the research findings, it was found that the majority of students were able to understand the reading text. There is no doubt that there will be several factors influencing the outcome. Based on the student interview sheets, it was found that

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students' reading comprehension abilities are influenced by their background knowledge of the topic, their understanding level of the reading text such as lack of vocabulary, lack of text structure/grammar, and lack of interest in reading activities.

4.2.4 The Research Results Implication

Research findings indicate that descriptive analysis is significant in analyzing students' comprehension in reading tourism texts and the factors influencing it. For the students, conducting research shows them their level of ability and understanding regarding reading comprehension. This allows students to know their level of ability and encourages them to improve their skills in reading tourism texts.

Also for English teachers, this research has several implications. Research findings show students' progress in learning as well as their level of ability and the factors that influence it. This will enhance and encourage teachers' abilities and knowledge in finding the best and most suitable components for teaching reading comprehension in the classroom, such as strategies, materials, topics, media, etc.

4.2.5 The Research Results Limitation

There are some research results limitation in this research, they are:

a. The inexperienced researcher understands that there are numerous flaws in research methodology and that conducting research flawlessly is impossible.

b. The researcher's familiarity with the subject matter is limited, and she possesses superior skills in managing qualitative analysis and limited references.

c. Students' poor vocabulary, which suggests that they are unable to develop a deeper comprehension of the reading texts they have read.

d. Students' lack of enthusiasm for learning foreign languages stems from their belief that English is a challenging subject, which suggests that they

lack the reading comprehension skills necessary to even grasp what they have learned.

e. The researcher is unable to do flawless research because of the paucity of descriptive qualitative research literature sources available to them.

f. The data obtained is still not ideal due to the limitations of the devices employed to collect it.

g. The researcher's insufficient experience in research indicates that pupils' reading comprehension cannot be examined accurately

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

      After the research findings are discussed, several conclusions and suggestions are written as follows.

1. There were 15 students who got high marks, meaning very good and. good classification, while there was 1 student who got a low score, meaning the classification was medium and bad.

2. Most students are able to understand reading texts based on the three components analyzed by researchers, namely Literal understanding (50%), Inferential understanding (50%), and Critical understanding (75%).

3. The factors that most influence students' ability to understand reading are lack of grammar, lack of vocabulary, lack of interest in reading and also because of students' background knowledge when students experience difficulties when faced with new reading texts or even new topics.

4. Students have problems that influence students in understanding reading texts, namely lack of vocabulary, lack of structure and difficulty.

B. Suggestion

      There are several suggestions that researchers provide after conducting this research as follows:

1. Researchers advise all students to be interested in reading activities, because reading is a good way to increase our knowledge, increase vocabulary and to get information about important events from

the reading text.

2. Researchers suggest that English teachers in teaching English, especially in reading comprehension, should apply strategies to help students improve their ability to understand reading texts.

3. Finally, the researcher suggests that future researchers explore students' level of understanding in reading tourism texts.

THE DESCRIPTIVE ANALYSIS OF PPA IO-0130 OMASIO STUDENT'S COMPREHENSION ON READING TOURISM TEXT

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