

**STUDENTS' READING COMPREHENSION ABILITY IN  
NEW NORMAL SITUATION  
AT SMAN 10 PADANG**

**Thesis**

*Submitted as Partial Fullfillment of the Requirements to obtain the Bachelor of  
Education (B.Ed) Degree in English Language Education*



**By:**

**Ainun Qholbi  
NIM 18018040/2018**

**Advisor:**

**Fitrawati, S.S, M.Pd  
NIP. 19801119.200812.2.002**

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT  
FACULTY OF LANGUAGE AND ARTS  
UNIVERSITAS NEGERI PADANG  
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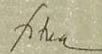
HALAMAN PERSETUJUAN SKRIPSI

**Judul** : Students' Reading Comprehension Ability in New Normal Situation at SMAN 10 Padang  
**Nama** : Amin Qholbi  
**NIM** : 180180402018  
**Program Studi** : Pendidikan Bahasa Inggris  
**Jurusan** : Bahasa dan Sastra Inggris  
**Fakultas** : Bahasa dan Seni

Padang, Agustus 2022

Disetujui oleh,

Pembimbing



Fitrawati, S.S., M.Pd.  
NIP. 198011192008122002

Mengetahui

Ketua Departemen Bahasa dan Sastra Inggris



Desvalini Anwar, S., M.Hum., PhD.  
NIP. 19710525.199802.2.002

## HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi  
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris  
Fakultas Bahasa dan Seni Universitas Negeri Padang  
dengan judul

Students' Reading Comprehension Ability in New Normal Situation at SMAN 10  
Padang


Nama : Ainun Qholbi  
NIM : 18018040  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Padang, Agustus 2022

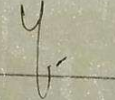
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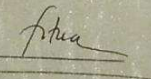
1. Ketua : Dr. Ratmanida, M.Ed, TEFL.



2. Sekretaris : Yati Aisya Rani, S.Pd, M.Pd.



3. Anggota : Fitrawati, S.S., M.Pd.







KEMENTERIAN PENDIDIKAN KEBUDAYAAN  
RISET DAN TEKNOLOGI  
UNIVERSITAS NEGERI PADANG  
FAKULTAS BAHASA DAN SENI  
**DEPARTEMEN BAHASA DAN SAstra INGGRIS**  
Jl. Prof. Dr. Hamka Air Tawar, Padang 25131 Tlp. (0751) 447347  
Web: <http://english.unp.ac.id>



#### SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Ainun Qholbi  
NIM / TM : 18018040 / 2018  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

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Diketahui oleh,

Ketua Departemen Bahasa dan Sastra Inggris

**Desvalini Anwar, S.S., M.Hum., Ph.D.**

NIP. 19710525 199802 2 002

Saya yang menyatakan,



Ainun Qholbi

NIM. 18018040

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The writer

## ABSTRACT

**Ainun Qholbi, (2022) Students' Reading Comprehension Ability in New Normal Situation at SMAN 10 Padang: Skripsi. Padang: English Language and Literature Department. Faculty of Language and Arts. Universitas Negeri Padang.**

New normal situation has been carried out as a new step in reducing Covid-19 cases. Researchers want to see students' reading comprehension in New Normal situations. This study aims to analyze students' understanding in reading comprehension texts at SMAN 10 Padang. This type of research is descriptive quantitative. The subject of this research is the tenth grade of SMAN 10 Padang while the object of this research is students' understanding in reading comprehension texts. The author uses a simple random sampling technique to take a sample, there are 53 students as a sample of this study. To collect data, the author uses tests and questionnaires. The test was conducted to determine students' understanding in reading comprehension texts and a questionnaire was used to determine the factors that influence students' understanding in reading comprehension texts. Based on the data analysis, the writer found that the average result of students' understanding in reading comprehension texts was 62,5. The result of data analysis is that their understanding of reading comprehension is categorized into an average level. Meanwhile, the percentage result of the questionnaire given about reading strategies is 417,3% in the often category. The writer also found that there are factors that influence students' understanding in reading comprehension texts, namely bottom-up reading strategies, top-down reading strategies and student grades.

**Keywords:** *New Normal, Reading Comprehension ability, Reading Strategy*

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## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

New normal situation steps have been taken due to a decrease in Covid-19 cases. In this current new normal situation, the main thing was health and safety so that students can continue to carry out good learning activities. Teaching and learning activities must still be done, face-to-face schools with health protocols are still a threat (Murphy, 2020). It was a dilemma for teachers to continue teaching with a variety of innovations and creativity. In this situation technically, there were only two learning options, distance learning (online learning) and face-to-face learning with limited systems and adheres to health protocols. The transition from the Covid-19 situation to the new normal made almost all schools and universities unable to implement the learning curriculum properly. The problem was not only in learning achievement, but the teaching system was very different from the previous situation.

In this new normal era, a lot has changed from before the Covid-19 pandemic. One of the changes was in the education system. Unlike in the new normal era, most schools were gradually opening in schools but there must be 50% of the total students. There were still many rules made to keep students safe from the Covid-19 virus. In the new normal era, students continue their face-to-face education three times a week. Then, the lesson was limited to 30 minutes. As a result, the opening of schools in April 2021 was still a matter of pros and cons in society. As the transition from COVID-19 to the new normal, many teachers may face various difficulties or challenges.

Teachers who were just learning in new normal situations find it difficult to facilitate teaching, such as from a technical, teacher must balance new learning techniques with students' situation like use whatsapp, gschool, etc. Next, in pedagogical like teacher must improve their ability to master various creative and innovative in teaching, and the teacher must also manage all learning in time management perspective.

Furthermore, teaching English as foreign language in Indonesia during new normal was also not easy, including in English reading class. Reading was one of the most crucial abilities kids need to learn, according to Sekarini & Sukirlan (2017), because it allowed them to understand what the book was saying. Students must be able to read well in order to gain knowledge and discover new facts. Students can only learn from home utilizing online media or by searching the internet for learning materials, so it made students difficult to learn. They were unable to attend class as usual. They were unable to immediately ask their teachers about reading habits as they do in class. However, according to Phantharakphong & Pothitha (2014), students had significant difficulties with their reading skills because the majority of them find reading English difficult and lack motivation to do so. Many different words were also a problem for students. This interfered with the student's concentration and focus on understanding the text.

In learning reading comprehension, there are several problems that student often encounter. One of the major issues in English language instruction is the problem of reading among students (Sadykova et al., 2014). First, difficulty in reading comprehension often occur is traditional of oral messages, which can affect

reading comprehension like if not often reading practice was be difficult to speak fluently. Second, in general intellectual abilities, it can involve reasoning, thinking, which contains knowledge, and can affect reading comprehension, because reading can open knowledge about learning that we don't know and when we read was strengthen our brains in thinking. So, it was difficult to teach reading comprehension.

It was difficult to teach reading comprehension in the new normal since students are supposed to elicit the main concept, comprehend what they read, extract explicit and implicit information, and extract details from a simple text after reading. Students occasionally struggle with reading. If they have to read a long text, they become irritable and bored. The third issue was that the teacher also teaches all of the basic reading abilities, expecting that if the pupil was read the words, they were naturally know how to understand the topic. Then, instead of explicitly teaching basic reading abilities, teachers focus primarily on using background knowledge and prior information, assuming that pupils was be able to fill in the gaps based on what they know about the world. If the problem persists, it had an impact on the students' ability to gain reading comprehension. According to Dewi & Rakhmawati (2021), the majority of the pupils are in the poor category since the tenth grade had weak reading comprehension achievement. English teachers must employ suitable teaching methodologies to meet all of the learning objectives, and teaching reading comprehension to Senior High School students had become a problem for English teachers. To comprehend English reading, you must have a high level of reading comprehension.



Thus, there was a good reading strategy to deal with this new normal situation. Reading strategy was one way to help improve students' reading ability. Reading strategies needed by students to complete various teacher assignments and to obtain knowledge through reading texts provided by teachers and print and online media. Strategy or technique was a procedure used to achieve a predetermined goal (U. Dewi & Salmiah, 2019). So, reading strategy can help teaching reading comprehension in new normal situation.

Teaching reading comprehension in a new normal situation, according to Murphy (2020), has been a significant experience for the future situation. Students' reading comprehension problems during new normal situation. In the teaching English in new normal situation at school, there was reading as one of the most crucial abilities kids need to learn, according to Sekarini & Sukirlan (2017), because it allowed them to understand what the book is saying. According to (Phantharakphong & Pothitha, 2014), pupils had significant difficulties with their reading skills because the majority of them find reading English challenging and lack motivation to do so. In learning reading, students had problem in reading comprehension (Sadykova et al., 2014). Based in Dewi & Rakhmawati (2021), most of the students were in a poor category because most of the tenth grade had poor achievement in reading comprehension. English teachers must use appropriate teaching strategies to achieve the reading learning, the gap appear related to teaching reading comprehension in new normal.

So, based on the reading comprehension problems in new normal, that researcher conducted a research "Students' Reading Comprehension Ability in New

Normal Situation at Senior High School in Padang” to find out the differences on students’ reading comprehension ability and strategy in Senior High School.

### **B. Identification of the Problem**

When teaching reading comprehension, students frequently encounter the following issues: they continue to struggle with reading comprehension, they were unable to interpret what is read, and they were unable to connect it to their prior knowledge and the passages they had read due to their inability to comprehend written text accurately (Defri & Rozani Syafei, 2020). If they had to read a long text, they might become bored and sluggish. If this problem persists, it had an impact on kids' ability to gain reading comprehension (Dewi & Rakhmawati, 2021). Furthermore, the researcher would want to do research in order to learn about the student's reading skills and approach in a new normal.

### **C. Limitation of the Problem**

This research limits on finding the students’ reading comprehension ability for grade X in SMAN 10 Padang. Then, the researcher asked the students to answer questionnaire to see strategies in reading comprehension in the text.

### **D. Formulation of the Problem**

Related to the focus of the problem above, the problem formulated as follows: “How was the students’ reading comprehension ability in new normal situation?”

### **E. Research Question**

Based on the formulation of the problem above, the research formulated the problems as follow:

1. How was the students' reading comprehension ability at Senior High School in Padang during new normal situation?
2. What were students' reading strategy at Senior High School in Padang during new normal learning?

#### **F. The Purpose of the Research**

The purpose of the research is:

1. To find out the ability of the students reading comprehension skills at Senior High School in Padang during new normal situation for know about reading comprehension ability.
2. To find out the teaching reading strategy at Senior High School in Padang during new normal.

#### **G. Significance of the Research**

##### 1. Theoretical Significance

This research gave a data about students' reading comprehension ability and strategy students' reading comprehension at SMAN 10 Padang in new normal situation. The research expected to show reading comprehension in new normal situation in this education. In line with, the researcher wants the readers to get more insight into the how reading comprehension in new normal situation.

##### 2. Practical Significance

This research expected to bring enhancements to the teacher, students, and reader later on. For teachers, the study outcome can call up lessons to guide students to improve their ability to read a text. For students, can level their ability to read

textbook while reading a text if their ability is high, medium or low. For the reader it can be a reference for further research on reading a text.

#### **H. Definition of the Key Terms**

There were a few terminology that the writer considers were vital to mention in this research to avoid misunderstandings. The following were the terminologies:

- a. Reading: a cognitive process that includes transferring the written symbols by the reader through the eyes, so these symbols need understanding meaning and then integrating this meaning to personal experiences.
- b. Reading comprehension: a technique for improving students' success in extracting useful knowledge from text.
- c. New Normal Era: New normal era is a condition where we should change our habit into new habit after Covid-19. New normal era started as long as a vaccine has not been found.
- d. Reading Ability: both a standardized attainment test and a diagnostic test and thus can be used to assess reading progress objectively as well as to obtain structured diagnostic observations of an individual's reading behavior.