AN ANALYSIS OF STUDENTS' OBSTACLES IN READING COMPREHENSION USING GOOGLE CLASSROOM FOR TWELFTH SOCIAL 2 AT SMA NEGERI 1 KOTA JAMBI

A THESIS

Submitted in As Partial Fulfillment to the Requirements For the Degree of Sarjana Pendidikan in English Education

Written By:

UTAMI AULIA BAFADHAL

NIM: 1700888203043

ENGLISH LANGUAGE EDUCATIONS

FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES

UNIVERSITY OF BATANGHARI

JAMBI

2021

APPROVAL

This thesis entitled **"An Analysis of Students' Obstacles in Reading Comprehension Using Google Classroom for Twelfth Social 2 at SMA Negeri 1 Kota Jambi"** written by:

Name : Utami Aulia Bafadhal

Student's Number : 1700888203043

Study Program : English Education

Faculty : Teacher Training and Education

Has been corrected and approved to be examined in front of the team examiners.

Jambi, February 2021

The First Advisor	**The Second Advisor**
Yanti Ismiyati, S.Pd., M.Pd	**Siti Aisyah, S.Pd., M.Pd**

Approved by:

The Head of English Education Program	**The Dean of Teacher Training and Education Faculty**
Yanti Ismiyati, S.Pd., M.Pd	**DR. H. Abdoel Gafar, S.Pd., M.Pd**

LETTER OF RATIFICATION

This thesis entitled **"An Analysis of Students' Obstacles in Reading Comprehension Using Google Classroom for Twelfth Social 2 at SMA Negeri 1 Kota Jambi",** written by Utami Aulia Bafadhal, student's number 1700888203043, was accepted and approved by team of examination Faculty of Teacher Training and Education Batanghari University on February 2021.

Team of Examiners

NAMES	POSITIONS	SIGNATURE
Yanti Ismiyati, S.Pd., M.Pd	**Chairwoman**	_____
Siti Aisyah, S.Pd., M.Pd	**Secretary**	_____
Dra. Hj. Wennyta, M.Pd	**Main Examiner**	_____
Ridho Praja Dinata, S.Pd., M.Pd	**Examiner**	_____

Ratified by

The Head of English Education Program	**The Dean of Teacher Training and Education Faculty**
Yanti Ismiyati, S.Pd., M.Pd	**DR. H. Abdoel Gafar, S.Pd., M.Pd**

STATEMENTS OF WORKS' ORIGINALITY

I honestly declare that the thesis I wrote does not contain the parts or works of other people, except those cited in the quotations and bibliographies, as a scientific paper should.

Jambi, February 2021

The Researcher

Utami Aulia Bafadhal

MOTTO

“Allah tidak akan membebani seseorang melainkan sesuai dengan kesanggupannya.”
(QS. Al-Baqarah: 286)

If you’ve got your mother’s prayers,
you have got everything, and more.
(*unknown)*

DEDICATION

Alhamdulillah, all praises to Allah SWT and Prophet Muhammad SAW for blessing and everything given so that I can survive and finish this thesis entitle "An Analysis of Students' Obstacles in Reading Comprehension Using Google Classroom for Twelfth Social 2 at SMA Negeri 1 Kota Jambi".

First, I dedicate my thesis to my mother Indra Gustiana. She is the person who always supports me and the person who is believe that I can complete my thesis, the person who always gives encouragement and endless love, the person who makes me excited to achieve my goals. Thank you bunda, I love you more.

Next, for my brother Mohammad Ibra Zulindra. Who always comforted me when I was sad, who always accompanied me when writing my thesis. Thank you dek, I'm lucky to have you.

Next, for my beloved friend Dessya Dayu Anggita. Kak anggi thank you for always listening to my story, a human who never gets tired of helping, a good human being who always there anytime and anywhere.

Next, for my RNS(Dila and Sella). Thank you for accompanying me from start to finish and thanks for coloring my college days. I wish all of us can be success together.

Last but not least, for my high school friends as we call DZ(Ersa, Fanny, Faza). Thank you for always being there from high school until college, even though you have a lot of drama but you give me an advice it's very wonderful.

ABSTRACT

Bafadhal, U. Aulia. 2021. An Analysis of Students' Obstacles in Reading Comprehension Using Google Classroom For Twelfth Social 2 At SMA Negeri 1 Kota Jambi. A thesis . English Language Educations Faculty of Teacher Training and Educational Sciences. The First advisor: Yanti Ismiyati, S.Pd. The Second advisor: Siti Aisya, S.Pd., M.Pd.

Keyword: Students' Obstacles, Reading Comprehension, Google Classroom

The objective of this research is to identify the obstacles in reading comprehension faced by the twelfth grade students at SMA Negeri 1 Kota Jambi, to identify the obstacles using Google Classroom faced by the twelfth grade students at SMA Negeri 1 Kota Jambi. This research is qualitative research with phenomenological approach. The subject of research was the twelfth grade students at SMA Negeri 1 Kota Jambi in Academic Year 2020/2021. The techniques of collecting the data is Reading test. The researcher uses the technique of analyzing the data are data reduction, data display, and conclusion drawing/verification. The researcher presents the data from the obstacles in comprehending English text. The result of the researcher shows that there are 21,9% students who have obstacles in understanding to look for the main idea of the text with the total of incorrect is 47. Then, there are 20% students who have obstacles in understanding vocabulary of the text with the total of incorrect is 43. Then, there are 20,4% students who have obstacles in understanding making inference of the text with the total of incorrect is 44. Next, there are 37,7% students who have obstacles in understanding to look detail information of the text with the total incorrect is 81.

ACKNOWLEDGEMENT

Alhamdulillah, all praises to Allah SWT and Prophet Muhammad SAW for blessing and everything given to the writer in finishing a thesis entitled "An Analysis of Students' Obstacles in Reading Comprehension Using Google Classroom for Twelfth Social 2 at SMA Negeri 1 Kota Jambi".

The researcher admits that this thesis wouldn't be completed properly without support, advice, help and contribution from some people. Therefore, the writer wants to express her gratitude to everyone who has helped the researcher in a process of completing this thesis. The writer shows her gratitude for:

1. H. Fachruddin Razi, S.H., M.H., as the Rector of Batanghari University
2. DR. H. Abdoel Gafar, S.Pd., M.Pd as the Dean of Faculty of Teacher Training and Educational Sciences University of Batanghari.
3. Yanti Ismiyati, S.Pd., M.Pd as the Head of English Department and also as the first advisor for guiding, giving motivation, suggestions and correction in a process of accomplishing this thesis.
4. Siti Aisyah, S.Pd., M.Pd as the second advisor who always give support, giving motivation, suggestions , advice and correction in writing this thesis.
5. All the lecturer of Faculty of Teacher Training and Educational Sciences who have given the knowledge and inspiration for the researcher.
6. The English teacher and all the students in XII Social 2 at SMA Negeri 1 Kota Jambi.

Jambi, February 2021

Utami Aulia Bafadhal

TABLE OF CONTENTS

APPROVAL ..... **ii**

LETTER OF RATIFICATION ..... **iii**

STATEMENTS OF WORK ORIGINALITY ..... **iv**

MOTTO ..... **v**

DEDICATION ..... **vi**

ABSTRACT ..... **vii**

ACKNOWLEDGE ..... **viii**

TABLE OF CONTENTS ..... **ix**

LIST OF TABLE ..... **xi**

LIST OF APPENDICES ..... **xii**

CHAPTER I INTRODUCTION

1.1 Background of the Research 1

1.2 Identification of the Problem 3

1.3 Limitation of the Research 4

1.4 Formulation of the Problem 4

1.5 Objective of the Research 5

1.6 Significance of the Research 5

1.7 Definition of Key Term 5

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 The Concept of Reading 7

2.2 Reading Comprehension 9

2.3 Obstacles of Reading Comprehension 11

2.5 Google Classroom 12

2.6 Previous Studies 15
2.7 Conceptual Framework 17

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design 19
3.2 Setting of the Research 20
3.3. Subject of the Research 21
3.4 Technique of Data Collection 21
3.5 Technique of Data Analysis 22

CHAPTER IV FINDINGS AND DISCUSSIONS

4.1 Research Finding 25
4.2 The Students Obstacles in Comprehending Reading Text 27
4.3 Discussion 35

CHAPTER V CONCLUSIONS

5.1 Conclusions 37
5.2 Suggestions 38

REFERENCES 40

LIST OF THE TABLES

Table **Page**

1. Rubric of Reading Test.....22
2. The Classification of Students' Obstacles In Reading Comprehension.....26
3. Type of Obstacles, Frequency and Percentage In Reading Comprehension.....30

LIST OF APPENDICES

Appendices **Pages**

1. Consent Form 42
2. Reading Test.....43
3. Answer Key.....50
4. The Classification of Students' Obstacles In Reading Comprehension.....51
5. Types of Obstacles, Frequency and Percentage In Reading Comprehension ...52
6. Documentation 53

CHAPTER I

INTRODUCTION

1.1 Background of the Research

English is a language that is often used by the whole world and even there are some countries that make it a second language. But in Indonesia, English becomes a foreign language not a second language. According to Nga (2008) English is the main language which brings people together and helps them to understand each other in several aspect. Moreover, as Crystal stated, ”English is as global language for two reason. Firstly, language is an official language which is used in the law courts, the media and the educational system. Secondly, it can be a main country’s foreign-language teaching, although it has no official status” (Crystal, 2003). In Indonesia learning English is one of the compulsory subjects included in the curriculum. It must be understandable that English is very important, it is also playing a significant process in learning.

All of countries in the world are being hit by a pandemic called Covid-19 *(coronavirus disease 2019)*, one of them is Indonesia. One of the sectors of routine activity that is paralyzed is education, in the education with a very heavy burden the government has to decide students school from home to avoid crowds and cut the Covid-19 chain. The solution for student learning is learning through online. There are many applications that can be used to learn online at this time, namely WhatsApp, Telegram, Edmodo, Google Classroom, Zoom, Google Meet and Email. Furthermore, Means, Toyama, Murphy, Bakia, & Jones (2010: 1) explain “one class of online learning models uses asynchronous communication tools (e.g., e-mail, threaded discussion boards, newsgroups) to allow users to contribute at their

convenience. The implementation of online learning is in line with technology that has developed rapidly in this era, making it easy to learn through online. UMass Faculty (2003: 5) defines online teaching and learning as "faculty-delivered instruction via the Internet. Online instruction includes real-time (synchronous) and anytime, anywhere (asynchronous) interactions".

Reading is one of the skills in English, while the skills in English are speaking, writing, listening and reading. Ntereke and Ramoroka (2017:1) stated that reading is the basis skill which is important to obtain knowledge for academic field. Through reading, we are able to find an information written in any kinds of form such as newspapers, text books, magazines or even map. The students activity in learning was contributed a lot by reading. Some of their activity need their skill in reading, for example their leaning process. Their reading skill help them to gain their knowledge.

Teaching reading sometimes has its own challenges for a teacher, because some students claim difficulty reading, especially reading words they don't know how to say. As Gahagan claimed, "Students in today's society have difficulties to understand meaning of the words and the content of the text because they have poor vocabularies and grammar understanding" (Gahagan, 2007). In senior high school, one of the materials to be taught is reading, so students must understand how to read and understand the meaning of the reading given. Not all of the students know how to understand and read the text being taught. The problem of the students is that they have difficulty to guess what the meaning of the text is and it makes difficult to do assignment on problems related to the text being taught.

The researcher found the problem that students had difficulty understand-

ing reading comprehension the text is what makes them difficult. At the time comprehending the text, students has difficulty interpreting the meaning of the text because they found some vocabularies that the students do not know, which made the students do not understand the meaning of the text. At the time in exams or quizzes if there are questions about reading the students become very difficult to do when they face the problems, if students do not understand the text given, the students will find difficulties to do the questions related the text.

In teaching reading at school, reading is one of the skills that is often taught. based on the 2013 curriculum, students must understand more about descriptive text, narrative text, recount text and procedure text, especially for high school students. which in each Senior High School has a limit value or often referred to as (KKM). Therefore, students must exceed a limit value or (KKM) in order to complete English subjects.

Based on the Researcher experiences at SMA Negeri 1 Kota Jambi, the researcher found that some students had scores that did not reach the target when doing reading comprehension exercises using the Google Classroom application. It's the fact that, there are students who scored 45 or 50.

Based on the explanation above, the researcher interested to do research where is the obstacle of students in working on reading comprehension using Google Classroom application entitled "An Analysis of Students' Obstacles in Reading Comprehension Using Google Classroom for Twelfth Social 2 at SMA Negeri 1 Kota Jambi "

1.2 Identification of the Problem

Based on the explanation above, the researcher found the problems of the research are as follow:

1. Students has difficulty to do exercises so they need time to do it and for students reading is a complex process that involves generation information, analyzing meaning, and making any decision about content.
2. Almost all students read all the texts given so that it takes a lot of time to find out the meaning of the text.
3. Students are bored to read long texts.
4. Students do not know the meaning of the some vocabulary.

1.3 Limitation of the Research

Based on the background of the research that has been above, the researcher focuses on:

1. The application used by students to help them learn during pandemic Covid-19 which is Google Classroom in reading comprehension for twelfth social 2 which amounted to 35 students at SMA Negeri 1 Kota Jambi.
2. Researcher also used four aspects of understanding in this study, namely understanding to determine the main idea, understanding vocabulary, making inferences and detailed information.

1.4 Formulation of the Problem

Based on the background of the research above, the researcher found the problem of the research is as follow:

1. What are the students' obstacle in reading comprehension using Google Classroom for twelfth social 2 at SMA Negeri 1 Kota Jambi?

1.5 Objective of the Researcher

The researcher found the objective of this research is as follow:

1. This research aims to find out students' obstacle in reading comprehension using Google Classroom for twelfth social 2 at SMA Negeri 1 Kota Jambi.

1.6 Significance of the Research

There are two advantages of this research, which will be divided into:

1. Theoretically, This research is useful to help overcome obstacle for students to learn at home, especially in comprehending descriptive text during the Covid-19 pandemic using Google Classroom.
2. Practically, this study aims to help the teacher to find out the obstacle in comprehending descriptive text using Google Classroom.

1.7 Definition of Key Term

The following are some definition in order to provide understanding of this research, namely:

1. Students' Obstacle

   Student obstacle are something that causes student difficulties in the learning process that comes from the students themselves or the situations around students. According to Hornby (1978, p. 9) states that "the world 'obstacle' means something in the way that stops the progress of make it difficult". Another statement from Gove (1993) states that "obstacle means something that stops progress or makes it difficult.

2. Reading Comprehension

As Snow (2002) stated, “Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. Furthermore, Reading comprehension is a process that involves the orchestration of the readers’ prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one’s own comprehension, and reflecting (Weaver, 1994: 44).

3. Google Classroom

Google classroom is an online student learning application where teachers can provide assignments, materials and attendance in the application. The Virtual classroom, a synchronous form of e-learning has been embraced by many organizations in their attempt to promote workforce learning while trying to cut travel time and costs associated with face to face instructor-led training (Xanthoula, A 2015).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Reading

Reading is one of the skills in English, this reading activity is very important in expanding knowledge and language. In reading can add insight from previously not knowing to knowing, therefore reading activities are very important. According to Parel and Jain, reading is an important activity for expanding knowledge of a language. By reading, students can hone their skills in understanding the words contained in the text that students read. In reading students must focus more on the text they read, and also they will try to understand the structure of the text and understand what the meaning is contained in the text they read. Learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life

Furthermore, Parel and Jain (2008) stated that reading is an interesting activity. Lots of people think that reading is a fun activity because this activity can get rid of boredom and get important information, it's not uncommon for many people to think that reading is a boring activity because the text is too long to read. Regardless of what people think, reading itself is indeed a very important activity if you want to get more information.

Reading depends on the language used because usually students form their own concepts to understand what the reading they read means so that students can better understand the reading.

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

2.1.1 Types of Reading

In reading there are types which are divided into several parts. According to Brown there are some types of reading:

1. Perspective

   Perspective is a literary tool that functions to observe characters, events and occurrences. This perspective comes from the reader's understanding in reading a text and concludes it according to the reader's view.

2. Selective

   Selective reading is a reading process with the aim of ensuring a person's reading cognition is lexical, grammatical or language discourse in a very short language range.

3. Intensive

   Include among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in a psycholinguistic sentence, interact with the text, that is reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narrative and descriptions,

excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of process.

4. Extensive

   Extensive reading involves learning reading texts for enjoyment and to develop general reading skill. It can be compared with intensive reading, which means reading detail with specific learning aims and tasks. Applying of texts of more than a page, up to and including professional articles, assays, technical report, short stories, and books.

Based on the explanation above, the researcher concludes that the reader should know the type of reading because the reader can distinguish between his reading based on the type of text to be read.

2.2 Reading Comprehension

There are some definition about reading comprehension. According to Agustinus Suyoto (2008: 1), reading comprehension or comprehension is the ability to read to understand the main ideas, important details, and all understanding. The definition tells us that reading comprehension is an activity carried out in order to obtain accurate information. in understanding a reading, the reader must understand the main idea of a reading and finally must understand what problems occur in the reading that is read.

Reading comprehension is a reading activity that requires a process of understanding what the context is in the text. Furthermore, Durkin (1993) stated that comprehension is the process deriving meaning from connected text. It involves

word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not passive process, but an active one.

Snow (2002) reading comprehension is the simultaneous interaction that is used as written language and becomes meaning. there are three elements described by snow (2002) on reading comprehension, namely:

1. A reader; the person who understand what is read.
2. A text; the main material understood by the reader.
3. An activity, a time-consuming process for reading passages.

Based on the explanation above, the researcher concluded that reading comprehension is an activity that takes time and drains the mind because the reader must really understand what the reading means, so that readers get what information they are looking for. In reading comprehension, the reader must focus more on the reading so as not to cause miss communication in the reading. Therefore, reading activities require process and focus. The purpose of reading is to get correct and clear information.

2.2.1 Aspect of Reading Comprehension

According to Nuttal (1982) there are four aspects of reading, which students should understand to comprehend a text well. In these four aspects, there are main ideas, specific information, inference and vocabulary, which are the four aspects that students need to be able to master reading comprehension.

1. Main Idea

   Main idea of a paragraph is one of the important things contained in the text. The main idea is also often referred to as the core of the paragraph in the text or more precisely what the author tries to tell the author what the

meaning of the text has been written. In other words, the writer wants the reader to know about it. Therefore the main idea is an important idea that the writer tries to develop throughout the paragraph.

2. Specific Information

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

3. Inferences

   Inference is the process of finding the meaning contained in the text. When students do not understand the meaning of one of the words in the text, they can guess what the sentence means based on the context.

4. Vocabulary

   Vocabulary is a collection of words that are used by everyone whether it is for speaking, writing or in reading. According to this statement, vocabulary is fundamental to anyone who wants to speak or anything else.

2.3 Obstacles of Reading Comprehension

All general subjects have obstacles that make students slow in understanding these subjects, without exception the English subject specifically on reading comprehension skills. On reading comprehension, some students experience obstacles which are generally the same for each student. According to Harmer (1998) reading English text is useful for increasing students' insight knowing a few words even if the text is interesting it will make it easier for students to succeed in understanding the reading text.

Factors that influence or students obstacles in the process of reading comprehension can originate from outside and from within the students themselves. The fact is that some of the students researcher met in senior high school had many obstacles in reading comprehension. The fact that this obstacle is obtained from the students' scores when the writer gives test questions in the form of reading comprehension.

According to Harris and Smith (1986: 227-231) stated that there are seven major factors that can affect a reader to comprehend a text. The factors divided into two categories. The first, five factors that are internal to students, namely background experience, language skills, thinking skills, affection (interests, motivation, attitudes, beliefs, and feelings), and reading goals. The second, includes two external factors, the nature of the text to be read and physical factors.

2.4 Google Classroom

Currently, all countries in the world are being hit by the Covid-19 pandemic, including Indonesia. In Indonesia, all external activities have been gradually reduced by local and central government, from working at home to studying at home. Several schools are now using online learning to support the sustainability of education in Indonesia. Each school chooses its own learning application that is convenient for teachers and students to use.

Based on the school where the researcher conducted teaching practice, they chose to use the Google Classroom application as an application that helps teaching and learning activities.

Google Classroom is one of the applications from Google that is useful for helping teachers teach online, in Google Classroom teachers can provide assign-

ments, attendance list, and materials. Iftakhar (2016) stated “Google Classroom is meant to help teacher manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive and other apps. Google Classroom allows teachers to spend more time with their students and less time on the paperwork; which is now even better” (Iftakhar 2016, 12).

According to Al-Maroof & Al-Emran (2018) Google Classroom is a newly recognized, innovative, and one of the best online platforms for learning and teaching. It was launched in 2014 by Google. Google Classroom application has been accepted by the educational community to promote the e-learning process. It integrates technology into traditional classroom. The widespread acceptance of this innovative technology has led to the emergence of literature data. Instructors can support their face to face classes with online learning through Google Classroom (Halverson, Spring, Huyett, Henrie, & Graham, 2017).

2.4.1 Advantages and Disadvantages of Google Classroom

According to Mobbs (2003), as the world is moving toward the digital age and more universities are trying to maximize the use of technology in education, one must consider both advantages and disadvantages of doing so.

a) The advantages of Google Classroom as follow:

1. Convenience for students

   Online learning materials can be accessed at any time. Teachers do not need students to be physically present in class and students can also save learning material from the system,

2. Lower cost

   Using Google Classroom usually saves money. Due to the way most students learn, they can choose from a variety of courses and make choices depending on their needs.

3. Up-to-date learning materials

   The learning materials system in learning using Google Classroom can be updated more. Their learning materials can be placed in the system. They can be updated without changing all the materials for learning and the learning materials will be available and usable for a longer time.

4. Flexible way of learning

   Online learning using Google Classroom is a very flexible way of learning for many students, for example, most of the material can store so students can access them whenever they need.

5. Higher degree of freedom for students

   The online learning using Google Classroom provides the possibility for students to study the same material repeatedly until the understand.

6. Better retention

   The existence of video and audio material used in online learning makes the whole learning process more enjoyable and makes students remember things that have been learned over a long period of time. In addition, learning materials can be accessed anytime the students want.

b) The disadvantages of Google Classroom as follow:

1. Low motivation

   Students with low motivation may not be able to achieve the set goals most of the time, because there is no face-to-face meeting which sometimes makes students feel bored of studying on their own.

2. Techonology-dependency

   Online learning materials are arranged using computer application. Affecting factors such as bad internet connection and machine failure can make the learning process take a long time.

3. Reliability of the content

   Usually the content available on the internet may now always be reliable. Sometimes there is news or content that misleads readers and produces wrong

information. So the reader must be careful when looking for information on the internet and must check the content before study.

4. Social isolation

   The extreme lack of classrooms or classmates may not be good for all students as students may feel socially isolated from not having face-to-face meetings with classmates.

2.5 Previous Studies

There are several previous studies that are almost the same as this research. The first research has been completed by Dr. Tariq Elyas and Wassel Hanaitem Al Grigri. They conducted this research in 2014 with the *title "Obstacles to Teaching English in Saudi Arabia Public Schools: Teachers' and Supervisors' Peceptions"*. They conducted mixed-method approach as the design of the research. The data were collected through a close-ended questionnaire and an open-ended interview. And then, the data were analyzed using qualitative and quantitative research. The result of their research showed that there is a scarcity of development programs, scarcity of in-service training, weakness of in-service training program, low students' motivation, overuse of traditional teaching methods, scarcity of language laboratories.

The second previous study was conducted in 2018 by Choosri Banditvilai and Robert Cullen with the tittle *"Problems and Obstacles in Learning English as a Foreign Language"*. The purpose of their research is identify the main problems and difficulties of non-English major students. The subject of this research was students at Kasetsart University, Kamphaeng Saen Campus. The data were collected through questionnaire and interview. And then, the data were analyzed us-

ing a program called Statistical Package for Social Sciences (SPSS). The result of her research showed that the great majority of students do not studying or practice English on a daily basis, this study concludes with recommendations for 'Writing' courses, focusing on basic grammar structure to be introduced and for a comprehensive 'Listening' course to be added to the curriculum. The question of student motivation is considered as pivotal in this discussion and the study ends with a call for further research to be conducted in this field.

The third previous study was done by Md. Sadequle Islam, M.A. He conducted research in 2019 with title *"Bangladesh University Students' Perception on Using Google Classroom for Teaching English"*. His research attempted to find out the challenges the learners face in terms of using Google Classroom to learn English effectively and through this research some technical issues have been traced out which can be eradicated by Google to make Google Classroom more user-friendly. The sample of his research was conducted only among sixty students of two students of two departments of Daffodil International University. In collecting data, he found the data from the questionnaire have been analyze on the basis of Likert Scale. And, the result of his research students can easier to use Google Classroom during online learning.

Based on the previous studies above, it shows that Reading Comprehension using Google Classroom can be used to analyze students' reading comprehension. Meanwhile, the above research has little in common with the research currently being conducted by the authors. In this study, researcher taught reading comprehension using Google Classroom application for high school students, especially twelfth grade students. Researcher use reading test and interviews to find out the

truth of the research results. Therefore, the researcher was interested in taking the title "An Analysis of Students' Obstacles Toward Reading Comprehension Using Google Classroom for Twelfth Grade at SMA Negeri 1 Kota Jambi".

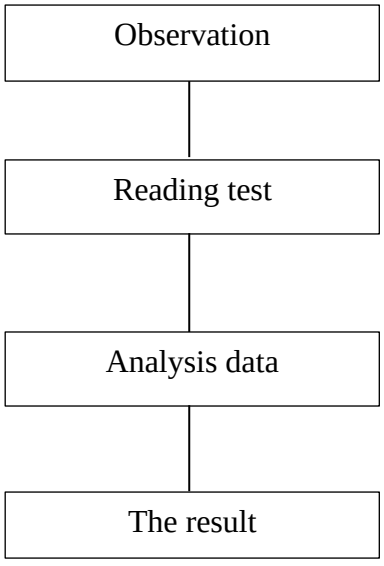
2.6 Conceptual Framework

In this study, researchers focused on the analysis of the students' obstacles in reading comprehension using Google Classroom. Therefore, the researchers chose several steps to get the results from this study.

1. The first step is the researcher doing observations through Google Classroom
2. The second step, the researcher give reading test to the participants and sent the test into Google Classroom.
3. The fourth step, the researcher will analyze the data,
4. The last step, the researcher produce the result from the data that has been analyzed.

The following is the schema of the conceptual framework of this study

Figure 1.
Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research is qualitative research. In this research the researcher focus to analysis students' obstacles in reading comprehension using Google Classroom, Google Classroom is the application that researcher choose because when the researcher did teaching practice the application used is Google Classroom. Qualitative research was chosen to find out the problem in depth about students' obstacle toward reading comprehension using Google Classroom. Miles and Huberman, states that qualitative analysis use word that arranged in the text that is expanded.

A qualitative is a research process and understanding that is based on methodology that investigate social phenomena and human problems. In this approach, the researcher makes a complex picture, examines the words, detailed reports from the respondents' views, and conduct studies on natural situation (Creswell, 1998:15). Meanwhile, Bogdan and Taylor (Moleong 2007:3) suggest that qualitative methodology is a research procedure that procedure descriptive data in the form of written and oral words from people and observed behavior. Futhermore, Borg and Gall (1988) stated that qualitative research is much more difficult to do well than quantitative research because the data collected are usually subjective and the main measurement tool for collecting data is the investigator himself.

On other hand, Creswell (2007, p. 15) stated that qualitative research is an inquiry process of understanding based on distinct methodological traditions on inquiry that explore a social or human problem. The researcher builds a complex,

holistic picture, analyses words, reports details of informants, and conduct the study in a natural setting.

The type of qualitative research that will be used in this research is the phenomenological approach, this phenomenological approach comes from the researcher's own experience which aims to find out information through interviews with students about students' obstacles in understanding reading using Google Classroom, data in the form of written or spoken words from students to become research material.

The phenomenological approach is used to further develop a qualitative framework. This method aids discovery and understanding in an evolving data environment based on the researcher's life experiences. Furthermore, Creswell (2009) stated that whereas some methodology strive to determine opinions and a generalization through hypotheses, a phenomenology seeks to explore contextual meaning through the situational knowledge of those being researched.

Related to the aim of this research, namely to investigate an analysis of students' obstacles toward reading comprehension using Google Classroom.

3.2 Setting of the Research

The researcher conducts this study in SMA Negeri 1 Kota Jambi, Jambi Province in academic year 2020/2021.

The reasons why researcher took the place of research at SMA Negeri 1 Kota Jambi as follows:

1. SMA Negeri 1 Kota Jambi is a place where researcher carry out teaching practices for.

2. The researcher found some problems about reading comprehension in the school.
3. The researcher have been communication with participants because the researcher was teach the participants almost three months.

3.3 Subject of the Research

The participants of this research were students of class XII Social 2 at SMA Negeri 1 Kota Jambi in academic year 2020/2021. The total of students were 35 students that consist of 17 males and 18 females. Students of XII Social 2 had problem in reading comprehension skill using Google Classroom and they still confuse if the teacher give assignment reading comprehension. Based on the result of sampling above the researcher use purposive sampling.

3.4 Technique of Data Collection

In research there are so-called instruments, there are two main things that affect the quality of research, namely, the quality of the instruments and the quality of data collection. According to Lincoln and Guba (1986) stated that the instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has product.

In this study, researchers used data collection techniques such as reading tests, which explained as follows:

1. Reading Test

Researcher give tests to students to measure students' ability to comprehend reading. Based on the reading test, the researcher tries to find out whether the students answered well or not. The answers from students are used as indicators to find out whether the student is having difficulty working on the questions or not. The researcher conducted a test which consist of 20 multiple choice question, and the value of every questions is 5 points. The researcher also used four aspects of understanding in this study, namely understanding to determine the main idea, understanding vocabulary, making inferences and detailed information.

Table 1.
Rubric of Reading Test

Reading skill	Total
Main idea	4
Vocabulary	6
Making inferences	3
Detailed information	7

3.5 Technique of Data Analysis

According to Bogdan data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. Meanwhile, Susan Stainback stated that data analysis is critical to the qualitative research process. It is to recognition, study, and understanding of interrelationship and concept in your data that hy

potheses and assertions can be developed and evaluated. Another statement from Spradley (1980) analysis of any kind involve a way thinking. It refers to the systematic, examination of something to determine its parts, the relation among parts, and the relationship to the whole. Analysis is a search for pattern.

In the data analysis, the researcher refer to stages described by Miles and Huberman, which consists of three stages as follow data reduction, critical data, and conclusions drawing. According to Miles and Huberman (1984) activities in qualitative data analysis are carried out interactively and continue to completion, so that the data is saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification:

1. Data Reduction

   Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. The researcher takes and summarizes all the findings.

2. Data display

   Data display can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. According to Miles and Huberman (1984) the most frequent form of display data for qualitative research data in the past has been narrative text"

   By displaying the data, it will be easier to understand what happened next based on what has been understood.

   The researcher categorize students' understanding of the reading text and obstacles using Google Classroom by getting the appropriate percentage of students' understanding of the text and students' experiences in using

Google Classroom. To get the percentage the researcher use the following formula:

$$\mathbf{P= \frac{F}{N} X\ 100\%}$$

Notes:

P= Percentage

F= Frequency of obstacles

N= Number of cases (total frequent)

3. Conclusion Drawing/Verification

The final step in the data analysis is drawing and conclusion and verification. The initial conclusion put forward are still provisional, and will change if do not solid evidence is found to support the next data collection stage. But the conclusion put forward at an early stage, supported by valid and consistent evidence when the researcher returns to the field to collect data, the conclusion put forward are credible conclusion.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Research Finding

The researcher classify the findings into several points, namely students' obstacles in comprehending English reading, students' obstacles in using Google Classroom. To obtain data, the researcher used test to analyze students' obstacles in comprehending English reading. The data collection process was carried out on February 1st, 2020. The researcher also used a questionnaire to find out students obstacles in using Google Classroom application for learning during pandemic covid-19. The subject used is limited to twelfth social 2 students at SMA Negeri 1 Kota jambi.

The data were taken from 35 students from twelfth social 2 in SMA Negeri 1 Kota Jambi. The researcher identified students obstacles and calculates the number of each obstacles. The researcher calculates it using the insert in table and converts it into the table. Below is a table of classification of students' obstacles toward reading comprehension for twelfth social 2 students at SMA Negeri 1 Kota Jambi.

After collected and analyzed the data, there were 216 obstacles from students in reading descriptive text. Based on the 216 obstacles are classified into several section below:

Table 2.
The Classification of Students' Obstacles In Reading Comprehension

No.	Student's Initial Name	Determining Main Idea	Understanding Vocabulary	Making Inferences	Detail Information
1.	AF	1	2	1	2
2.	AI	1	1	2	3
3.	AP	0	1	3	0
4.	AD	3	2	1	2
5.	AS	1	1	2	3
6.	AD	0	0	1	1
7.	AF	0	1	3	2
8.	AA	1	1	2	3
9.	AN	3	5	1	3
10.	AN	2	4	1	3
11.	CP	1	1	0	0
12.	DN	0	0	1	2
13.	DP	0	0	3	1
14.	FA	2	1	1	2
15.	FN	1	1	2	3
16.	FS	2	2	2	5
17.	GO	1	3	0	2
18.	IS	1	1	0	0
19.	MA	2	1	0	4
20.	MB	1	1	0	2
21.	MW	2	0	1	2
22.	MF	2	2	1	4
23.	MF	2	2	1	2
24.	NA	1	0	0	3
25.	NA	0	0	1	4
26.	OF	2	2	1	2
27.	PG	1	0	2	4
28.	PA	3	3	2	2
29.	RD	1	0	2	1
30.	RA	1	3	0	2
31.	SF	2	0	1	2
32.	SS	2	0	1	2
33.	TC	1	0	2	1
34.	WA	4	1	1	4
35.	YI	0	1	2	3
Total of each obstacles		**47**	**43**	**44**	**81**
Total of all obstacles		**215**			

a. Determining Main Idea = 47

b. Understanding Vocabulary = 43

c. Making Inferences = 44

d. Detail Information = 81

4.2 The Students Obstacles in Comprehending Reading Text

The research finding, the researcher presented the results of the analysis of the data obtained during the research, there are 35 data collected by researcher. The subject of this research are students of class XII Social 2 at SMA Negeri 1 Kota Jambi. The type of test has been carried out with students is multiple choice in which one question has multiple choices, namely a, b, c, d, e. The obstacles created by these students analyzed here, the researcher will give wrong answers based on the reading obstacles category. The researcher calculates the frequency of students obstacles using the formula below:

$$\mathbf{P= \frac{F}{N} X\ 100\%}$$

Notes:

P= Percentage

F= Frequency of obstacles

N= Number of cases (total frequent)

1. **Determining Idea**

   From 215 obstacles, students answered 47 wrong answers about determining main idea, the following is the frequency of the obstacles regarding determining main idea:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{47}{215} \times 100\%$$

P = 21,9%

2. Understanding Vocabulary

From 215 obstacles, students answered 43 wrong answers about understanding vocabulary, the following is the frequency of the obstacles regarding understanding vocabulary:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{43}{215} \times 100\%$$

P = 20%

3. Making Inferences

From 215 obstacles, students answered 45 wrong answers about making inferences, the following is the frequency of the obstacles regarding making inferences:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{44}{215} \times 100\%$$

P = 20,4%

4. Detail Information

From 215 obstacles, students answered 81 wrong answers about detail information, the following is the frequency of the obstacles regarding detail information:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{81}{215} \times 100\%$$

$$P = 37{,}7\%$$

Tabel 3.

Types of Obstacles, Frequency and Percentage In Reading Comprehension

No.	Types of Obstacles	Frequency	Percentage
1.	Determining Main Idea	47	21,9%
2.	Understanding Vocabulary	43	20%
3.	Making Inferences	44	20,4%
4.	Detail Information	81	37,7%
Total		**216**	**100%**

The percentage above explain the various obstacles that students encounter on reading comprehension.

1. Determining Main Idea

Based on the data above, the research explained that most students had obstacles determining the main idea of the text. The average percentage of students was 21,9%. Question model to find out the main idea of students tests can be seen below:

a. What is the main idea of the second paragraph?

   (Multiple choice number 3). 14 students answered this question with a wrong answer, such as **"The family of Rowan Atkinson"** this answer is wrong, the correct answer is **"The physical characteristics of Rowan Atkinson"**.

b. What is the main idea of the last paragraph?

   (Multiple choice number 5). 9 students answered this question with a wrong answer, such as **"The family of Rowan Atkinson"** this answer is wrong, the correct answer is **"The profile of Rowan Atkinson"**.

c. What is the main idea of paragraph one?

   (Multiple choice number 12). 12 of students answered this question with a wrong answer, such as **"Bees live on every continent"** this answer is wrong, the correct answer is **"Bees belong to flying insects"**.

d. What is the main idea of last paragraph?

   (Multiple choice number 20). 12 of students answered this question with a wrong answer, such as **"Cigarette in Kediri"** this answer is wrong, the correct answer is **"Characteristics of Kediri"**.

To see all the students' test questions specifically for the main idea, it can be seen in the appendix.

2. Understanding Vocabulary

Based on the data above, the research explained that most students had obstacles understanding vocabulary in the text. The average percentage of students was 20%. Question model to find out vocabulary of students tests can be seen below:

a. The word "thin" has the same meaning as…

   (multiple choice number 4). 6 of students answered this question with a wrong answer, such as **"Athletic"** this answer is wrong, the correct answer is **"Skinny"**.

b. "The couple has two children, lily and Benjamin, ….." (Paragraph 3). The underlined word refers to…

(Multiple choice number 6). 14 of students answered this question with a wrong answer, such as **"Lily and Benjamin"** this answer is wrong, the correct answer is **"Atkinson and Sunetra Sastry"**.

c. The word "expensive" has the antonym as….

(Multiple choice number 7). 6 of students answered this question with a wrong answer, such as **"High-priced"** this answer is wrong, the correct answer is **"Cheap"**.

d. The word "trousers" has the same meaning as….

(Multiple choice number 10). 5 of students answered this question with a wrong answer, such as **"Clothes"** this answer is wrong, the correct answer is **"Pants"**.

e. The word "they" refers to….

(Multiple choice number 14). 5 of students answered this question with a wrong answer, such as **"Ants"** this answer is wrong, the correct answer is **"Bees"**.

f. "Those who do not work here…." (last sentence). The underlined word refers to….

(Multiple choice number 18). 7 of students answered this question with a wrong answer, such as **"The factory workers"** this answer is wrong, the correct answer is **"The local people"**.

To see all the students' test questions specifically for the vocabulary, it can be seen in the appendix.

3. Making Inferences

Based on the data above, the researcher explained that most students had obstacles in making inferences of the text. The average percentage of students was 20,4%. Question model to find out the inferences in student tests can be seen below:

a. What can be inferred from the first paragraph?

   (Multiple choice number 8). 16 of the students answered this question with a wrong answer, such as **"Rowan Atkinson is English comedian"** this answer is wrong, the correct answer is **"Rowan Atkinson is Mr. Bean"**.

b. What can be inferred from the last paragraph?

   (Multiple choice number 15). 16 of students answered this question with a wrong answer, such as **"The smallest and the biggest bees"** this answer is wrong, the correct answer is **"Bees type"**.

c. What can be inferred from paragraph one?

   (Multiple choice number 19). 12 of students answered this question with a wrong answer, such as **"Kediri's situation"** this answer is wrong, the correct answer is **"Kediri's topography"**.

To see all the students' test questions specifically for the making inferences, it can be seen in the appendix.

4. Detail Information

Based on the data above, the researcher explained that most students had obstacles in detail information of the text. The average percentage of students was 37,7%. Question model to find out the detail information in student tests can be seen below:

a. What is the purpose of the text?

   (Multiple choice number 1). 8 of the students answered this question with a wrong answer, such as **"To inform about Mr. Bean"** this answer is wrong, the correct answer is **"To describe about Rowan Atkinson"**.

b. How old was Atkinson in 2000?

   (Multiple choice number 2). 8 of the students answered this question with a wrong answer, such as **"35"** this answer is wrong, the correct answer is **"45"**.

c. What is the most popular film from Atkinson?

   (Multiple choice number 9). 14 of the students answered this question with a wrong answer, such ac **"Mr. Bean"** this answer is wrong, the correct answer is **"Thin blue and Mr. Bean"**.

d. What is the text about?

   (Multiple choice number 11). 12 of the students answered this question with a wrong answer, such as **"Telling the habitat of the bees"** this answer is wrong, the correct answer is **"Describing bees in general"**.

e. Which of the following sentences describes the physical appearance bees?

   (Multiple choice number 13). 20 of the students answered this question with a wrong answer, such as **"Its tongue is complex"** this answer is wrong, the correct answer is **"It has 13 antennae"**.

f. What does the above text tell about?

   (Multiple choice number 16). 9 of the students answered this question with a wrong answer, such as **"The history of Kediri"** this answer is wrong, the correct answer is **"The description of Kediri"**.

g. Which one has a distinctive food?

   (Multiple choice number 17). 10 of the students answered this question with a wrong answer, such as **"The traditional food"** this answer is wrong, the correct answer is **"The bean curd"**.

To see all the students' test questions specifically for detail information, it can be seen in the appendix.

4.3 Discussion

In this research, the researcher discussed the results of the research that had been carried out by the researcher, namely the students obstacles in reading comprehension and students obstacles in using Google Classroom. The researcher took 35 students in XII Social 2 at SMA Negeri 1 Kota Jambi. Then, the researcher found that 21,9% of students experienced obstacles in determining the main idea in reading comprehension text, there are 20% of students who also experience obstacles to understanding the vocabulary contained in the test questions, there are 20,4% of students who have obstacles in making inferences

from a reading comprehension text, and then there are 37,7% of students who experience obstacles in finding detail information in a reading comprehension text.

After categorizing the students' scores, the researcher concluded that students in XII Social 2 at SMA Negeri 1 Kota jambi, the students experienced obstacles to determining the main idea of a text, understanding the vocabulary in a text or a question, making inferences on a text, looking for detailed information on a text.

CHAPTER V

CONCLUSIONS

5.1 Conclusions

Based on research on students of class XII Social 2 at SMA Negeri 1 Kota Jambi and analyzing the data, the researcher wants to conclude that reading is one of the skills that must be mastered by students. The result and discussion have been explained in chapter 4, there are 4 aspects that prevent students for reading comprehension in class XII Social 2 at SMA Negeri 1 Kota Jambi, namely: determining idea, understanding vocabulary, making inferences, detailed information. These four aspects are what become a obstacles for students to learn reading comprehension and these four aspects can make students master in reading comprehension.

Based on the research conducted, the researcher found that students' obstacles were not only in reading comprehension but in media used such as Google Classroom. During pandemic Covid-19, all schools used an online application to learn one of them is Google Classroom. The result and discussion have been explained by the researcher in chapter 4, there are 4 aspects that prevent students from learning to use the Google Classroom application in class XII Social 2 at SMA Negeri 1 Kota Jambi, namely: low motivation, technology-dependency, reliability of content, and social isolation. These four aspects make students have obstacles in learning to use Google Classroom.

5.2 Suggestions

1. **To the Teacher**

   This suggestion can be useful for English teacher at SMA Negeri 1 Kota Jambi.

   a. Teachers must learn better and be more creative in applying reading skills teaching techniques. This is used to overcome students' obstacles in understanding the reading text.

   b. Teacher must explain the material more often using interesting ways in order to attract students learning motivation.

2. **To School**

   a. In school it should be more complementary to English reading books

   b. In school, it should be more facilitating technology so that students are not hampered in learning

3. **To Students**

   a. Students should learn more vocabulary in English and learn to find detailed information in a textbooks.

   b. Students should be more active in independent study so that they do not have obstacles when the teacher given assignments.

4. **To the Researcher**

   The researcher analyze that this research paper is not perfect. There are lots theories or method or maybe ideas that haven't been conveyed because of the lack of skills of the researcher. And also for researcher who want to research students' obstacles toward reading comprehension using Google Classroom, it is better if the analysis uses a different aspects that researcher

has done. Therefore, the researcher hopes that the researcher can use a strategy or method of students' obstacles toward reading comprehension using Google Classroom.

REFERENCES

Azhar, K. A., & Iqbal, N. (2018). *Effectiveness of Google classroom: Teachers' perceptions*. Prizren Social Science Journal, *2*(2), 52-66.

Banditvilai, C., & Cullen, R. (2018). *Problems and Obstacles in Learning English as a Foreign Language*. International Journal of Social Science and Humanity, *8*(12).

Brown. H. Doughlas. (1987). *Principles of Language Learning and Teaching* While Plaints (New York: Longman).

Cakrawati, L. M. (2017). *Students' Perceptions on the Use of Online Learning Platform in EFL Classroom*. English Language Teaching and Technology Journal, *1*(1), 22-30

Creswell, John W. (1998). *Research Design Pendekatan Kualitatif, Kuantitaif, and mixed*. Yogyakarta: Pustaka Belajar

Elyas, T., & Al Grigri, W. H. (2014). *Obstacles to Teaching English in Saudi Arabia Public Schools: Teachers' and Supervisors' Perceptions*. International Journal of English Language Teaching, *2*(3(, 74-89

Hornby. (1978). *Oxford advanced learners'*. Dictionary of Current English, USA: Oxford University.

Huda, A. (2020). *Improving Students' Reading Comprehension Through SVO (Subject Verb Object) Mapping Strategy (A Classroom Action Research) at Tenth Grade Students in SMKN 1 Kemlagi*. Language-Edu, 9(1).

Iftakhar, S. (2016). *Google classroom: What Works and How*. Journal of Education and Social Sciences, 3(1), 12-18.

Islam, M. S. (2019). *Bangladeshi University Students' Perception about Using Google Classroom for Teaching English*. Psycho-Educational Research Reviews, 57-65.

Kharisma, S. I. (2019). *The Students' Obstacles in Identify Narrative and Descriptive Text* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).

Larasati, D. (2019). *An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).

Lincoln, Yvonna S & Egon G. Guba. (1985). *Naturalistic Inquiry*. California: Sage.

J. Moleong, Lexy. (2014). *Metode Penelitian Kualitatif*. PT Remaja Rosdalarya, Bandung.

Miles, Matthew B and Huberman, A Michael. (1994). *Qualitative Data Analysis*, California: SAGE Publication.

Muslimah, A. (2018). *A Survey on the Use of Google Classroom in English Language Education Department of Islamic University of Indonesia*.

Ntreke, B.B., & Ramokora, B. T. (2017). *Reading competency of first-year undergraduate students at University of Botswana: A case study*. Reading & Writing. 8(1), 1-11.

Nuttal, C. (1982). *Teaching Reading Skill in A Foreign Language*. London: British Library Cataloguing in Publication Data.

Pang, E. S., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). *Teaching reading* (Vol. 12). Brussels, Belgium: International Academy of Education.

Raco, J. R. (2010). *Metode penelitian kualitatif*. Gramedia Widiasarana Indonesia.

Saiful, S., Jabu, B., & Atmowardoyo, H. (2019). *The Effects of the PORPE Method on Students' Reading Comprehension and Metacognitive Awareness*. Journal of Language Teaching and Research, 10(3), 569-582.

Schuemann, K. B. (2014). *A Phenomenological Study Into How Students Experience and Understand the University Presidency*.

Setyawan, H. (2019). *Blended Method: Online-Offline Teaching And Learning, On Students' Reading Achievement*. English Education: Jurnal Tadris Bahasa Inggris, 12(1), 22-33.

Siburian, T . A. (2013). *Improving Students' Achievement on Writing Descriptive Text through Think Pair Share*. International Journal of Language Learning and Applied Linguistics World (IJLLALW), (3), 3, 33-35

Snow, C. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Rand Corporation.

Sekarini, A. (2017). *An Analysis of Students' Reading Comprehension Contraints at the First Year Students of SMAN 1 Bandar Lampung*.

Zidat, S., & Djoudi, M. *Effect of an Online Learning on EFL University Students' English Reading Comprehension*.

Appendix I

Consent Form

Statement of Informed Consent for Demographic Test and Questionnaire

Dear Third-Grade Students',

I am Utami Aulia Bafadhal, a student of Batanghari University. I am currently conducting a study on An Analysis of Students' Obstacles Toward Reading Comprehension Using Google Classroom at your school. The purpose of this study to know what is the obstacles in reading comprehension using Google Classroom. Attached here are a test and questionnaire designed to collect data for the study. It will take about one week to complete it. I kindly invite you to take part in this study by filling the test and questionnaire.

However, your participation in this study is completely voluntary. Even if decide to participate. You may skip any questions that you do not like to answer or withdraw your participation at any time without negative consequences. The identities of all people who participate in the study will remain pseudonym. Your answer and responses will be used as data for writing up a bachelor thesis which will be submitted to the University of Batanghari. The results of the study will be presented at my final examination to get my bachelor's degree or published in academic journals.

Taking part in this study will not cause any risks to you. But it is assumed that the study will enhance our understanding of issues and concerns related to reading comprehension using Google Classroom that will be beneficial for students' and teachers' in SMA Negeri 1 Kota Jambi. If you have a questions about the study, you may contact me by email utamiaulia24@gmail.com or text me on my phone number 0823-8605-9798. I do appreciate your participants in my study.

Thank you

Sincerely,

Utami Aulia Bafadhal

Appendix II

Reading Test

The text is for questions number 1-10.

Rowan Atkinson

Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson "the man with the rubber face". In fact, he has really funny face with unique smile. He is medium height of European people. He has a pointed nose, big black eyes and thick eyebrow. His moustache and sideburns are usually well shaved. He usually wears a man's suit with shirt, collar, trousers and a pair of shiny shoes.

Rowan Atkinson was born in Consett, Country Durham on 6th January 1955. He has two elder brother. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen's Collage, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of $100 million, Atkinson owns many expensive cars.

Choose the correct answer based on the text!

1. What is the purpose of the text?
    a. To describe about Rowan Atkinson
    b. To inform about Mr. Bean
    c. To know about the thin man
    d. To inform about European people
    e. To describe about the rich man

2. How old was Atkinson in 2000?
    a. 35
    b. 50
    c. 60
    d. 46
    e. 45
3. What is the main idea of the second paragraph?
    a. The profile of Rowan Atkinson
    b. The family of Rowan Atkinson
    c. The physical characteristics of Rowan Atkinson
    d. The career of Rowan Atkinson
    e. Rowan Atkinson's education
4. "Rowan Atkinson is a quite thin man." (Paragraph 2) The word 'thin' has the same meaning as….
    a. Athletic
    b. Skinny
    c. Stocky
    d. Muscular
    e. Chubby
5. What is the main idea of the last paragraph?
    a. Rowan Atkinson's education
    b. The career of Rowan Atkinson
    c. The family of Rowan Atkinson
    d. The profile of Rowan Atkinson
    e. The place that Rowan Atkinson was born

6. “The couple has two children, Lily and Benjamin, ….” (Paragraph 3) The underlined words refer to….

    a. Atkinson and his children

    b. Atkinson and Sunetra Sastry

    c. Sunetra Sastry and her children

    d. Lily and Benjamin

    e. Atkinson and family

7. “Atkinson owns many expensive cars.” (Last paragraph) The word ‘expensive has the antonym as….

    a. Cheap

    b. High

    c. High-priced

    d. Small

    e. Priceless

8. What can be inferred from the first paragraph?

    a. Rowan Atkinson is smart

    b. Rowan Atkinson is has two children

    c. Rowan Atkinson is English comedian

    d. Rowan Atkinson is Mr. Bean

    e. Rowan Atkinson lives in England

9. What is the most popular film from Atkinson?

    a. Beauty and The Beast

    b. Thin Blue and Mr. Bean

    c. Mr. Bean

    d. British Comedy

    e. The man with the rubber face

10. “He usually wears a man’s suit with shirt, collar, trousers and a pair of shiny shoes.” (Paragraph 2) The word ‘trousers’ has the same meaning as….
    a. Skirt
    b. Clothes
    c. T-shirt
    d. Shoes
    e. Pants

The text is for questions number 11-15

Bees

Bees are flying insects closely related to wasps and ants, and are known for their role in pollination and for producing honey and beeswax. There are nearly 20,000 known species of bees in nine recognized families thought many undescribed and the actual number is probably higher. They are found on every continent except Antarctica, in every habitat on the planet that contains insect-pollinated flowering plants.

Bees have a long proboscis (a complex “tongue”) that enables them to obtain the nectar from flower. They have antennae almost universally made up of 13 segments in males and 12 in females, as is typical for the super family. Bees all have two pairs of wings, the hind pair being the smaller of the two; in a very few species, one sex or caste has relatively short wings that make flight difficult or impossible, but none are wingless.

The smallest bee is *Trigona minima,* a stingless bee whose workers are about 2.1 mm (5/64”) long. The largest bee in the world is *Megachile pluto*, a leafcutter bee whose females can attain a length of 39 mm (1.5”). members of the family Halictidae, or sweet bees, are the most common type of bee in the Northern Hemisphere, though they are small and often mistaken for wasps or flies.

Choose the correct answer based on the text!

11. What is the text about?
    a. Describing bees in general
    b. Explaining bees in Antarctica
    c. Telling the habitat of the bees

d. Giving information about bees in the Northern Hemisphere
e. Entertaining the readers

12. What is the main idea of paragraph one?
    a. Bees live on every continent
    b. Bees belong to flying insects
    c. Bees produce honey and beeswax
    d. Bees only live with insect-flowering plants
    e. Bees have a long proboscis
13. Which of the following sentences describes the physical appearance bees?
    a. None has wings
    b. Its length is 39 mm
    c. Its tongue is complex
    d. It has 13 antennae
    e. Bees have three pairs of wings
14. "<u>They</u> are found on every continent except Antarctica,…..". The word "they" refers to…
    a. Ants
    b. Insects
    c. Honey
    d. Flying insects
    e. Bees
15. What can be inferred from the last paragraph?
    a. Bees mansion
    b. Bees characteristics
    c. Bees types
    d. Bees habitat
    e. The smallest and the biggest bees

The text is for questions number 16-20

Kediri

Kediri is a name of town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called chill town by the locals. There is a big river called Brantas cutting off the center of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

Choose the correct answer based on the text!

16. What does the above text tell about?
    a. The famous product of Kediri
    b. The description of Kediri
    c. The people
    d. The history of Kediri
    e. Giving information
17. Which one has a distinctive taste?
    a. The special food
    b. The highly nutritious food
    c. The cigarette
    d. The traditional food
    e. The bean curd
18. "Those who do not work here…"(last sentence). The underlined word refers to…
    a. The local people
    b. The factory workers
    c. The farmers

d. The traders
e. The readers

19. What can be inferred from paragraph one?
    a. Kediri's tourism
    b. Kediri's food
    c. Kediri's mountain
    d. Kediri's topography
    e. Kediri's situation
20. What is the main idea of last paragraph?
    a. Characteristic of Kediri
    b. Place of Kediri
    c. Tourism in Kediri
    d. Cigarette in Kediri
    e. Local people in Kediri

Appendix III

Answer Key

1. A
2. E
3. C
4. B
5. D
6. B
7. A
8. D
9. B
10. E
11. A
12. B
13. D
14. E
15. C
16. B
17. E
18. A
19. D
20. A

Appendix IV

The Classification of Students' Obstacles In Reading Comprehension

No.	Student's Initial Name	Determining Main Idea	Understanding Vocabulary	Making Inferences	Detail Information
1.	AF	1	2	1	2
2.	AI	1	1	2	3
3.	AP	0	1	3	0
4.	AD	3	2	1	2
5.	AS	1	1	2	3
6.	AD	0	0	1	1
7.	AF	0	1	3	2
8.	AA	1	1	2	3
9.	AN	3	5	1	3
10.	AN	2	4	1	3
11.	CP	1	1	0	0
12.	DN	0	0	1	2
13.	DP	0	0	3	1
14.	FA	2	1	1	2
15.	FN	1	1	2	3
16.	FS	2	2	2	5
17.	GO	1	3	0	2
18.	IS	1	1	0	0
19.	MA	2	1	0	4
20.	MB	1	1	0	2
21.	MW	2	0	1	2
22.	MF	2	2	1	4
23.	MF	2	2	1	2
24.	NA	1	0	0	3
25.	NA	0	0	1	4
26.	OF	2	2	1	2
27.	PG	1	0	2	4
28.	PA	3	3	2	2
29.	RD	1	0	2	1
30.	RA	1	3	0	2
31.	SF	2	0	1	2
32.	SS	2	0	1	2
33.	TC	1	0	2	1
34.	WA	4	1	1	4
35.	YI	0	1	2	3
Total of each obstacles		**47**	**43**	**44**	**81**
Total of all obstacles		**215**			

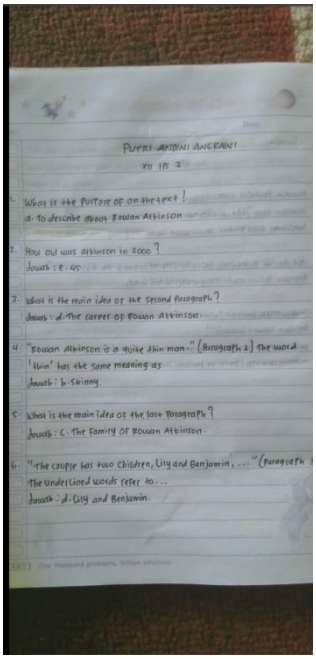
Appendix V

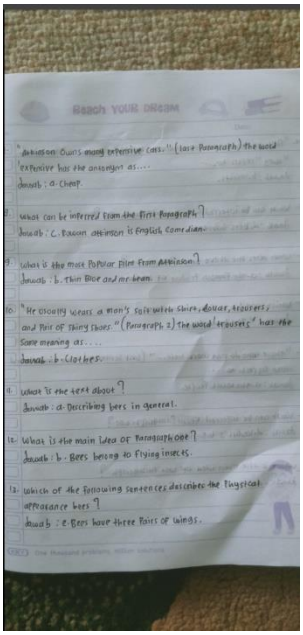
Types of Obstacles, Frequency and Percentage In Reading Comprehension

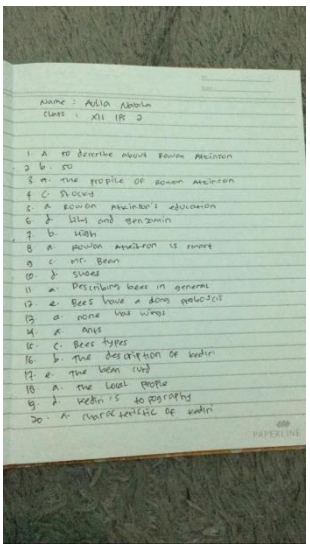
No.	Types of Obstacles	Frequency	Percentage
1.	Determining Main Idea	47	21,9%
2.	Understanding Vocab-ulary	43	20%
3.	Making Inferences	44	20,4%
4.	Detail Information	81	37,7%
Total		**216**	**100%**

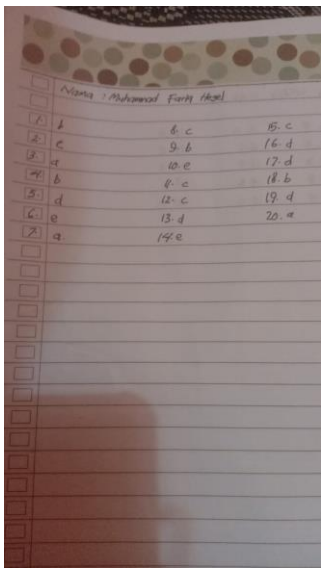
Appendix VI

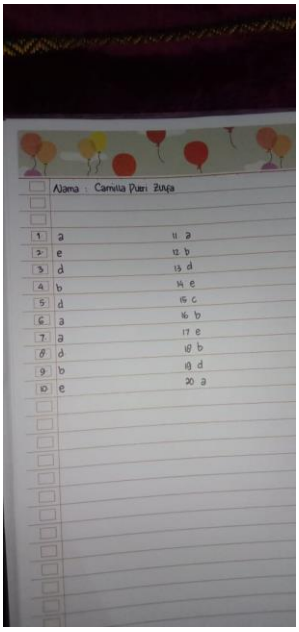
Documentation

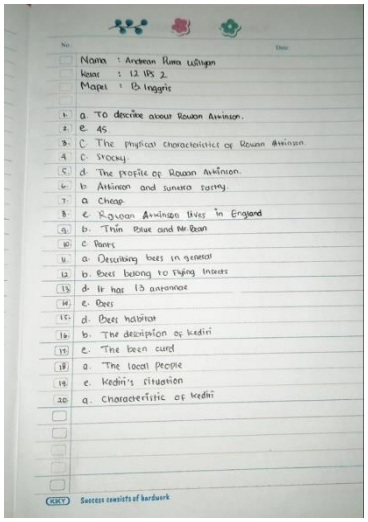


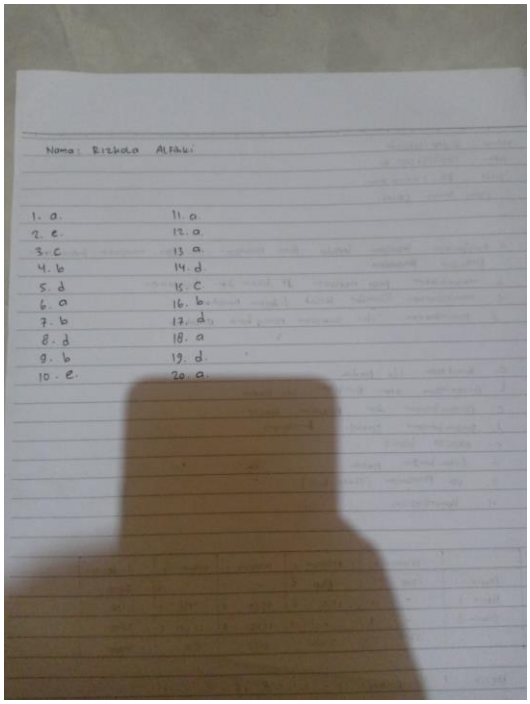


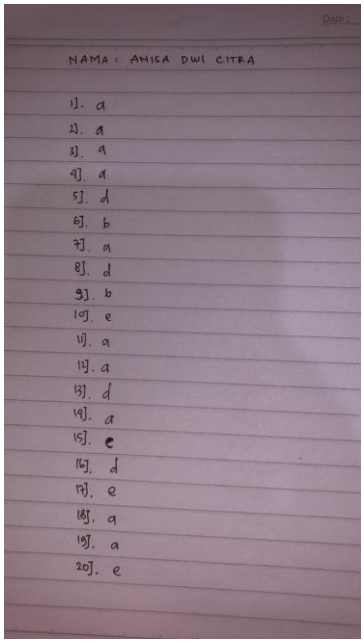


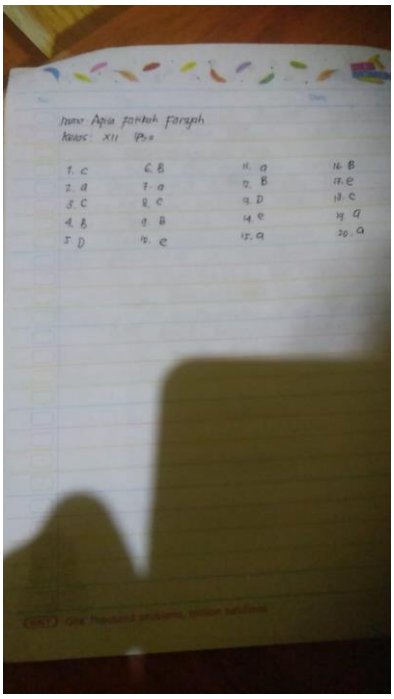


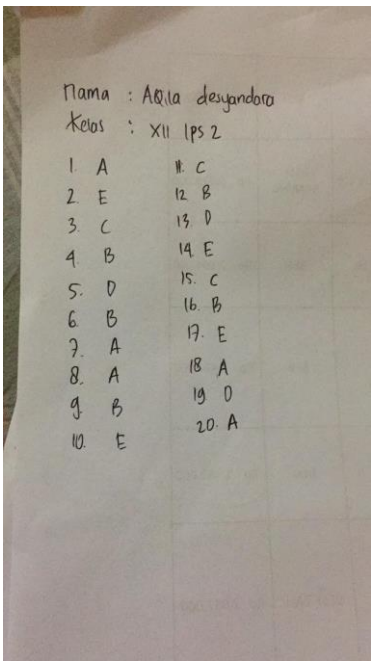

Nama : Camilla Putri Zufa
1 a
2 e
3 d
4 b
5 d
6 a
7 a
8 d
9 b
10 e
11 a
12 b
13 d
14 e
15 c
16 b
17 e
18 b
19 d
20 a

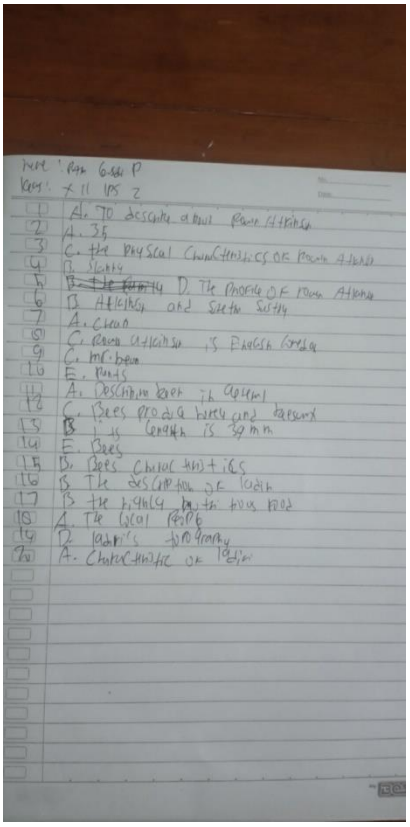

Nama : Andrean Rama Wiliyan
Kelas : 12 IPS 2
Mapel : B. Inggris
1. a. To describe about Rowan Atkinson.
2. e. 45
3. c. The physical characteristics of Rowan Atkinson.
4. c. Stocky.
5. d. The profile of Rowan Atkinson.
6. b. Atkinson and Sunetra Sastry.
7. a. Cheap.
8. e. Rowan Atkinson lives in England
9. b. Thin Blue and Mr. Bean
10. c. Pants
11. a. Describing bees in general
12. b. Bees belong to flying insects
13. d. It has 13 antennae
14. e. Bees
15. d. Bees habitat
16. b. The description of kediri
17. e. The been curd
18. a. The local people
19. e. Kediri's situation
20. a. Characteristic of Kediri
KKT Success consists of hardwork


Nama : Rizkola Alfikki
1. a.
2. e.
3. c
4. b
5. d
6. a
7. b
8. d
9. b
10. e.
11. a.
12. a.
13. a.
14. d.
15. c
16. b.
17. d.
18. a
19. d.
20. a.

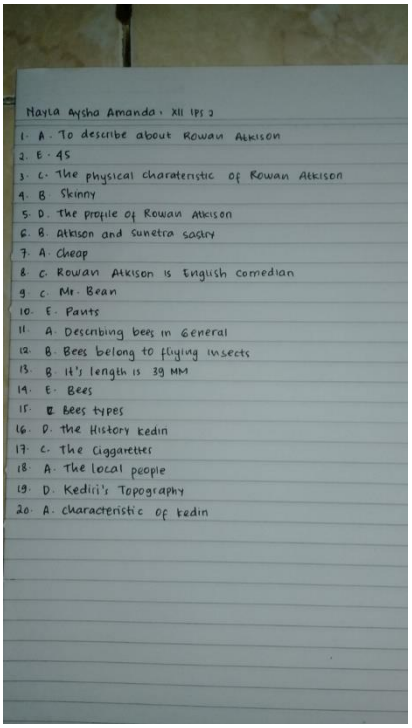

NAMA : ANISA DWI CITRA
1]. a
2]. a
3]. a
4]. a
5]. d
6]. b
7]. a
8]. d
9]. b
10]. e
11]. a
12]. a
13]. d
14]. a
15]. e
16]. d
17]. e
18]. a
19]. a
20]. e


Nama : Aqila Fatihah Faryah
Kelas : XII IPS 2
1. c
2. a
3. c
4. B
5. D
6. B
7. a
8. c
9. B
10. e
11. a
12. B
13. D
14. e
15. a
16. B
17. e
18. c
19. a
20. a


Nama : AQila desyandara
Kelas : XII IPS 2
1. A
2. E
3. C
4. B
5. D
6. B
7. A
8. A
9. B
10. E
11. C
12. B
13. D
14. E
15. C
16. B
17. E
18. A
19. D
20. A



1. A. To describe about Rowan Atkinson
2. E. 45
3. C. The physical characteristics of Rowan Atkinson
4. B. Skinny
5. C. The family of Rowan Atkinson
6. B. Atkinson and Sunetra Sastry
7. C. High-priced
8. C. Rowan Atkinson is English Comedian
9. C. Mr. Bean
10. E. Pants
11. A. Describing bees in general
12. B. Bees belong to flying insect
13. C. Its tongue is complex
14. E. Bees
15. C. Bees types
16. B. The description of Kediri
17. E. The bean curd
18. A. The local people
19. D. Kediri's topograph
20. D. Cigarette in Kediri



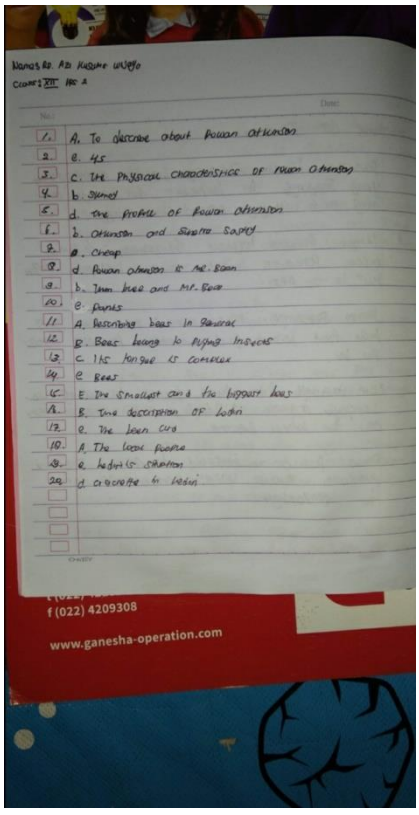
Nayla Aysha Amanda - XII IPS 2

1. A. To describe about Rowan Atkison
2. E. 45
3. C. The physical charateristic of Rowan Atkison
4. B. Skinny
5. D. The profile of Rowan Atkison
6. B. Atkison and Sunetra sastry
7. A. Cheap
8. C. Rowan Atkison is English comedian
9. C. Mr. Bean
10. E. Pants
11. A. Describing bees in General
12. B. Bees belong to flying insects
13. B. It's length is 39 MM
14. E. Bees
15. C. Bees types
16. D. the History kediri
17. C. The Ciggarettes
18. A. The local people
19. D. Kediri's Topography
20. A. characteristic of kediri

FUN FUNKY

Name : Diana Pabiteri
Class : XII IPS 2
"Research Auction"

1. A. To describe about Rowan Atkinson
2. E. 45
3. C. The physical characteristic of Rowan Atkinson
4. B. Skinny
5. D. The Profile of Rowan Atkinson
6. B. Atkinson and Sunetra Sastry
7. ~~A. Cheap~~ A. Cheap
8. C. Rowan Atkinson is english comedian
9. B. The Bluc and Mr. Bean
10. E. Pants
11. A. Describing bees in General
12. B. Bees belong to flying insects
13. C. Its tongue is complex
14. E. Bees
15. F. The smallest and the biggest bee
16. B. The description of Kediri
17. E. The bean curd
18. A. The local People
19. E. Kediri's Situation
20. A. cigarette in Kediri

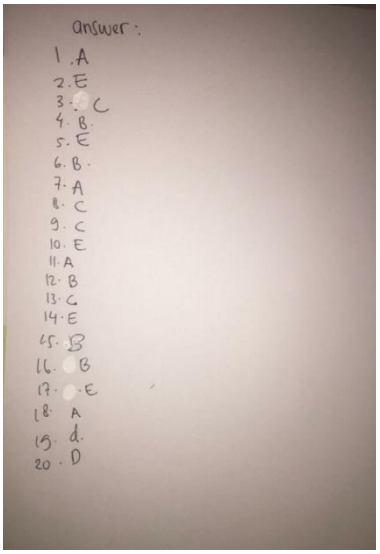


Name's Ke. Ali Kusuma Wijaya
Class : XII IPS 4

1. A. To describe about Rowan Atkinson
2. B. 45
3. C. The Physical characteristics of Rowan Atkinson
4. b. Skinny
5. d. The Profile of Rowan Atkinson
6. b. Atkinson and Sunetra Sastry
7. a. Cheap
8. d. Rowan Atkinson is Mr. Bean
9. b. Tom Hall and Mr. Bean
10. e. Pants
11. A. Describing bees in General
12. B. Bees belong to flying insects
13. C. Its tongue is complex
14. e. Bees
15. E. The smallest and the biggest bees
16. B. The description of Kediri
17. e. The bean curd
18. A. The local people
19. e. kediri's situation
20. d. cigarette in kediri

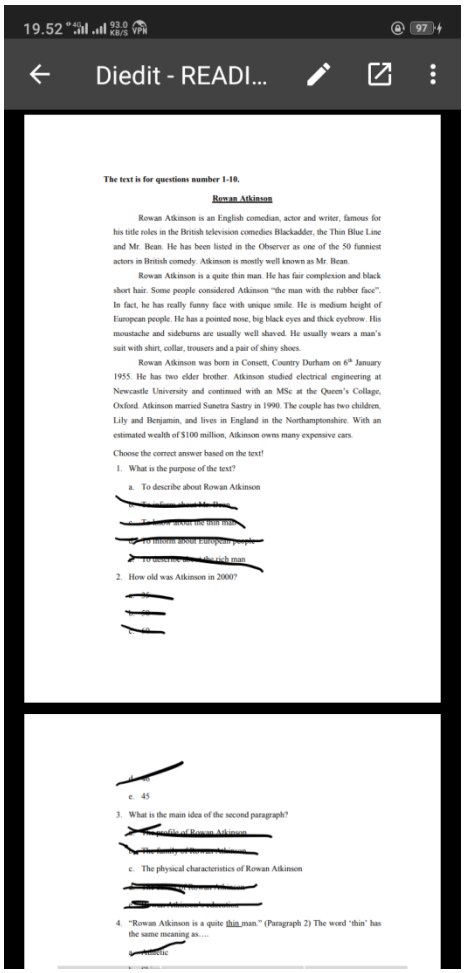
f (022) 4209308

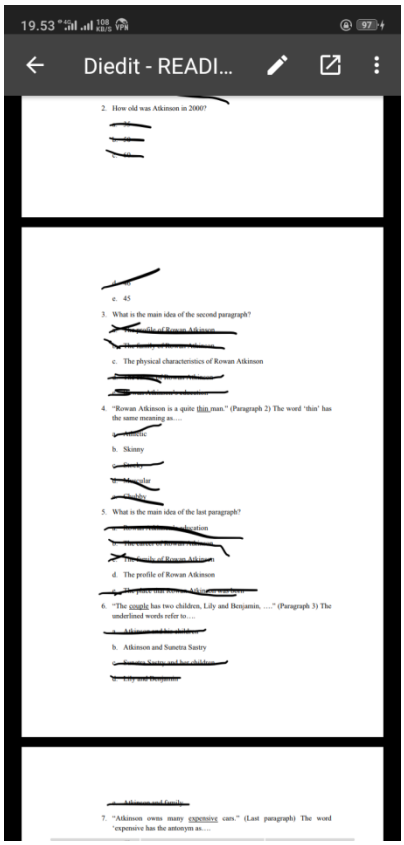
www.ganesha-operation.com

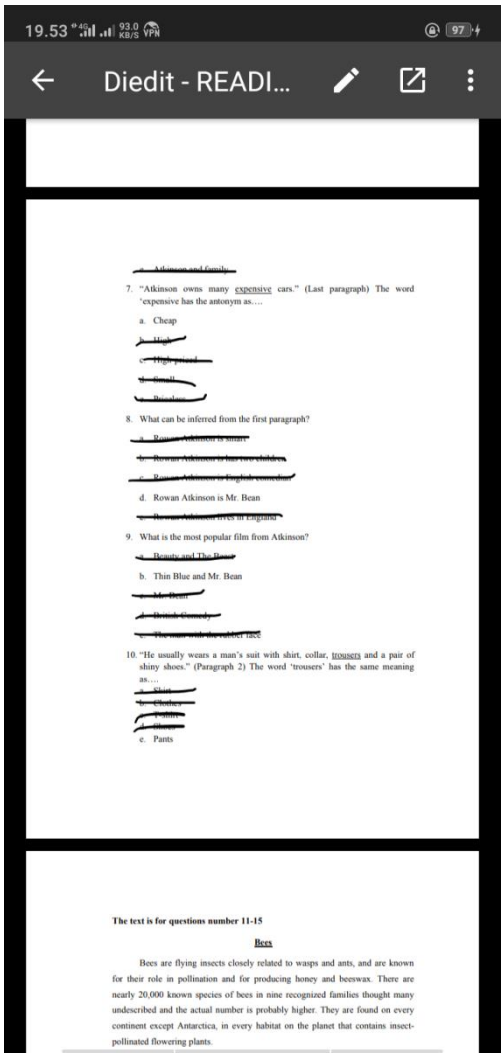


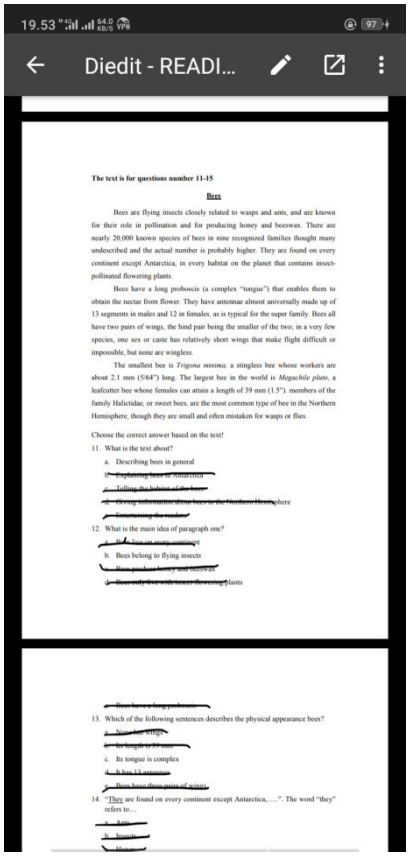
answer :

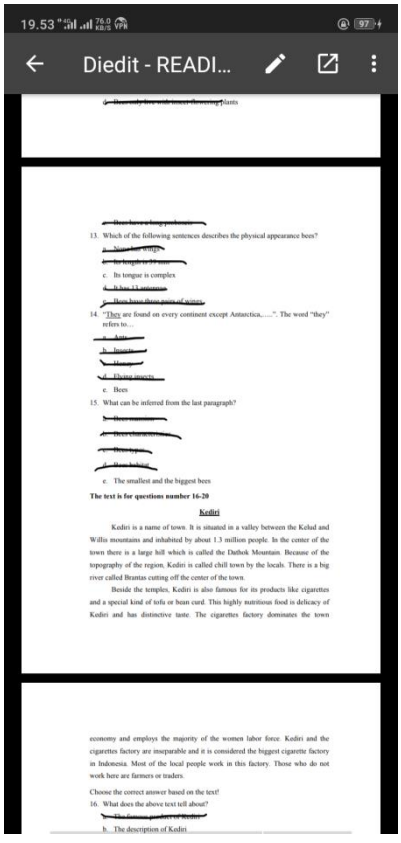
1. A
2. E
3. C
4. B
5. E
6. B
7. A
8. C
9. C
10. E
11. A
12. B
13. C
14. E
15. B
16. B
17. E
18. A
19. d.
20. D

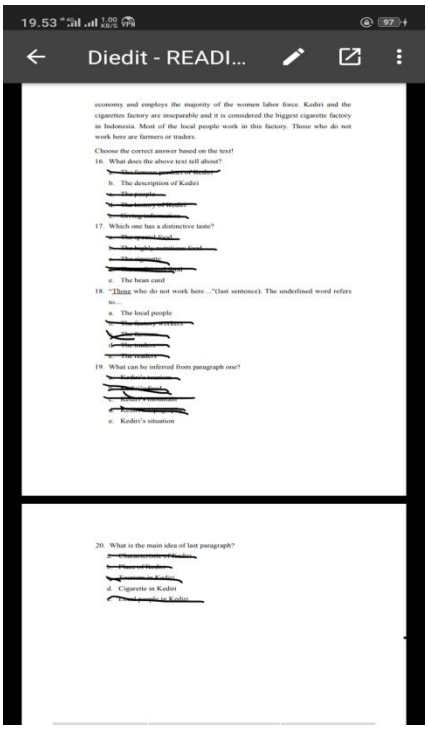

19.52
Diedit - READI...
The text is for questions number 1-10.
Rowan Atkinson
Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.
Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson "the man with the rubber face". In fact, he has really funny face with unique smile. He is medium height of European people. He has a pointed nose, big black eyes and thick eyebrow. His moustache and sideburns are usually well shaved. He usually wears a man's suit with shirt, collar, trousers and a pair of shiny shoes.
Rowan Atkinson was born in Consett, Country Durham on 6th January 1955. He has two elder brother. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen's Collage, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of $100 million, Atkinson owns many expensive cars.
Choose the correct answer based on the text!
1. What is the purpose of the text?
a. To describe about Rowan Atkinson
2. How old was Atkinson in 2000?
c. 45
3. What is the main idea of the second paragraph?
c. The physical characteristics of Rowan Atkinson
4. "Rowan Atkinson is a quite thin man." (Paragraph 2) The word 'thin' has the same meaning as....
a. Athletic

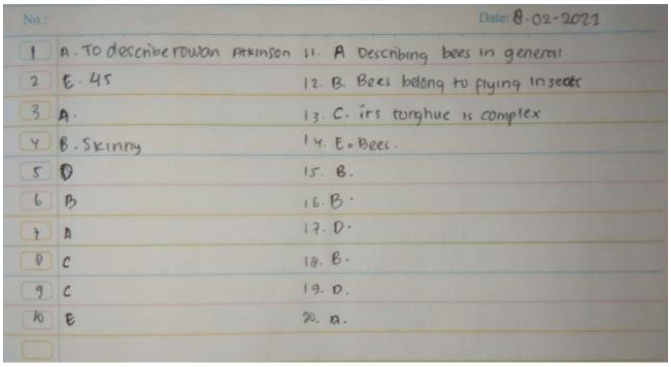

19.53
Diedit - READI...
2. How old was Atkinson in 2000?
c. 45
3. What is the main idea of the second paragraph?
c. The physical characteristics of Rowan Atkinson
4. "Rowan Atkinson is a quite thin man." (Paragraph 2) The word 'thin' has the same meaning as....
b. Skinny
5. What is the main idea of the last paragraph?
d. The profile of Rowan Atkinson
6. "The couple has two children, Lily and Benjamin, ..." (Paragraph 3) The underlined words refer to....
c. Lily and Benjamin
7. "Atkinson owns many expensive cars." (Last paragraph) The word 'expensive has the antonym as....


19.53
Diedit - READI...
7. "Atkinson owns many expensive cars." (Last paragraph) The word 'expensive has the antonym as....
a. Cheap
8. What can be inferred from the first paragraph?
d. Rowan Atkinson is Mr. Bean
9. What is the most popular film from Atkinson?
b. Thin Blue and Mr. Bean
10. "He usually wears a man's suit with shirt, collar, trousers and a pair of shiny shoes." (Paragraph 2) The word 'trousers' has the same meaning as....
e. Pants
The text is for questions number 11-15
Bees
Bees are flying insects closely related to wasps and ants, and are known for their role in pollination and for producing honey and beeswax. There are nearly 20,000 known species of bees in nine recognized families thought many undescribed and the actual number is probably higher. They are found on every continent except Antarctica, in every habitat on the planet that contains insect-pollinated flowering plants.


19.53
Diedit - READI...
The text is for questions number 11-15
Bees
Bees are flying insects closely related to wasps and ants, and are known for their role in pollination and for producing honey and beeswax. There are nearly 20,000 known species of bees in nine recognized families thought many undescribed and the actual number is probably higher. They are found on every continent except Antarctica, in every habitat on the planet that contains insect-pollinated flowering plants.
Bees have a long proboscis (a complex "tongue") that enables them to obtain the nectar from flower. They have antennae almost universally made up of 13 segments in males and 12 in females, as is typical for the super family. Bees all have two pairs of wings, the hind pair being the smaller of the two; in a very few species, one sex or caste has relatively short wings that make flight difficult or impossible, but none are wingless.
The smallest bee is Trigona minima, a stingless bee whose workers are about 2.1 mm (5/64") long. The largest bee in the world is Megachile pluto, a leafcutter bee whose females can attain a length of 39 mm (1.5"). members of the family Halictidae, or sweet bees, are the most common type of bee in the Northern Hemisphere, though they are small and often mistaken for wasps or flies.
Choose the correct answer based on the text!
11. What is the text about?
a. Describing bees in general
12. What is the main idea of paragraph one?
b. Bees belong to flying insects
13. Which of the following sentences describes the physical appearance bees?
c. Its tongue is complex
14. "They are found on every continent except Antarctica,....". The word "they" refers to...

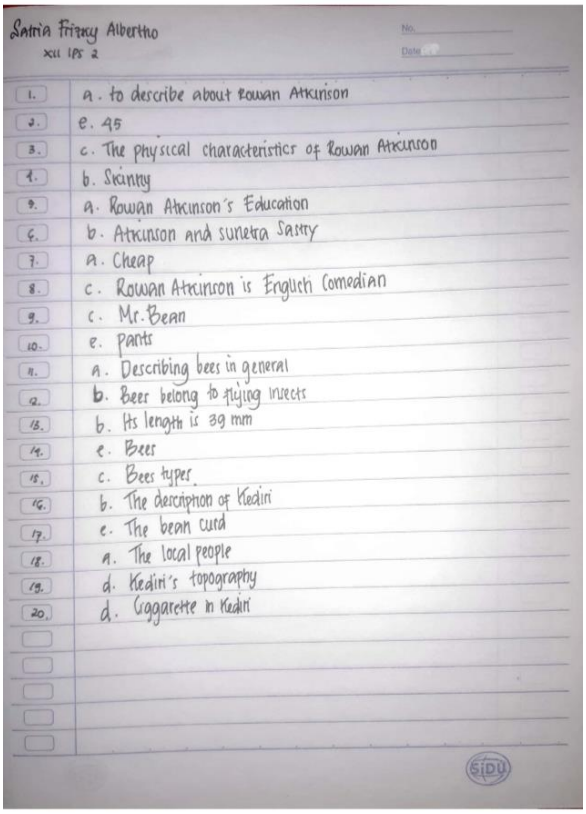

19.53
Diedit - READI...
13. Which of the following sentences describes the physical appearance bees?
c. Its tongue is complex
14. "They are found on every continent except Antarctica,....". The word "they" refers to...
d. Flying insects
15. What can be inferred from the last paragraph?
e. The smallest and the biggest bees
The text is for questions number 16-20
Kediri
Kediri is a name of town. It is situated in a valley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called chill town by the locals. There is a big river called Brantas cutting off the center of the town.
Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.
Choose the correct answer based on the text!
16. What does the above text tell about?
b. The description of Kediri


19.53
Diedit - READI...
economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.
Choose the correct answer based on the text!
16. What does the above text tell about?
e. The bean curd
18. "Those who do not work here..."(last sentence). The underlined word refers to...
e. Kediri's situation
20. What is the main idea of last paragraph?
d. Cigarette in Kediri



No.: Date: 8-02-2021

1	A. To describe Rowan Atkinson	11.	A Describing bees in general
2	E. 45	12.	B. Bees belong to flying insects
3	A.	13.	C. Its tonghue is complex
4	B. Skinny	14.	E. Bees.
5	D	15.	B.
6	B	16.	B.
7	A	17.	D.
8	C	18.	B.
9	C	19.	D.
10	E	20.	A.



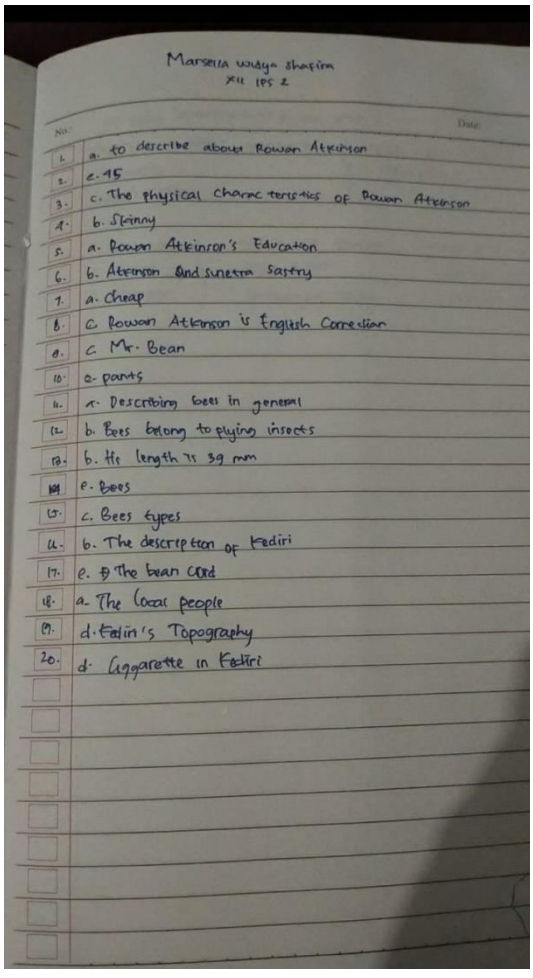
Satria Frizky Albertho
XII IPS 2

No. Date:

1. a. to describe about Rowan Atkinson
2. e. 45
3. c. The physical characteristics of Rowan Atkinson
4. b. Skinny
5. a. Rowan Atkinson's Education
6. b. Atkinson and Suneetra Sastry
7. a. Cheap
8. c. Rowan Atkinson is English Comedian
9. c. Mr. Bean
10. e. pants
11. a. Describing bees in general
12. b. Beer belong to flying insects
13. b. Its length is 39 mm
14. e. Bees
15. c. Bees types
16. b. The description of Kediri
17. e. The bean curd
18. a. The local people
19. d. Kediri's topography
20. d. Cigarette in Kediri

SIDU

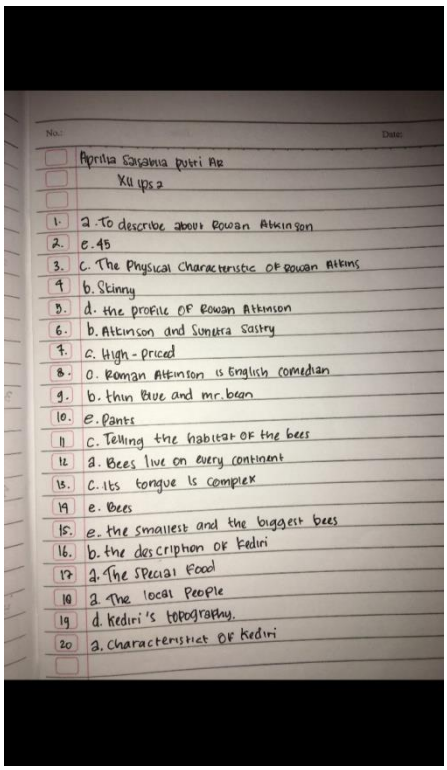
Dipindai dengan CamScanner



Marsella widya shafira
XII IPS 2

No. Date:

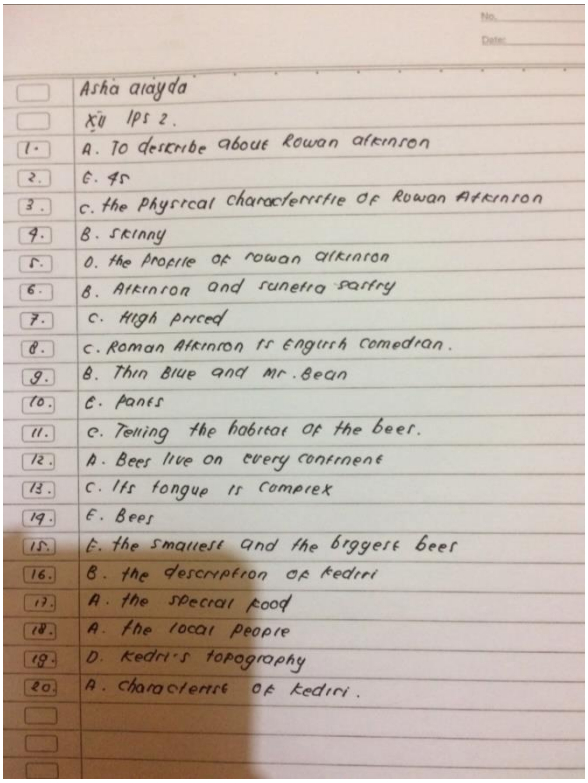
1. a. to describe about Rowan Atkinson
2. e. 45
3. c. The physical characteristics of Rowan Atkinson
4. b. Skinny
5. a. Rowan Atkinson's Education
6. b. Atkinson and suneetra sastry
7. a. Cheap
8. C. Rowan Atkinson is English Comedian
9. C. Mr. Bean
10. a. pants
11. A. Describing bees in general
12. b. Bees belong to flying insects
13. b. Its length is 39 mm
14. e. Bees
15. c. Bees types
16. b. The description of Kediri
17. e. The bean curd
18. a. The local people
19. d. Kediri's Topography
20. d. Cigarette in Kediri



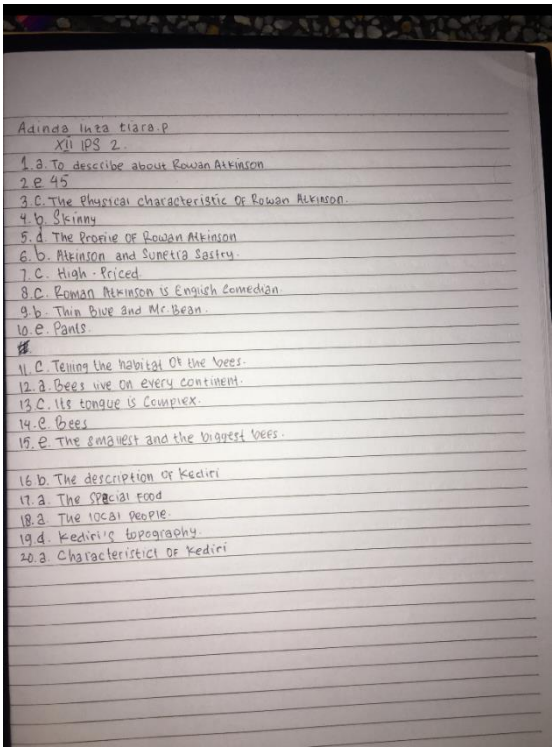
No.: Date:

Aprilia Saraswati putri AR
XII IPS 2

1. 2. To describe about Rowan Atkinson
2. e. 45
3. C. The Physical Characteristic of Rowan Atkins
4. b. Skinny
5. d. the profile of Rowan Atkinson
6. b. Atkinson and Suneetra Sastry
7. C. High-priced
8. O. Roman Atkinson is English comedian
9. b. thin Blue and mr. bean
10. e. Pants
11. C. Telling the habitat of the bees
12. a. Bees live on every continent
13. C. Its tongue is complex
14. e. Bees
15. e. the smallest and the biggest bees
16. b. the description of Kediri
17. a. The special Food
18. a. The local People
19. d. Kediri's topography.
20. a. Characteristics of Kediri



Asha alayda
XII IPS 2.
1. A. To describe about Rowan atkinson
2. E. 45
3. C. the physical characteristic of Rowan Atkinson
4. B. skinny
5. D. the profile of rowan atkinson
6. B. Atkinson and sunetra sastry
7. C. High priced
8. C. Roman Atkinson is English comedian.
9. B. Thin Blue and Mr. Bean
10. E. Pants
11. C. Telling the habitat of the beer.
12. A. Bees live on every continent
13. C. Its tongue is complex
14. E. Bees
15. E. the smallest and the biggest bees
16. B. the description of Kediri
17. A. the special food
18. A. the local people
19. D. Kediri's topography
20. A. Characteristic of Kediri.



Adinda Inza tiara.P
XII IPS 2.
1. a. To describe about Rowan Atkinson
2. e. 45
3. C. The Physical characteristic of Rowan Atkinson.
4. b. Skinny
5. d. The Profile of Rowan Atkinson
6. b. Atkinson and Sunetra Sastry.
7. C. High - Priced
8. C. Roman Atkinson is English Comedian.
9. b. Thin Blue and Mr. Bean.
10. e. Pants
11. C. Telling the habitat of the bees.
12. a. Bees live on every continent.
13. C. Its tongue is Complex.
14. e. Bees
15. e. The smallest and the biggest bees.
16. b. The description of Kediri
17. a. The special food
18. a. The local people.
19. d. Kediri's topography.
20. a. Characteristict of Kediri