



## Students' Reading Comprehension Ability in New Normal Situation at Senior High School in Padang

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### Article History

Submitted: 2022-08-23

Accepted: 2022-09-25

Published: 2022-09-25

### Keywords:

New Normal,  
Reading  
Comprehension  
ability, Reading  
Strategy

### Abstract

*Normalization has been carried out as a new step in reducing Covid-19 cases. Researchers want to see students' reading comprehension in New Normal situations. This study aims to analyze students' understanding in reading comprehension texts at SMAN 10 Padang. This type of research is descriptive quantitative. The subject of this research is the tenth grade of SMAN 10 Padang while the object of this research is students' understanding in reading comprehension texts. The author uses a simple random sampling technique to take a sample, there are 53 students as a sample of this study. To collect data, the author uses tests and questionnaires. The test was conducted to determine students' understanding in reading comprehension texts and a questionnaire was used to determine the factors that influence students' understanding in reading comprehension texts. Based on the data analysis, the writer found that the average result of students' understanding in reading comprehension texts was 60.90. The result of data analysis is that their understanding of reading comprehension is categorized into an average level. Meanwhile, the percentage result of the questionnaire given about reading strategies is 66.4% in the strong category. The writer also found that there are factors that influence students' understanding in reading comprehension texts, namely bottom-up reading strategies, top-down reading strategies and student grades.*

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**How to Cite:** Qholbi, A. & Fitrawati. (2022). Students' Reading Comprehension Ability in New Normal Situation at Senior High School in Padang. *Journal of English Language Teaching*, 11. (3): pp. 230-247. DOI: [10.24036/jelt.v11i3.118942](https://doi.org/10.24036/jelt.v11i3.118942)

## INTRODUCTION

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

system is very different from the previous situation. In this new normal era, a lot has changed from before the Covid-19 pandemic. As a result, the opening of schools in April 2021 is still a matter of pros and cons in society. As the transition from COVID-19 to the new normal, many teachers may face various difficulties or challenges. Teachers who are just learning in new normal situations find it difficult to facilitate teaching, such as from a technical, pedagogical, and time management perspective.

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

In learning reading comprehension, there are several problems that student often encounter. One of the major issues in English language instruction is the problem of reading among students (Sadykova et al, 2014). First, difficulty in reading comprehension often occur is traditional of oral messages, which can affect reading comprehension. Second, in general intellectual abilities, it can involve reasoning, thinking, which contains knowledge, and can affect reading comprehension. It's can difficult to teach reading skill and difficult to teach reading comprehension in the new normal since students are supposed to elicit the main concept, comprehend what they read, extract explicit and implicit information, and extract details from a simple text after reading.

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

## **METHOD**

The researcher conducted a descriptive quantitative study to assess reading comprehension ability in Bahasa Inggris Kelas X Siswa SMA/MA of SMAN 10 Padang in this study. According to Salaria (2003), descriptive research is concerned

with acquiring data regarding current conditions or situations in order to describe and interpret them. This study was classified as a survey since it collected data through observation. By asking people questions and tabulating their responses, survey researchers can learn about on of people – such as their qualities, opinions, attitudes, or previous experiences. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating preexisting statistical data using computational techniques. As a result, this descriptive quantitative method can provide a complete picture of reading abilities in a new normal context.

The population for this study was SMAN 10 Padang Academic Year 2022 10th grade students. The science program has four classes while the social program has four classes. The table below shows the number of students in each class:

*Table 1. Population*

No	Class	Students	Samples
1	X MIPA 1	36	6
2	X MIPA 2	36	6
3	X MIPA 3	36	6
4	X MIPA 4	36	6
5	X MIPA 5	35	5
6	X MIPA 6	36	6
7	X MIPA 7	36	6
8	X IPS 1	36	6
9	X IPS 2	36	6
<b>Total</b>		323	53

The sample was drawn using basic random sampling technique. The practice of selecting a sample at a moment when all members of a defined population have an equal and independent chance of being chosen for the sample was known as simple random sampling. The best technique employed was simple random sampling, which appropriated for the research's goal of analyzing students' ability to read a textbook. This was due to the fact that random sampling, the most effective method of obtaining a representative sample (Etikan & Bala, 2017). Each class was taken by the researcher for 15% of the time.

The instrumentation was a tool to collect the data. Elmasri (2017) defines an instrument as the complete process of gathering data in a study. The researcher used a reading comprehension exam to conduct this study, which entailed assessing, evaluating, and designing questions. There are 50 question about reading comprehension test. After that, the researcher also used the indicators based on (Brassell, D., & Rasinski 2008). Then, the researcher was assessing the exam with 1 correct answer, 2 points will be given. So, if the students can answer 50 questions correctly, they will get 100 points. The following table lists the instruments that were adopted from Nanda (2020):

**Table 2.** *The Indicators of Reading Comprehension*

No	Indicator	Total	Number of Questions
1	Main idea	8	1, 8, 20, 27, 35, 42, 44, 46
2	Social Function	6	2, 6, 19, 22, 24, 26
3	Generic Structure	8	3, 9, 13, 16, 25, 31, 37, 48
4	Language Features	7	5, 7, 15, 17, 23, 47, 50
5	Inferences	7	4, 10, 14, 18, 28, 36, 40
6	Synonym	7	11, 12, 29, 30, 32, 41, 49
7	Detail	7	21, 33, 34, 38, 39, 43, 45
<b>Total</b>		<b>50</b>	

Based on second research questions, the researcher given a kind of questionnaire to student who participated in this research about their strategy in reading comprehension. This questionnaire was in a form of paper. Then, this questionnaire used in research was adopted from (Suebpeng, 2017). The following table 5 shows the results of the questionnaire in appendix number 3. The goal of this survey was to learn about the different reading strategies to employ when reading school-related academic texts in the test. Each phrase followed by five numbers, 1, 2, and 3 each of which means something different:

**Table 3.** *The indicators used on reading strategy*

No	Indicators	Number	Number of statements
1	Bottom – up reading strategies	8	3, 4, 6, 7, 10, 11, 13, 14
2	Top - down reading strategies	8	1, 2, 5, 8, 9, 12, 15, 16.
3	Comprehension monitoring	14	17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
<b>Total</b>		<b>30</b>	

## RESULT AND DISCUSSION

### 1. Data Description

This study has 2 research questions. The first research question to find out the ability of the students reading comprehension skills at Senior High School in Padang during new normal situation for know about reading comprehension ability. The second, to know the teaching reading strategy at Senior High School in Padang during new normal. Thus, the researcher has 50 questions for reading comprehension test and 30 statement form questionnaires for reading strategy at SMAN 10 Padang. The sample of this research 53 participants. Next, this research uses descriptive quantitative method. The discussion was divided into 2 parts. The first point focused with the score in reading comprehension in new normal. Second was focus in reading strategy in new normal.

**B. Data Analysis and Findings**

**1. Students' Reading Comprehension Ability in New Normal**

In this section, the researcher explained the students' score in reading comprehension. The students' individual score in reading comprehension level. Then, the rate of percentage of the students' individual level in comprehending text. The researcher also elaborated each indicator as below:

1. Main Idea Indicator

In reading comprehension ability, there are 7 indicators in each question, namely main idea, social function, generic structure, language features, inferences, synonym, and detail. In indicator reading comprehension about main idea, the question number 1 "What is the third paragraph's main point?", number 8 "What is the main point of the final paragraph?", number 20 "What is the main idea of paragraph 2?", number 27 "What is the second paragraph's main point?", number 35 "What is the main idea of the last paragraph, according to the passage?", number 42 "What is the main point of the final paragraph?", number 44 "The text's topic is", number 46 "The passage's best title would be", got the mean 31,1. Frequency of main idea indicator can be seen as below:

*Table 4. Frequency of main idea*

No	Initials	Number Correct	Total Score	Category
1	S1	32	64	Average
8	S8	32	64	Average
20	S20	30	60	Average
27	S27	35	70	Good
35	S35	32	64	Average
42	S42	25	50	Poor
46	S46	22	44	Poor

2. Social Function Indicator

Next, in indicator social function, the question number 2 "What is the social function of the text?", number 6 "The text's goal is", number 19 "What is the purpose of the preceding text?", number 22 "What is the aim of the text above?", number 24 "Falls are located on the Canadian side, while the American Falls are located on the American side. The word located refers to", number 26 "What is the text above's communicative function?", got the mean 31,8. Frequency of social function indicator can be seen as the table:

*Table 5. Frequency of social function*

No	Initials	Number Correct	Total Score	Category
2	S2	41	82	Very Good
6	S6	33	66	Good
19	S19	32	64	Average
22	S22	33	66	Good

24	S24	33	66	Good
26	S26	33	66	Good

3. Generic Structure Indicator

Then, indicator Generic structure, the question number 3 *“The first paragraph in the text is titled”*, number 9 *“In the text, paragraphs 2 and 3 are referred to as”*, number 13 *“The paragraphs 2-3 in the preceding text are referred to as”*, number 16 *“Which paragraph in the preceding text is referred to as identification?”*, number 25 *“Which paragraph in the text above is called identification?”*, number 31 *“The generic structure of the first paragraph is”*, number 37 *“The Generic Structure of the text is”*, number 48 *“The Generic Structure of the first paragraph is”*, got the mean 27,5. Frequency of generic structure indicator can be seen as the table:

**Table 6.** Frequency of generic structure

No	Initials	Number Correct	Total Score	Category
3	S3	33	66	Good
9	S9	30	60	Average
13	S13	34	68	Good
16	S16	30	60	Average
25	S25	32	64	Average
31	S31	31	62	Average
37	S37	34	68	Good
48	S48	30	60	Average

4. Language Features Indicator

In language features, question number 5 *“The correct language feature of the text above in the following sentence is”*, number 7 *“In the following sentence, the correct language feature of the text above is”*, number 15 *“In the following sentence, the correct language feature of the text above is”*, number 17 *“In the following sentence, the correct language feature of the text above is”*, number 23 *“In the following sentence, the correct language feature of the text above is”*, number 47 *“The hanging of pickpockets was halted because”*, number 50 *“Pickpockets in South America are the most deficient because”*, from the research, the researcher got the mean 24,1. Frequency of language features indicator can be seen as the table:

**Table 7.** Frequency of language features

No	Initials	Number Correct	Total Score	Category
5	S5	33	66	Good
7	S7	33	66	Good
15	S15	24	48	Poor
17	S17	33	66	Good
23	S23	33	66	Good

47	S47	25	50	Poor
50	S50	26	52	Poor

5. Inferences Indicator

In indicator inferences, question number 4 “What can you deduce from paragraph 2?”, number 10 “It can be inferred from the first paragraph that Taj Mahal actually is”, number 14 “The second paragraph implies that the Taj Mahal actually exists”, number 18 “The final paragraph informs you about”, number 28 “The majority of corruption occurs in”, number 36 “The text tells the story of”, number 40 “What kind of clothes do the poor wear?”, from the research, the researcher got the mean 38. Frequency of inferences indicator can be seen as the table:

**Table 8.** Frequency of inferences

No	Initials	Number Correct	Total Score	Category
4	S4	38	76	Good
10	S10	35	70	Good
14	S14	21	42	Poor
18	S18	31	62	Average
28	S28	34	68	Good
36	S36	35	70	Good
40	S40	24	48	Poor

6. Synonym Indicator

The sixth indicator reading comprehension is synonym, the question number 11 “The Taj Mahal, which stands majestically on the banks of the Yamuna River, is synonymous with love and romance. The word love is referring to”, number 12 “Her actual remains are located beneath, at garden level. The word of level refers to”, number 29 “The pronoun they in ...they can go to any extent to get money... refers to”, number 30 “The word Undoubtedly is closest in meaning to”, number 32 “The word nexus is closest in meaning to”, number 41 ““Magnificent views across the Nile can be seen from the top floors of impressive blocks of flats.” What is the significance of the underlined word?”, number 49 “... other pickpockets skillfully stole the money from the spectators!” The similar meaning of the italic word is”, from the research, the researcher got the mean 34. Frequency of synonym indicator can be seen as the table:

**Table 9.** Frequency of synonym

No	Initials	Number Correct	Total Score	Category
11	S11	34	68	Good
12	S12	32	64	Average
29	S29	28	56	Average
30	S30	32	64	Average
32	S32	32	64	Average

41	S41	21	42	Poor
49	S49	29	58	Average

### 7. Detail Indicator

Last indicator is detail in question number 21 “The final paragraph informs you about”, number 33 “What do police represent?”, number 34 “According to the passage, why do police tend to be indulged in corruption practices?”, number 38 “What makes Cairo well-known in comparison to other European capital cities?”, number 39 “What can we see behind Cairo's tall buildings?”, number 43 “Which of the following statements about polar bears is NOT TRUE?”, number 45 “What does the restaurant manager think of the report?”, from the research, the researcher got the mean 33,5. Frequency of detail indicator can be seen as the table:

**Table 10.** Frequency of detail

No	Initials	Number Correct	Total Score	Category
21	S21	31	62	Average
33	S33	28	56	Average
34	S34	33	66	Good
38	S38	33	66	Good
39	S39	28	56	Average
43	S43	21	42	Poor
45	S45	37	74	Good

## 2. The students in reading strategy

Reading strategy is important to know what's the factor to influence reading comprehension. So, the researcher shows the table of score in reading strategy.

From the data, the researcher got the percentage of the students' reading strategy class X at SMAN 10 Padang. The researcher got classification of the students' reading strategy include very strong based on the average, because from 30 statements there are 1 statement got 20 statement got average category and 10 statement got poor category. The total of the frequency of the reading strategy is 6.641 and the percentage is 66.4 % include strong category. The researcher elaborated each indicator as follow:

### 1. Bottom-up Reading Strategies

There are 8 questions in bottom-up reading strategies. Mean from bottom up reading strategy has 218,2 in question 3 “I read aloud in reading class to help me understand what I was reading”, 4 “I read slowly and carefully to ensure that I understand what I'm reading”, 6 “When I read, I pay close attention to every word and sentence”, 7 “In reading class, I use reference materials (such as a dictionary) to help me understand what I read”, 10 “Before learning to read, I prepare myself by translating from English into my native language”, 11 “When I read, I concentrate on pronunciation, sound discrimination, and intonation”, 13 “When I read, I go through a text word for word, focusing on unfamiliar words”, 14 “When I read, I look for grammatical units to help me understand the passage”. Frequency of bottom-up reading strategy can be seen as the table:



**Table 11. Frequency of bottom-up reading strategy**

No	Statement	Always (5)	Sometimes (4)	Rarely (3)	Hardly Ever (2)	Never (1)	Total	Category
3	I read aloud in reading class to help me understand what I was reading.	12 (60)	9 (36)	14 (42)	12 (24)	6 (6)	168 31%	Poor
4	In reading class, I read slowly and carefully to ensure that I understand what I'm reading.	30 (150)	14 (56)	7 (21)	1 (2)	1 (1)	230 43%	Average
6	When I read, I pay close attention to every word and sentence.	34 (170)	15 (60)	3 (9)	1 (4)	0 (0)	243 45%	Average
7	In reading class, I use reference materials (such as a dictionary) to help me understand what I read.	16 (80)	19 (76)	10 (30)	8 (16)	0 (0)	202 38%	Poor
10	Before learning to read, I prepare myself by translating from English into my native language.	15 (75)	26 (104)	7 (21)	5 (10)	0 (0)	210 39%	Poor
11	When I read, I concentrate on pronunciation, sound discrimination, and intonation.	26 (130)	17 (68)	10 (30)	0 (0)	0 (0)	228 43%	Average
13	When I read, I go through a text word for word, focusing on unfamiliar words.	35 (175)	13 (52)	5 (15)	0 (0)	0 (0)	242 45%	Average
14	When I read, I look for grammatical units to help me understand the passage.	23 (115)	21 (84)	6 (18)	3 (6)	0 (0)	223 42%	Average

## 2. Top-down reading strategies

There are 8 questions in top-down reading strategies. Mean from bottom up reading strategy has 223,8 in question 1 “*I consider what I know in order to comprehend what I read in reading class*”, 2 “*Before reading the text, I take an overall view of it in reading class to see what it is about*”, 5 “*I review the text first by looking at characteristics like length and organization in reading class*”, 8 “*In reading class, I use context clues to help me understand what I'm reading*”, 9 “*When I read, “I make educated guesses about the meaning of unfamiliar words or phrases*”, 12 “*I convert information from a continuous text to a grid or matrix*”, 15 “*I predict the following events when I read*”, 16 “*I try to skim the text to find key sentences in a passage*”. Frequency of top-down reading strategy can be seen as the table:

**Table 12.** Frequency of top-down reading strategy

No	Statement	Always (5)	Sometimes (4)	Rarely (3)	Hardly Ever (2)	Never (1)	Total	Category
1	I consider what I know in order to comprehend what I read in reading class	28 (140)	22 (88)	3 (9)	0 (0)	0 (0)	237 44%	Avarage
2	Before reading the text, I take an overall view of it in reading class to see what it is about.	25 (125)	23 (92)	4 (12)	1 (2)	0 (0)	231 43%	Avarage
5	I review the text first by looking at characteristics like length and organization in reading class.	20 (100)	21 (84)	10 (30)	2 (4)	0 (0)	218 41%	Avarage
8	In reading class, I use context clues to help me understand what I'm reading.	23 (115)	18 (72)	8 (24)	4 (8)	0 (0)	219 41%	Avarage
9	When I read, I make educated guesses about the meaning of unfamiliar words or phrases.	21 (105)	18 (72)	10 (30)	1 (2)	3 (3)	212 40%	Poor
12	I convert information from a continuous text to a grid or matrix.	10 (50)	23 (92)	18 (54)	2 (4)	0 (0)	200 37%	Poor
15	I predict the following events when I read.	27 (135)	20 (80)	5 (15)	1 (2)	0 (0)	232 43%	Avarage

16	I try to skim the text to find key sentences in a passage.	34 (170)	15 (60)	4 (12)	0 (0)	0 (0)	242 45%	Avarage
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### 3. Comprehension monitoring

There are 14 questions in comprehension monitoring reading strategies. Mean from comprehension monitoring reading strategy has 221,7 in question 17 *“I can deal with text-based reading comprehension issues” in comprehension monitoring*, 18 *“After reading, I consult a dictionary to ensure my understanding”*, 19 *“When I read, I have a specific goal in mind”*, 20 *“While reading, I take notes to help me understand what I’m reading”*, 21 *“I use what I know to help me understand what I read”*, 22 *“Before reading the text, I take a broad view of it to see what it is about”*, 23 *“When reading a text becomes difficult, I read it aloud to help me understand what I’m reading”*, 24 *“I read slowly and carefully to ensure that I understand what I’m doing”*, 25 *“I am familiar with the strategy for reading comprehension text”*, 26 *“When I lose focus, I try to get back on track”*, 27 *“To help me remember information in the text, I underline or circle it”*, 28 *“I change my reading speed depending on what I’m reading”*, 29 *“When I read, I choose what I pay attention to and what I ignore”*, 30 *“I take breaks from time to time to reflect on what I’m reading”*. Frequency of top-down reading strategy can be seen as the table:

**Table 13.** Frequency of comprehension monitoring

No	Statement	Always (5)	Sometimes (4)	Rarely (3)	Hardly Ever (2)	Never (1)	Total	Category
17	I can deal with text-based reading comprehension issues.	19 (95)	29 (116)	5 (15)	0 (0)	0 (0)	226 42%	Avarage
18	After reading, I consult a dictionary to ensure my understanding.	16 (80)	19 (76)	12 (36)	5 (10)	1 (1)	203 38%	Poor
19	When I read, I have a specific goal in mind.	24 (120)	22 (88)	5 (15)	2 (4)	0 (0)	227 42%	Avarage
20	While reading, I take notes to help me understand what I’m reading.	19 (95)	18 (72)	11 (33)	4 (8)	1 (1)	209 39%	Poor
21	I use what I know to help me understand what I read.	32 (160)	19 (76)	1 (3)	1 (2)	0 (0)	241 45%	Avarage

22	Before reading the text, I take a broad view of it to see what it is about.	24 (120)	22 (88)	7 (21)	0 (0)	0 (0)	229 43%	Average
23	When reading a text becomes difficult, I read it aloud to help me understand what I'm reading.	19 (95)	14 (56)	8 (24)	9 (18)	4 (4)	197 37%	Poor
24	I read slowly and carefully to ensure that I understand what I'm doing.	30 (150)	16 (64)	6 (18)	0 (0)	1 (1)	233 43%	Average
25	I am familiar with the strategy for reading comprehension text.	14 (70)	27 (108)	8 (24)	3 (6)	1 (1)	209 39%	Poor
26	When I lose focus, I try to get back on track.	35 (175)	12 (48)	3 (9)	3 (6)	0 (0)	238 44%	Average
27	To help me remember information in the text, I underline or circle it.	29 (145)	15 (60)	8 (24)	0 (0)	1 (1)	230 43%	Average
28	I change my reading speed depending on what I'm reading.	30 (150)	21 (84)	1 (3)	0 (0)	1 (1)	238 44%	Average
29	When I read, I choose what I pay attention to and what I ignore.	25 (125)	22 (88)	6 (18)	0 (0)	0 (0)	231 43%	Average
30	I take breaks from time to time to reflect on what I'm reading.	12 (60)	18 (72)	17 (51)	4 (8)	2 (2)	193 36%	Poor

## ***Discussion***

### **1. Reading Comprehension ability**

Based on Dewi & Rakhmawati, (2021), students have poor category since tenth grade in reading comprehension. According to Sekarini & Sukirlan, (2017)(Sekarini & Sukirlan, 2017), teaching English in new normal situation its crucial abilities to learn. In new normal, the students have poor score in each classification in reading

comprehension because the students feel lazy and students not understand in the reading comprehension question when studying in a new normal situation.

According to Brassell, D., & Rasinski, (2008), being a successful reader is dependent on the text's level. Meanwhile, the students in the research shows the average ability. In comprehending material and the text. Students' comprehension to the text in each indicator poor category. So, from the data that has been obtained, it shows that students still have difficulty in finding the main idea, but in terms of social function students are very good in answering the question given. When in the generic structure students have an average ability in answering questions because students are given lessons to understand the structure of the text. On the indicator language features, inferences, and details, there are still students who cannot answer well. However, students have an average ability in terms of determining the answer to the synonym indicator. Thus, students must often practice answering reading comprehension questions so that they are trained in long questions.

In the Saraswati et al., (2021), on her study on students' difficulties in reading comprehension for eight grades at SMPN 4 Tegallalang still struggle with all five areas of reading comprehension. Furthermore, in Ganie et al., (2019) research with the title reading comprehension problems on English texts faced by high school students in Medan, shows that students challenges with reading comprehension of English texts fall into three categories: 1. Student problem, 2. Instructor problem, and 3. External problems.

Meanwhile in this research, the percentage of reading comprehension ability of grade X SMAN 10 Padang is got average category with 60,90 percentage, because the participant who get the score very good is 1 participant, good 20 participant, average 20 participants, and poor 12 participants with 50 questions. But, in the results of each indicator ability to read comprehension tests that still poor into the criteria of lack. So, the students must read the text usually and continue in new normal.

## **2. Reading strategy**

In reading strategy, there are 3 indicator namely bottom-up reading strategy, top-down reading strategy and comprehension monitoring. In the classification for reading strategy, there are 5 classification of the percentage namely very strong, strong, average, poor, and very poor. In reading strategy students just have 2 classification are 20 average and 10 poor.

In the class, the students' read a reading comprehension text have to strategy. There are 3 reading strategy namely bottom-up reading strategy, top-down reading strategy, and comprehension monitoring. Mean from bottom up reading strategy has 218,2, top-down reading strategy has 223,8 and comprehension monitoring has 221,7. Based Salataci & Akyel, (2002), the word individual concentration bottom-up reading strategy is good in understanding the meaning, and have technique to read a reading comprehension. Next, from predicting and making inferences the students have good knowledge. According to Suebpeng, (2017), there are strategy to help the students in read a reading comprehension text namely comprehending strategies consists identifying main ideas, summarizing and analyzing. In the result, comprehension monitoring as well as process for dealing with comprehension problems as they difficult to read a reading comprehension text.

The other research from Soleimani & Hajghani, (2013), with the title the effect of teaching reading comprehension strategies on Iranian EFL Pre-University students' reading comprehension ability, investigated the potential of implementing reading strategy instruction in raising learners' reading comprehension ability, extending the range of strategies they employed and enhancing their awareness. instruction in raising learners' reading comprehension ability, extending the range of strategies they employed and enhancing their awareness.

So, in this research, the total of the frequency of the data reading strategy got 6.641 and the percentage is 66.4%. It includes average category for the X class in SMAN 10 Padang. In the new normal situation of students still have learning enthusiasm to read comprehension text was proven with the reading strategy they did. Although, the results showed still above average.

## CONCLUSION

This research is conduct to find out how the students' reading comprehension ability in new normal at SMAN 10 Padang and what factors influence their reading strategy in new normal. Based on what has been discussed, presented and analyzed in the researcher concluded that:

1. The mean score of students' comprehensions ability in new normal at SMAN 10 Padang was 60,90. It is categorized as "Average" level. Because the participant who get the score very good was 1 participant, good 20 participant, enough 20 participants, and less 12 participants. So, the range of the score shows 45 students have good in reading comprehension. Then, students get the less there were 12 participants.
2. Based on the response of students at SMAN 10 Padang about factors influencing their reading comprehension. The percentage of the students' response was 66,4%. It is categorized as "Strong". The data shows that reading strategy have influence with their reading comprehension ability from the score, top down reading strategies and bottom up reading strategies.

From the conclusion above, it is clear that the research questions of this research have been answered.

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