

THE DESCRIPTIVE ANALYSIS OF STUDENTS' READING COMPREHENSION  
LEVEL IN PPA IO-0130 OMASIO IN TOURISM TEXT

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ABSTRAK

Penelitian ini berfokus pada analisis deskriptif tingkat pemahaman membaca siswa PPA IO-0130 Omasio dalam memahami teks pariwisata. Penelitian ini bertujuan untuk mengeksplorasi kemampuan siswa dalam memahami berbagai aspek teks pariwisata, termasuk pemahaman literal, inferensial, dan kritis. Pendekatan deskriptif kualitatif digunakan untuk mengumpulkan dan menganalisis data dari tes esai dan wawancara yang melibatkan 16 responden siswa. Temuan penelitian mengungkapkan bahwa mayoritas siswa (87,5%) menunjukkan tingkat pemahaman literal yang sangat baik, di mana mereka dapat mengidentifikasi dan mengingat informasi faktual yang dinyatakan secara eksplisit dalam teks. Selain itu, 93,75% siswa menunjukkan tingkat pemahaman inferensial yang sangat baik, mencerminkan kemampuan mereka untuk menyimpulkan dan memahami makna implisit dalam teks. Pada tingkat pemahaman kritis, 93,75% siswa mencapai skor sangat baik, menunjukkan kemampuan mereka untuk mengevaluasi dan menganalisis informasi secara mendalam, termasuk membedakan antara informasi benar dan salah serta mengidentifikasi pesan moral yang tersirat dalam teks. Penelitian ini juga mengidentifikasi beberapa faktor yang mempengaruhi pemahaman membaca siswa, termasuk keterbatasan kosakata, penguasaan tata bahasa yang kurang memadai, dan minat baca yang rendah. Banyak siswa melaporkan kesulitan dalam memahami struktur kalimat yang kompleks dan kosakata yang tidak familiar yang sering ditemukan dalam teks pariwisata formal. Kurangnya minat baca lebih lanjut memperburuk tantangan-tantangan ini, terutama ketika siswa tidak terpapar pada teks yang relevan atau menarik bagi kehidupan sehari-hari atau minat akademis mereka.

**Kata Kunci:** Penelitian kualitatif, Analisis Deskriptif, Tingkat Pemahaman Membaca Siswa, Teks Pariwisata.

ABSTRACT

This study focuses on a descriptive analysis of the level of reading comprehension of PPA IO-0130 Omasio students in understanding tourism texts. This study aims to explore students' abilities in understanding various aspects of tourism texts, including literal, inferential, and critical comprehension. A qualitative descriptive approach was used to collect and analyze data from essay tests and interviews involving 16 student respondents. The findings of the study revealed that the majority of students (87.5%) showed a very good level of literal comprehension, where they were able to identify and recall factual information stated explicitly in the text. In addition, 93.75% of students showed a very good level of inferential comprehension, reflecting their ability to infer and understand implicit meanings in the text. At the critical comprehension level, 93.75% of students achieved a very good score, indicating their ability to evaluate and analyze information in depth, including distinguishing between true and false information and identifying moral messages implied in the text. This study also identified several factors that affect students' reading

comprehension, including limited vocabulary, inadequate mastery of grammar, and low reading interest. Many students report difficulty understanding the complex sentence structures and unfamiliar vocabulary often found in formal tourism texts. Lack of interest in reading further exacerbates these challenges, especially when students are not exposed to texts that are relevant or interesting to their daily lives or academic interests.

**Keywords:** Qualitative research, Descriptive Analysis, Students' Reading Comprehension Level, Tourism Texts.

## **INTRODUCTION**

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

In the context of tourism, the ability to read tourism texts is very relevant for students studying foreign languages. Research by Shekary et al. (2023) found that students who have the ability to read tourism texts in a foreign language show significant improvement in other language skills, such as writing, speaking, and listening. This is because reading tourism texts provides rich exposure to vocabulary, expressions, and language structures relevant to the tourism context.

In the rapid development of Indonesia's tourism sector, mastery of English is becoming increasingly crucial. The country's ambitious target to attract 14 million international tourists by 2025 (Ministry of Tourism and Creative Economy, 2024) underscores the growing demand for tourism professionals with strong English reading comprehension skills. This is particularly relevant for institutions such as PPA IO-0130 Omasio, which plays a vital role in preparing future tourism industry professionals.

Recent research in the Indonesian context shows an alarming trend. Research by Pratiwi and Sutopo (2023) revealed that 65% of tourism students in various institutions experienced difficulties in understanding tourism texts specifically in English. This challenge was particularly evident in the comprehension of promotional materials, travel itineraries, and descriptions of cultural heritage -all of which are essential components in tourism industry documentation.

In PPA IO-0130 Omasio, initial classroom observations conducted in early 2024 revealed some specific challenges. Students demonstrated varying levels of understanding when dealing with tourism-specific terminology, and there was a noticeable gap between students' ability to comprehend general English texts versus specialised tourism content. The global shift towards digital tourism marketing and information dissemination presents additional challenges. According to the World Tourism Organisation (2023), more than 80% of tourism information is primarily accessed through digital platforms, requiring students to master both traditional and digital reading comprehension strategies.

The emergence of terms related to health protocols, virtual tours, and sustainable tourism has expanded the vocabulary demands on tourism programme students. The lack of comprehensive research on reading comprehension levels specifically in PPA IO-0130 Omasio creates a significant knowledge gap. Although there are general studies on the reading comprehension of tourism students, the unique characteristics and needs of students at this institution remain unexplored.

Therefore, it is important to descriptively analyse students' level of comprehension in reading tourism texts, as well as factors that may influence it. By knowing students' comprehension levels

and related factors, this study is expected to provide valuable information for lecturers at PPA IO-0130 Omasio to design more effective teaching strategies and teaching materials, as well as help students improve their skills in reading tourism texts.

## **RESEARCH METHODS**

This research uses an inductive research design with a descriptive approach, which is an approach that examines the status of human groups, objects, a condition, a system of thought, or a class of events in the present.

There are some data collecting techniques that the author uses, namely :

### **1. Test**

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

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

### **2. Interview**

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

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

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

## **RESULT AND DISCUSSION**

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

### **1.Observation Results**

The observation of children in the PPA revealed that they more frequently used texts with local tourism themes in their literacy activities. The observations showed a strong interest in topics

that were close to their daily lives, both in classroom activities and writing skills development sessions.

In selecting topics, the children tended to write about various natural destinations such as beaches, mountains, and waterfalls, as well as historical places and cultural sites in their area. They also often incorporated local folklore and legends into their writing. What stood out was how they showed high enthusiasm when discussing local tourism, along with pride when describing the uniqueness of tourist spots in their area, and eagerness to share stories with friends, family, and visitors.

The use of local tourism themes provided various positive impacts, including increased confidence in children's writing as they discussed familiar topics. This also fostered pride in local cultural heritage and encouraged their creativity in storytelling. Furthermore, this approach made it easier for children to develop their ideas because it directly related to their personal experiences.

These findings had important implications for learning, where texts with local tourism themes proved effective in increasing engagement in literacy activities. This could serve as a strong foundation for developing literacy programs based on local content, which had the potential to strengthen children's bonds with their cultural and natural environment, while motivating them to better understand their region's tourism potential. Overall, the use of local tourism themes not only succeeded in increasing the interest and participation of PPA children in literacy activities but also played a role in fostering pride in their region's potential.

## 2. Essay Test Results

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

**Table 1. The Students score in Reading Comprehension**

No.	Name	Level					
		Literal Comprehension	Category	Inferential Comprehension	Category	Critical Comprehension	Category
1	Y. F. T.	16	Excellent	13	Excellent	8	Excellent
2	B. K. Z.	16	Excellent	11	Good	8	Excellent
3	D. N. T.	14	Excellent	11	Good	8	Excellent
4	J. R. Z.	14	Excellent	11	Good	7	Excellent
5	J. G.	16	Excellent	12	Good	8	Excellent
6	J. M. G.	15	Excellent	16	Excellent	8	Excellent
7	K. J. G.	13	Excellent	14	Excellent	5	Good
8	T. T.	12	Good	15	Excellent	8	Excellent
9	A. M. G.	5	Poor	11	Good	8	Excellent
10	I. C. H.	7	Fair	13	Excellent	8	Excellent
11	D. K. G.	14	Excellent	14	Excellent	8	Excellent
12	H. T.	16	Excellent	15	Excellent	8	Excellent
13	A. K. G.	15	Excellent	14	Excellent	8	Excellent
14	A. T.	14	Excellent	14	Excellent	8	Excellent
15	C. J. Z.	16	Excellent	9	Fair	8	Excellent
16	L. G. T.	14	Excellent	14	Excellent	8	Excellent

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

From the data above, in literal comprehension level it can be seen that there are 5 students with score (100), 2 students with score (93), 4 students with score (87), 1 student with score (81), 1 student with score (75), 1 student with score (43), and 1 student with score (31), in inferential comprehension level it can be seen that there are 1 students with score (100), 2 students with score (93), 5 students with score (87), 2 students with score (81), 1 student with score (75), 4 student with score (68), and 1 student with score (56), in critical comprehension level it can be seen that there are 14 students with score (100), 1 student with score (87), and 1 student with score (62).

the researcher categorizes the student scores based on the scoring rubric in reading comprehension, in the following:

**Table 2. The Classification of Students Score in Literal Comprehension Level**

No	Classification		Frequency (Person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	13	81,25%
2	61-80	Good	1	6.25%
3	41-60	Fair	1	6.25%
4	21-40	Poor	1	6.25%
5	0-20	Very Poor	0	0.00%
<b>Total</b>			16	100%

**Table 3. The Classification of Students Score in Inferential Comprehension Level**

No	Classification		Frequency (Person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	10	62,5%
2	61-80	Good	5	31,25%
3	41-60	Fair	1	6.25%
4	21-40	Poor	0	0.00%
5	0-20	Very Poor	0	0.00%
<b>Total</b>			16	100%

**Table 4. The Classification of Students Score in Critical Comprehension Level**

No	Classification		Frequency (Person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	15	93,75%
2	61-80	Good	1	6.25%
3	41-60	Fair	0	0.00 %
4	21-40	Poor	0	0.00%
5	0-20	Very Poor	0	0.00%
<b>Total</b>			16	100%

It was clear that in Literal Comprehension level there had been 13 students who received the Very Good category, 1 received the Good category, 1 received the Fair category, and 1 received Poor category based on the rubric used to classify students in reading comprehension of tourism materials. Furthermore, it was evident from the aforementioned data that 81.25% of students had fallen into the excellent category, 6.25% into the good category, 6.25% into the fair category, and 6.25% into the poor category. It could be said that pupils' reading comprehension of materials about tourism fell within the outstanding range. Furthermore, based on the explanation above, the researcher concluded that students had been able to understand the text they had read based on their test results or scores. There were 14 students who got high scores which meant the classification was very good and good, while there were 2 students who got low scores which meant the classification was sufficient and lacking.



In the Inferential comprehension level, there had been 10 students who had received the Excellent category, 5 who had received the Good category, and 1 who had received the Fair category, based on the rubric that had been used to classify students in reading comprehension of tourism materials. Furthermore, it had been evident from the aforementioned data that 62.5% of students had fallen into the excellent category, 31.25% into the good category, and 6.25% into the fair category. It could have been said that pupils' reading comprehension of materials about tourism had fallen within the outstanding range. Furthermore, based on the explanation above, the researcher had concluded that students had been able to understand the text they had read based on their test results or scores. There had been 15 students who had gotten high scores, which had meant the classification was very good and good, while there had been 1 student who had gotten low scores, which had meant the classification was sufficient and lacking.

In the Critical comprehension level, there had been 15 students who had received the Excellent category, and 2 who had received the Good category, based on the rubric that had been used to classify students in reading comprehension of tourism materials. Furthermore, it had been evident from the aforementioned data that 93.75% of students had fallen into the excellent category, and 6.25% into the good category. It could have been said that pupils' reading comprehension of materials about tourism had fallen within the outstanding range. Furthermore, based on the explanation above, the researcher had concluded that students had been able to understand the text they had read based on their test results or scores. There had been 16 students who had gotten high scores, which had meant the classification was very good and good.

### 3. Interview Results

Based on the research design, researchers had conducted interviews using interviews with students to answer the second problem formulation. Before conducting the interviews, the researcher had first asked the students in the classroom for the time and opportunity to be interviewed. After getting the willingness of the students, the interview had been conducted. After interviewing the students, the researcher had analyzed the interview results to find out the factors that had affected students' reading comprehension ability based on their comprehension level, and these could have been seen in the following table:

**Table 5. The Factors Affecting Sudents' reading comprehension level**

No.	Name	Usia	The Factors		
			Level		
			Literal Comprehension	Inferential Comprehension	Critical Comprehension
1	Y. F. T.	16 y.o	Lack of vocabulary	Lack of vocabulary, Lack of Grammar	Lack of vocabulary
2	B. K. Z.	16 y.o	Lack of vocabulary	Lack of vocabulary, Lack of Grammar	Lack of vocabulary
3	D. N. T.	16 y.o	Lack of vocabulary	Lack of vocabulary, Lack of Grammar	Lack of vocabulary
4	J. R. Z.	15 y.o	Lack of vocabulary	Lack of vocabulary, Lack of Grammar	Lack of vocabulary, Lack of general knowledge
5	J. G.	15 y.o	Lack of vocabulary	Lack of vocabulary, Lack of Grammar	Lack of vocabulary
6	J. M. G.	15 y.o	Lack of vocabulary	Lack of vocabulary	Lack of vocabulary
7	K. J. G.	15 y.o	Lack of vocabulary	Lack of vocabulary	Lack of vocabulary, Lack of Grammar, Lack of general knowledge
8	T. T.	15 y.o	Lack of vocabulary	Lack of vocabulary	Lack of vocabulary
9	A. M. G.	16 y.o	Lack of vocabulary, Lack of Grammar, Lack of general knowledge	Lack of vocabulary, Lack of Grammar, Low in reading interest	Lack of vocabulary
10	I. C. H.	16 y.o	Lack of vocabulary, Lack of Grammar, Low in reading interest.	Lack of vocabulary, Lack of Grammar	Lack of vocabulary
11	D. K. G.	16 y.o	Lack of vocabulary	Lack of vocabulary	Lack of vocabulary

12	H. T.	15 y.o	Lack of vocabulary	Lack of vocabulary	Lack of vocabulary
13	A. K. G.	16 y.o	Lack of vocabulary	Lack of vocabulary	Lack of vocabulary
14	A. T.	16 y.o	Lack of vocabulary	Lack of vocabulary	Lack of vocabulary
15	C. J. Z.	16 y.o	Lack of vocabulary	Lack of vocabulary, Lack of Grammar, Low in reading interest.	Lack of vocabulary
16	L. G. T.	15 y.o	Lack of vocabulary	Lack of vocabulary	Lack of vocabulary

The table above showed data on factors affecting students' level of comprehension in reading tourism texts. Based on the first question which aimed to assess students' ability to identify and recall information that was clearly stated in the text they had read. It tested students' literal comprehension and their ability to distinguish between explicit and implicit information. In answering this question, most students were able to mention some factual information such as names of characters, dates of events, locations, or statistical data written in the text well.

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

## Discussion

Based on the data obtained, it can be concluded that students' comprehension skills in the three main aspects-literal, inferential, and critical comprehension-have shown quite good results. A total of 87,5% of students were able to achieve a good score in literal comprehension, which means they could identify and explain factual information from the text well. In addition 93,75% of students also showed good inferential comprehension, which reflects their ability to recognise the main idea and purpose of the text. The last level, critical comprehension, showed that 93,75% of students were able to achieve a good score, which indicates most students can distinguish true or false information and understand the implied moral message of the text. Overall, these results show that most students have a fairly good ability to understand texts based on different levels of comprehension.

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

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

Ultimately, there are other factors influencing the students' Critical comprehension levels, as indicated by Table 4.4's reading comprehension scores. "I try to find out if there is a message from the author explained directly in the text; if not, I try to understand the important information from the text such as the characters, the ending of the story, and the lessons that can be learned," said Yetty Febriani Telaumbanua, one of the students who scored 3 to 4. Students with scores of 1 and 2 on the other hand claimed to have merely read the most crucial passages from the text and then

copied it down on their worksheets without checking to see if this was the author's purpose."

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

## **CONCLUSION**

From the results of this research, it was concluded that the majority of students had good comprehension in reading texts, both literal, inferential, and critical. Firstly, in the aspect of literal comprehension, as many as 14 students received high scores, indicating that they were in the excellent and good classifications. This indicated that their ability to understand the information directly conveyed in the text was quite good. However, there were still 2 students who obtained low scores, which fell into the moderate and deficient classification categories, indicating that some students needed additional help to improve their ability in this aspect. Secondly, on inferential comprehension, 15 students scored high, and only 1 student was classified as moderate and deficient. This showed that most students were able to make inferences and understand the implied meaning of the text. Third, in critical comprehension, 15 students also showed excellent results with excellent and good classifications, and only 1 student obtained low results. This showed that the majority of students were able to evaluate and analyze the text well, as well as relate it to their own knowledge.

However, this research also found several factors that affected students' ability to comprehend texts, including lack of grammar mastery, limited vocabulary, lack of interest in reading, and limited background knowledge when faced with new texts or topics. These factors hindered some students in achieving optimal comprehension.

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