STUDENTS' READING COMPREHENSION OF ANALYTICAL EXPOSITION TEXT AT THE ELEVENTH GRADE OF SMAN 3 KERINCI ACADEMIC YEAR 2021/2022

A THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2021/2022

STUDENTS' READING COMPREHENSION OF ANALYTICAL EXPOSITION TEXT AT THE ELEVENTH GRADE OF SMAN 3 KERINCI ACADEMIC YEAR 2021/2022

A THESIS

Submitted as a Partial Fulfillment of the Requirement for Undergraduated

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State Islamic Institute (IAIN) of Kerinci

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ACADEMIC YEAR 2021/2022

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Sungai Penuh 20April 2022

To:
Rector of IAIN Kerinci
At
    Sungai Penuh

OFFICIAL NOTE

Assalamu'alaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting, the writting of **Yoky Julianda's** thesis, (the student's number is 1710203024) entitled: **"STUDENTS' READING COMPREHENSION OF ANALYTICAL EXPOSITION TEXT AT THE ELEVENTH GRADE OF SMAN 3 KERINCI ACADEMIC YEAR 2021/2022",** we are of opinion that this thesis has met qualification as one of the partial fulfillment of the requirement for under graduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we procced this thesis to the Faculty for an intermediate administrative process for final examination.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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CERTIFICATE OF ORIGINALITY

The researcher here by declares that thesis entitled **"Students' Reading Comprehension of Analytical Exposition Text at the Eleventh Grade of SMAN 3 Kerinci Academic Year 2021/2022"**, is the researcher's own work and that, to the best of the researcher's knowledge and beliefs, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher's own work, except to the extent that assistance from others in the project's design and conception or style, presentation and linguistic expressions is acknowledged.

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APPROVAL AND ACCEPTANCE

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ABSTRACT

Yoky Julianda, 2022 :**"Students' Reading Comprehension of Analytical Exposition Text at the Eleventh Grade of SMAN 3 Kerinci Academic Year 2021/2022"**

Advisors : **1. Dr. Toni Indrayadi, M.Pd**
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Key words : **Reading Comprehension, Analytical Exposition text, SMAN 3 Kerinci**

Reading is one of the most important part in learning English. By reading the students can increase knowledge about experience, technology and easy way to get much information that is useful for them. To get many information, the students should to have good ability in reading comprehension. But, not all students have a good ability in reading comprehension. There are still some students that have problem in reading, make the students difficult to comprehend the material in teaching learning process, especially in teaching learning some text in reading skill. The aim this research is to know how is the students ability and to analyze the students' problem in reading comprehension of analytical exposition text at the eleventh grade of SMAN 3 Kerinci Academic Year 2021/2022. The researcher used the mixed method reaseach, there are quantitative research to analyze the students ability in reading comprehension of analytical exposition text, and used the qualitative research to analyze the students' difficulties in reading comprehension of analytical exposition text. The researcher used the total sampling, that focus on 72 students. The instrument of this research is reading comprehension test and interview. And the total number of the test item is 20 items in multiple choice. The categorization was based on the empirical standard deviation and the impirical mean value to descriptive analysis and Browns' theory to determine the level category of srudents' reading comprehension. After that, the researcher will ask the students' difficulties through interview. The finding of the research prove that students' reading comprehension ability in analytical exposition text is moderate ability. And the students' problem in reading comprehension were the the students do not interest to read English text, the teacher not teach clearly about the text, and the students have lack of vocabulary to comprehend the English text. The researcher also suggested the students to more interested to read and learn English text, and increase the vocabulary, and for the other researcher that want be better to analyze with the other aspects of this research.

ABSTRAK

Yoky Julianda, 2022 :**"Pemahaman Membaca Teks Eksposisi Analitik Siswa Kelas XI SMAN 3 Kerinci Tahun Pelajaran 2021/2022"**
Pembimbing : **1. Dr. Toni Indrayadi, M.Pd**
        2. Musdizal, M.Pd

Kata kunci : **Pemahaman Membaca, Teks Eksposisi Analitis, SMAN 3 Kerinci**

Membaca adalah salah satu bagian terpenting dalam pembelajaran bahasa Inggris. Dengan membaca, siswa dapat menambah pengetahuan tentang pengalaman, teknologi dan cara mudah untuk mendapatkan banyak informasi yang berguna bagi siswa. Untuk mendapatkan banyak informasi, siswa harus memiliki kemampuan yang baik dalam pemahaman membaca. Namun, tidak semua siswa memiliki kemampuan pemahaman yang baik. Masih terdapat beberapa siswa yang mengalami kesulitan dalam membaca, hal ini disebabkan siswa mengalami kesulitan dalam memahami materi dalam proses belajar mengajar, khususnya dalam pembelajaran beberapa teks dalam keterampilan membaca. Tujuan penelitian ini adalah untuk mengetahui sejauh mana kemampuan siswa dan menganalisis masalah siswa dalam memahami teks eksposisi analitis kelas XI SMAN 3 Kerinci Tahun Pelajaran 2021/2022. Peneliti menggunakan penelitian dengan metode campuran, terdapat penelitian kuantitatif untuk menganalisis kemampuan siswa dalam membaca teks eksposisi analitik, dan menggunakan penelitian kualitatif untuk menganalisis kesulitan siswa dalam memahami teks eksposisi analitik. Pada penelitian ini, Peneliti menggunakan total sampling yang difokuskan pada 72 siswa. Instrumen penelitian ini adalah soal tes eksposisi analitik dan wawancara. Dan jumlah butir soal adalah 20 butir soal pilihan ganda. Kategorisasi didasarkan pada standar deviasi empiris dan nilai rata-rata impiris untuk analisis deskriptif dan teori Brown untuk menentukan kategori tingkat pemahaman membaca siswa. Setelah itu, peneliti akan menanyakan kesulitan siswa melalui wawancara. Hasil penelitian membuktikan bahwa kemampuan pemahaman membaca siswa dalam teks eksposisi analitis adalah cukup. Dan masalah siswa dalam pemahaman bacaan menyebabkan siswa tidak tertarik untuk membaca teks bahasa Inggris, guru tidak mengajarkan dengan jelas tentang teks, dan siswa memiliki kekurangan kosakata untuk memahami teks bahasa Inggris. Peneliti juga menyarankan kepada siswa agar lebih tertarik untuk membaca dan mempelajari teks bahasa Inggris, dalam menambah kosakata, dan untuk peneliti lain untuk lebih baik dalam menganalis kemampuan membaca siswa dengan aspek lain dari penelitian ini.

DEDICATION AND MOTTO

DEDICATION

I dedicate this thesis to :

Allah SWT who always give his full of rohmah and blessing

My lovely parents, my Mom Rukmawati (Almh). and my Dad Sudirman.

Who give me true love, affection, motivations, and everything for my life.

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All my relatives, friends, and everybody whom I cannot mentioned that always color my life become very bright

My god bless them all.

Last but not least, I want to thank my self for doing all this hardwork, for having no days off, for never quitting, and I want to thank my self for believing that can I do.

MOTTO

وَتِلْكَ ٱلْأَمْثَٰلُ نَضْرِبُهَا لِلنَّاسِ ۖ وَمَا يَعْقِلُهَآ إِلَّا ٱلْعَٰلِمُونَ ﴿٤٣﴾

and We make these parables for mankind; and no one understands it except those who have knowledge. (Q.S Al-Ankabut ; 43).

"All our dreams can come true, if we have the courage to persue them."

(-Walt Disney)

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بـــــسم الله الرحـــمـن الرحــيم

اَلْحَمْدُ لِلَّهِ الَّذِى فَضَّلْنَا عَلَى كَثِيْرٍ مِّنْ عِبَادِهِ الْمُؤْمِنِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى اَلِهِ وَاَصْحَابِهِ اَجْمَعِيْنَ

By saying Alhamdulillah, his greatest gratefulness goes to Allah SWT the Almighty, for all the blessing and mercies, this thesis entitled : **"Students' Reading Comprehension of Analytical Exposition Text at the Eleventh Grade of SMAN 3 Kerinci Academic Year 2021/2022"** has been well accomplished. Shalawat and salam to Prophet Muhammad SAW, the last Prophet and the greatest leader for human being. In accomplishing this thesis, the researcher realizes that there were many helps and supports during the process of accomplishing this thesis as one of requirement to gain Sarjana Degree in English Department at IAIN Kerinci. The researcher also would like to appreciate the following person for helping and supporting me to finish this thesis, present thanks to:

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Finally, the researcher realize that this thesis can not be consider perfect without critiques and suggestions. And the researcher hope that this thesis is useful for researchers, especially for the development of science. Amin ya robbal 'alamin

Sungai Penuh,   April 2022

The Researcher

YOKY JULIANDA
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CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is one of four language skill that should be studied and mastered by students in learning English. Reading is difficult skill but important to learn. Because reading can provide information as well as knowledge of what is read. With a lot of reading, it will be a lot of knowledge to be gained that is very useful for everyday life as well as for the future. Especially for students. Reading comprehension is the process of simultaneously extracting and contructing meaning through interaction and involvement with written language. This mean reading comprehension is an active process, being able to read many different material and being able to understand them (Rohman ; 1999-2). Reading is very important and has main role in our life. Reading can enrich our experience and knowledge by reading. Therefore, reading also something crucial and indispesable. By reading, the people can increase the knowledge about science, technology, and easy way to get much information that is useful for people.

In Islam, reading is very important, it is not just for students, but also for everyone, as it is written in the Qur'an. In fact, on the first divine revelation, it has been explained that allah asks the prophet Muhammad SAW to read, this is expalined in Al-qur'an Surah Al-Alaq' ayat 1-5.

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلۡإِنسَـٰنَ مِنۡ عَلَقٍ ۝ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ۝ عَلَّمَ ٱلۡإِنسَـٰنَ مَا لَمۡ يَعۡلَمۡ ۝

"Proclaim ! (or read) in the name of thy and cherisher, who created man, out of a (mere) clot of congealed blood: proclaim! And the lord is most beautiful. He who taught (the use of) the pen. Thaught man that which the not." (Q.S. Al-'alaq [96]:1-5)

Based on verse of Al-alaq above, God has expained the advide to read. So also in learning English. Reading is the process of learning to teach the english reading text faced with various literacy in understanding. Reading text of these difficulties have affected reading comprehension, which is difficult to read" (Tarigan ; 2017-4). Reading is the process of observation a series of written symbols and obtaining meaning from these written symbols. When the process of reading, the people will use the eyes to see them (letter, written symbols and space). And then will convert it into the brain for sentence, paragraphs of words, which convey to something.

In short, the student are expected to be able to comprehend reading text that they read. Reading must always be a meaning getting process and it therefore needs understanding. He futhers say, the teacher must use and need a variety of reading skills to have good understanding of a reading passage or text for

instance, in drawing conclutions, recognizing details from selection, recognizing word meaning, identifying the main idea.

In teaching learning process at the eleventh grade of SMAN 3 Kerinci, the students learn some kinds of text, like explanation text, recount text, procedure text, and exposition. Based on the observation in the try out by the researcher, the students' learned analytical exposition text. The students usually are not able to tell what they have read, they still have lack of vocabulary, and do not comprehend the text.

Beside the discussion above, to know how is the students' reading comprehension ability, so the researcher will conducted the research about **"STUDENTS' READING COMPREHENSION OF ANALYTICAL EXPOSITION TEXT AT THE ELEVENTH GRADE OF SMAN 3 KERINCI ACADEMIC YEAR 2021/2022".**

B. Identification of the Problem

Based on background above, the researcher found some problems as follows:

1. The students at the eleventh grade of SMAN 3 Kerinci Academic Year 2021/2022 have difficulty in comprehending analytical exposition text

2. Some factors of students' difficulties in comprehending analytical exposition text at the eleventh grade of SMAN 3 Kerinci Academic Year 2021/2022

C. Limition of the Problem

In order to make the researcher focused, the researcher limited the problem only on analysis of reading comprehension ability and find out what the factors of students problem in comprehending reading text at the eleventh grade of SMAN 3 Kerinci.

D. Research Question

The research question of this research were:

1. How is the students' ability in reading comprehension?

2. What are the students problem in comprehending reading text?

E. Purpose of the Research

The purpose of this research were:

1. To know the students' reading comprehension ability

2. To know what the students' problem in reading comprehension

F. Significances of the Research

The Research is expected to give contribution and information to be lecturer, students and researcher in English study especially in Reading skill.

This research can help student more understand the text than they read. And the students can improve their ability in reading English text.

G. The Definition of the Key Terms

In this research, the researcher used several terms. To avoid miss interpretation, it is necessary to define them :

1. **Reading Comprehension**

    Is refers to students' understanding of the text by they have read. reading comprehension is the process that using by the reader to get any information and to comprehend the information from the text (Susilo ; 2015- 81).

2. **Analytical Exposition**

    Analytical exposition is a piece of text that present one side of issue (Anderson. et-all ; 1997-123)

3. **SMAN 3 Kerinci**

    Is located on the edge of jalan Jl raya Depati Parbo, Pulau Tengah village as a research location.
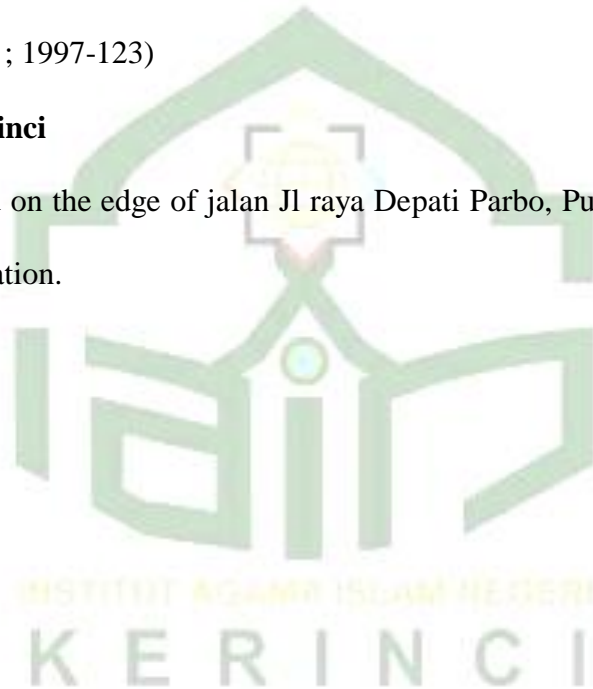
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Definition of Reading

There are many definitions of reading to choose from. Reading is the interactive process to get a reading fluency through a reader and a text (Alyoused ; 2005-144). Through the reading, the people can get many information, knowladge and can rewrite it according to our opinion. In reading, and also can understand some symbols that have been used in a paper and book by the writer based on our knowledge.

Reading is essential to students; academic achievement and involves a complicated process. In addition, students with limited literacy skills may develop poor self-esteem, lack motivation, display behavioural and academic problem, thus leading them to be alienated from regular curriculum (Majdi ; 2009-310). Reading is a part of communication, and someone that want to a successful reader, they should see, perceive, recognize, comprehend, and react to the author's message in a text. Comprehend the text is the relationship between information in the text and the information that get the reader from the text, and then make a conclusion, get a message from the text, and connect the aspects of the text with other works of literature.

In the other side, reading is not just as formal subject process in the class but it has several goals to make students success in their life to get good future with the knowledge. To achieve this goal, the students should mastered a

reading comprehension in order to know the passage in reading text. The following is the definition of comprehension.

Next, reading also can helps in write something though the idea that to get from the text with the reading comprehension. Reading is the one of way to find out the new idea, fact, and experience, information and knowledge. can improve the experience and knowledge with the information from the reading comprehension. can get lesson, knowledge, and writers' experience from the text that has write from the author. The knowledge that can get from the reading also can increase the comprehending ability.

So, reading is an activity that very important and used to get many information from some media like book, newspaper, internet, magazines and so on. Not only the information, students can also get knowledge that very important in teaching learning process.

2. Kinds of Reading

There are many kinds of reading (Brown ; 2004) :

a. Perceptive

Perceptive reading is the kinds of reading that involve attending to the compenents of larger stretches of discourse: letters, words, punctuantion, and other graphemic symbols.

b. Selective

Selective reading is kinds of reading that ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of lexical, grammatical, or discourse features of language

within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. a combination of bottom-up and top-down processing may be used.

c. Interactive

Interactive reading is the kinds of reading that usually call the 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. Top-down processing is typical of such tasks, although some instances of bottom-up may be necessary.

d. Extensive Reading

Extensive reading is the use the text like professional articles, essay, technical reports, short stories, and book that more than one page (Brown ; 2004-186)

e. Intensive Reading

Intensive reading is related to further in language learning under the teachers' guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity (Patel, 2008-1).

Based on the explanation above, they researcher can conclude that usually in the school the students do the intensive reading, because with the intensive reading the students can get more knowledge and can help the students to get more the specific information.

3. Definition of Reading Comprehension

Reading comprehension is a part of new literacy required to encounter the industry 4.0. in this era, reading comprehension is the skill that related to reading the data presented in technology. Students can get the positive and negative information in a reading thorugh the reading comprehension (Seftiyadi and Ristiana; 2019-160). In modern era, students very need the skill about comprehension, because with the comprehension, the students can gatmany knowledge and many information from many kind of media.

Reading comprehension is a critical skill in the educational success of individuals. Without the reading comprehension skill, students can get a problem in many subject areas. All of areas in school will need a reading comprehension skill (Rebecca ; 2005-1). Many of school in this era will use technology to teaching learning process. Students will can use the technology if the students have a knowledge or comprehension to use all the media of learning, and also they will get many information and knowledge.

Moreover, this way can conducted that the reading comprehension is the skill to understand something through reading a media and will get the information and knowledge from there. Reading comprehension is thinking that is interconnected or refers reading from the meaning of the text.

4. Components in Reading Comprehension

There are some components in reading (Lundberg ; 1975-3):

a. Topic

The topic is the main factor,the topic determines each sentence and

the ideas that contained.

b. Main Idea

One sentence usually express the main idea. This sentence is called the topic sentence. The topic sentence can be located in paragraph. The topic sentence usually located in the first, middle, or the end of paragraph.

c. Supporting Sentence

The facts and idea that can prove or explain the main idea of a paragraph can called the supporting sentences. All the supporting sentences in a paragraph do not support the main idea all details are equally important. Try out to identify and pay attention when you read and try to the most important supporting sentences of lesser important. directly explain the main idea is the one of way to explain something and usually called as the main key.and in the other side, Supporting sentences can also provide additional information, offer an example, or further explain one of the key idea.

d. Transition

Transitions are linking word or phrases to lead the reader from one idea to another that make from a writer. Transition will guide through a paragraph, enabling to read it more easiliy (Lundberg ; 1975-3).

e. Factual Information

The factual information usually is the answer of 5W 1H questions. Finding factual information is the way to achieve finding the name, place, number, date. Scanning is the way to do the factual information, and usually used when the reader wants to find out the information without read the other text.

f. Vocabulary

Vocabulary meaning requires the readers to know the meaning of word or phrase from the context. In reading text, the students will meet some words or phrases in the sentences. However, in reading comprehension the students should not know or find the meaning of every word or phrase they meet because the words of phrases might have different meaning when they join together with other words. Therefore, interpreting its meaning is an important skill in order come to what the authors message originally.

g. Reference

Reference word is repeating the same word or phrase that more one time and then used back. Students can usually refer to it rather than repeat it. Reference words are usually short and very frequently pronouns, for example: she, he, it, they, this, her/him, or many others (Olviyanti ; 2020-1).

Comprehension is a complete process that has many ways to understood and explained. And in other side, comprehension can to be the same meaning with understanding. This also can be said as comprehension is the ability of a person to understand the meaning of sentence in a text and also understand the ideas of the writer's of the text. It also does not guarantee that students can comprehend the text with already know the meaning of the previous words. Therefore, the reader must increase concentration while reading a text and to get a better understanding.

In addition, reader who have a more level of understanding can get the conclusions and be able to summarized the important things from the text, about what is the fact of the one of they read in a text, or the case of the

incident can occur from the text, then whatever character is funny of the text.

Finally the students can be easily to comprehend the text, the students should know of the written symbol. This symbol can help the reader to understand what the meaning of text. With the reading we can get knowledge and new information that has been written in a text. The writer will enter the message in order to be easiliy to understand by the reader. In reading we can find the components of reading, for example: topic, topic sentence, supporting sentences. It will help the reader to recognize the writer's mean.

Based on the explanation above, the researcher can conclude that reading comprehension is the process that have the function to getting knowledge and understanding any symbols that have been used by writer based on our knowledge.

5. Level of Reading Comprehension

There are some level of reading comprehension (Barrett ; 1972) :

a. Literal Comprehension

The literal of level comprehending is involve the explicitly ideas or information in the text. The question of literal comprehend usually have a relation with explicitly information in the text. The purposes of this level is to remember the information that has been read. And usually the question are about identifying, mentioning or detailing the appropriate information in the text.

b. Reorganization

Reorganizing levels are involved with comprehending the text by

reorganizing and composing explicitly ideas or information that are recorded in the text. Reorganizing texts usually about analysis, synthesis, and organizing information that is explicitly stated in the text. This is to organize and sort information into specific categories. These questions can be basic ideas, summary points, outlines, and similarities and differences.

c. Inferential Comprehension

The level of inferential understanding is involved the understanding the text that needs the capacity of thinking to assume or the information contained in the text with information or material outside of the text being studied. Inferential understanding needs the reader's involvement between the explicitly information that stated in the text with the knowledge that get by the reader. The reader should use personal allegations, intuitions, experiences, background knowledge, or specific instructions in the text as a basis for summarizing the details or ideas. Such questions may be the author's purposes, themes, causes of situations discussed in the text, comparing ideas, causal relationships, predicting outcomes, interpreting languages, supporting details, and information not explicitly written in the text.

d. Evaluation

The level of evaluation is associated with understanding the text by giving value about the texts that have been studied. The questions in this level relate to the assessment of the text so that the question is focused on the assessment of the text so that the question is focused on the reader comments on the eligibility of the text, the suitability of the vocabulary or language

structure, and the truth of the author's views or information in the text.

e. Appreciation

The level of appreciation is the highest level of reading comprehension in this taxonomy. This level is associated with the psychological impact on the reader after learning the text (Fitriyah ; 2019-265)

In this research, the researcher conducted a research about the students' level of comprehending focused on evaluation. In evaluation level, the researcher gave some text in exposition text and then the students focused on the assessment of the text, they found topic, main idea, factual information, meaning of vocabulary, identifying of referent, and analyzed the generic structure of explanation text. From this process, the researcher knew how is the students' comprehend in English reading text, especially in exposition text.

6. **Analytical Expostion Text**

a. Definition of Analytical Exposition Text

Analytical exposition text is a text that explain about the opinion of writer about the phenomenon or issues that happened without give some affect for the reader to agree or disagree about something. The students can know the process of some phenomena by the read of some text of exposition text, without they should to agree or disagree about the text. (Gerot and Wignell ; 2019-156)

b. Generic Structure of Analytical Exposition Text

There are the generic structure of Analytical Exposition Text:

1. Thesis Statemets

   Thesis statements is the piece of exposition that in the first paragraph and usually that stating of phenomenon issues. In this section, the students will know the definition of events, phenomena that happened in the text.

2. Arguments

   Arguments is the piece of the exposition that stating a series of steps which explain the phenomena. In this section usually tells the arguments of writer.

3. Conclusion

   Conclusion is the last part of exposition text. And usually tells the summary of the text.

4. Language Features of Analytical Exposition Text

   There are some language of Analytical Exposition Text:

   a. Focus on generic human and generic non-human participants

   b. Using simple present tense

   c. Using relational processes

   d. Using internal conjunction to stage argument

   e. Reasoning through causal conjunction or nominalization.

B. Review of Relevant Studies

The researcher want to presents the previous researcher dealing with the reading comprehension ability and students perceptions in general.

First, Desri Andriani from State Islamic University Sultan Syarif Kasim of Riau, with a research entile **"An Analysis on Students' Reading Comprehension in Analytical Exposition Texts at SMAN 1 XII Koto Hampar"**, she found that the mean score of students' reading comprehension was categorized into sufficient level (71), identifiy factual information was categorized into less level (64). Identify main idea was categorized into less level (62), identify references was categorized into less level (66), identify thesis was categorized into less level (62), identify argumentation was categorized into less level (60), and reiteration was categorized into less level (60). (Andriani : 2019).

Second, Yenni Yulida from University of Sultan Syarif Kasim Pekan Baru, with a research entile" **An Analysis of Students' Reading Comprehension in Analytical Exposition Text at State Senior High School 4 Mandau "**, she found that the students' reading comprehension ability in analytical exposition text was categorized into "Good" level, where the mean score was 68.59. it can be seen that scores from 32 students, 7 students with percentage were 21.88% belong to the very good level, 13 students with percentage 40.63% belong to the good level, 6 students with percentage 18,75% belong to the enough level, 6 students with percentage 18,75% belong to the less level, and there was no students belong to the fail level. (Yulida : 2020).

Third, Febrina Fitri from Padang University, with a research entile" **An Analysis of students' Reading Comprehension of Analytical Exposition Text in SMA Negeri 2 Batusangkar"**, she found that students' reading comprehension in analytical exposition text was categorized fair and the students ability was

moderate. The students' ability to comprehend the question in literal level was 46%. Students had good ability in recall of sequence. The students' ability to comprehend the questions in reorganization level was 51%. The students' ability in comprehending inference level questions was 40%. The most difficult was inferring main idea. The students' ability in comprehending evaluation level was 69%. (Fitri : 2020).

In this research, the researcher used a test to analyze the students reading comprehension. That focused on 20 item in analytical exposition test and interview the students to know their problem and how to students solved that problem. The researcher asked some students that have difficulties in reading comprehension text. And after that the researcher got conclusion about this research, there are how far the students ability in reading comprehension.

C. Conceptual Framework

In this section, the researcher described about the process of research. The process of the research can be seen in the chart below:

```
┌─────────────────────────────────────────┐
│        Reading Comprehension Ability      │
└─────────────────────────────────────────┘
```

```
┌──────────────────┐        ┌──────────────────┐
│     Reading      │        │     Students     │
│  Comprehension   │        │   Difficulties   │
└──────────────────┘        └──────────────────┘
```

```
┌──────────────────┐        ┌──────────────────┐
│       Test       │        │    Interview     │
└──────────────────┘        └──────────────────┘
```

```
          ┌──────────────────┐
          │      Result      │
          └──────────────────┘
```
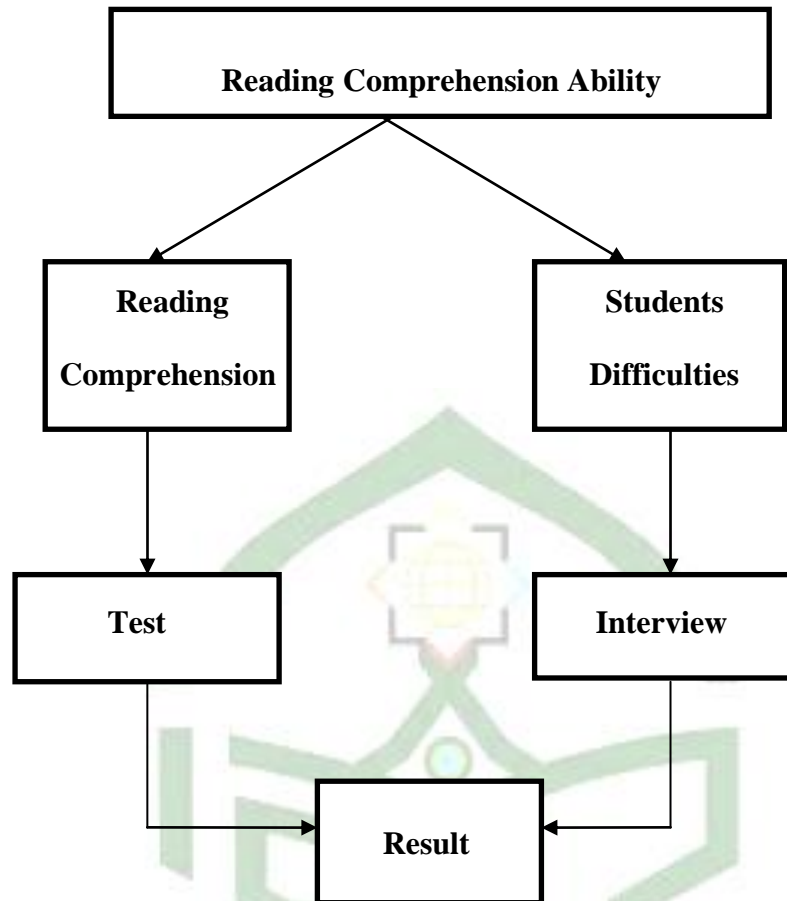
Figure 1: the conceptual frame work of this research

In this research, the researcher analyzed the reading comprehension ability and what the students difficulties in reading comprehension.

The first, the researcher used the test to analyze the students reading comprehension ability. There are 20 questions in multiple choice. And then the researcher analyzed the result of the test that use the some of formula.

And then, to know what the students difficulties in reading comprehension, the researcher used the interview technique. In the interview, the

researcher asked some question about their difficulties. And the researcher analyzed the result that used tringualation and trustworthiness.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Design of Research

This research used mixed method research, there are quantitative research and qualitative research. Mixed method research is employing the combination of quantitative and qualitative approaches that has gained popularity with the development and perceived legitimacy (Creswell ; 2012-22). In this research, the researcher used sequential model, there is the Explanatory Mixed Method. Explanatory method is the method that collecting data and data anlaysis of quantitative in the first steps, and the collecting data and amaysis data of qualitative data in the second steps.

To know how is students' ability in reading comprehension, the researcher used the quantitative research. And to know the students' problem and how the students solve their problem in reading comprehension, the researcher used qualitative research.

From the explanation above, the researcher identified the students' reading comprehension ability at the eleventh grade of SMAN 3 Kerinci academic year 2021/2022.

B. Population and Sample

1. Population

Populations is a group of individuals that have different characterictics (Subana ; 2000-24). Arikunto says that the population is the subject of research (Arikunto ; 2010- 173). The populations in this research is eleventh grade of

SMAN 3 Kerinci which consists of 72 students and divided into 4 classes: class

XI IPA 1, XI IPA 2, XI IPS 1, XI IPS 2.

Table 1: Grade eleventh sudents of SMAN 3 Kerinci academic

year 2021/2022

No	Class	Students
1.	XI IPA 1	17
2,	XI IPA 2	19
3.	XI IPS 1	17
4.	XI IPS 2	19
	TOTAL	72

2. Sample

In this research the researcher used the total sampling technique to
the quantitative research. Total sampling is a type of purposive sampling
technique that involves examining the entire population that have a
particular set of characteristics (Laerd ; 2021-1). Total sampling is usually
used if the population is less than 100 people. Because the population in
eleventh grade of SMAN 3 Kerinci is only 72 people that consist of 4
classes and does not reach 100 people, the researcher used the total
sampling technique for get this quantitative data.

In getting this qualitative data, the researcher used the Purposive
sampling technique. This technique is usually known as a the objective
sampling technique. The sample of purposive sampling technique is from
specific criteria or considerations certain characteristic of the sample

subject or the subject the research to be researched, especially the people who are considered experts in their fileds or at least know a certain event and so on (Rahmadi ; 2011-65). This technique make some groups of sample that have some criteria, there are the highest level comprehending, the middle level comprehending, and the low level comprehending. The researcher took the samples for get this qualitative data based on the highest level comprehend and the low level comprehend.

C. Technique of Data Collecting

1. Technique of Collecting Quantitative Data

a. Test

A test may be defined as an activity whose main purpose is to convey (usually to the tester). The researcher gave a exposition text, and the students answered the question in the paper. The researcher gave the test for students. First time, the students gave the answer of that question. The question was about the analytical exposition text. And then, the researcher analyzed the data.

The researcher gave a reading comprehension test consisting of the 20 questions in from of multiple choices. In the eleventh grade of SMAN 3 Kerinci, students learn about exposition text and it make the researcher provided the test from exposition text. The test should be based on a indicators. The indicators of the test could seen in the following table :

Table 2: Indicator of reading comprehension and analytical exposition text

Variable	Indicators	Item Number
Reading Comprehension	1. Topic 2. Main Idea 3. Factual Information 4. Understanding the Vocabulary 5. Identify Referent	1, 8, 17 2, 13 9, 10 5, 11, 12 6, 18, 19
Analytical Exposition Text	1. Thesis statements 2. Argument 3. Conclusion	16, 20 3, 14, 15 4, 17

D. Try out of Instrumen

The sample of try out in this research were eleventh grade of Senior Islamic High School Two (MAN 2 Sungai Penuh), as many as 16 students *(see appendix 4)*. In this section, the instrument test result were described, namely validity testing, reliability testing, calculating the difficulty of index item, and discrimination power index.

1. Validity

Validity is the degree of accuracy between object of the research and the power that can be reported by the researcher. Therefore, validity is the data that do not have differences between the data that report by researcher and the real data in the object of the research.

To analyzed the validity of the reading comprehension test, the researcher used the content validity. Content validity analysis was analyzed using the Aiken formula. The proof of content validity in this research was analyzed from the scores given by expert judgment involving several expert, namely three material

experts (English field), there are three lucturers of State Islamic Institute of Kerinci. If the question is not valid, it mean that should be revised or deleted. The experts provide a comprehensive assessment decision using four categories, namely irrelevant (1), less relevant (2), quite relevant (3), and relevant (4). The result of judgment are then analyzed using the Aiken formula (Azwar ; 2015-113) as follow:

$$V = \frac{\sum s}{[n(c-1)]}$$

Where:

s : r – lo
lo : the lowest number of validity assessments
c : highest validity rating score
r : the score is given by the assessor

The validation results were analyzed using V'aiken to determine the level of content validity. The experts validated the suitability of the items with the reading comprehension and analytical exposition text. Determintation of the level of content validity is based on the V'aiken price. The data obtained from the expert response pattern resulting from the completion of an item is considered valid if the index has a value of 0.76; it is said to have high validity, while below 0.76, the validity is categorized as low. The content validity test decisions based on the V'aiken price.

Table 3. Frequency of content validity for test

No	Interval	Value	Frequency
1	V ≥ 0.76	Valid	15
2	V < 0.76	Invalid	5
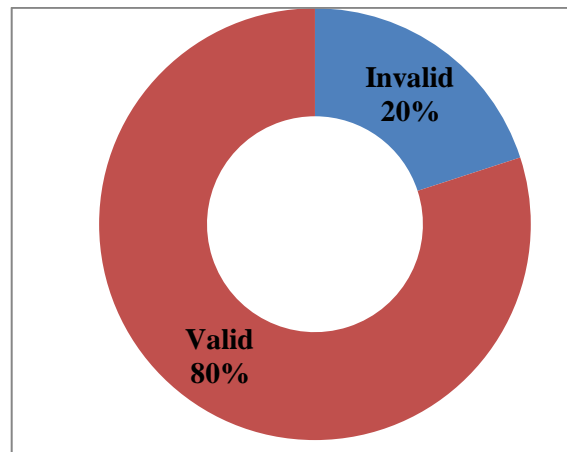
Figure 2. Pie chart of content validity of test

Based on the table *(see appendix 5 page 71)* and figure above, it can be illustrated that the results of the validation analysis of the validation analysis of the reading comprehension test instrument contained 15 items that had high validity criteria (80%), and there were 5 items with low or invalid standards (20%). This shows that this reading comprehension test instrument has excellent and high evidence of content validity because the calculated V-Aiken index value (0.77) exceeds the table V-Aiken value of 0.76. however, five items categorized as low or invalid from the test followed up by reducing the items.

2. Reliability

Reliability more focused on level consistency when this researcher is implemented by another researcher or by the same researcher but in different location of the research.

Reliability usually considered with quantitative research, because do not have differences between natural world (natural) and society world or humanity Cronbach Alpa formula to determine the instrument's reliability. The instrument is categorized as reliable if the reliability is > 0.70.

The results of the calculation of the reliability of items and tests in this research were compared with the reliability value of Cronbach's Alpa criteria as follows.

Table 4. Criteria of reliability

ReliabilityValue	Criteria
0,80 – 1,00	Very high
0,60 – 0,79	High
0,40 – 0,59	Fair
0,20 – 0,39	Low
0,00 – 0,20	Very Low

The reliability value of the analysis results using the SPSS program on the reading comprehension test data taken with a device A is 0.933 *(see appendix 6 page 72).* The results of the calculation of Cronbach's Alpha reliability criteria can be stated that the items of reading comprehension test is reliable with very high criteria.

3. Difficulty Index of Item

To analyzing every item, the researcher used index in every item calculated by Microsoft Excel. The researcher used the following formula:

$$IF = \frac{B}{JS}$$

Where:

IF : Item facility (Index difficulties)
B : Number of test-takers answering the item incorrectly
JS : Number of test-takers responding to that item (Brown ; 2003-59)

The researcher used the followed scale to give interpretation on numeral of difficulty index:

IF = 0,00   : Very difficult
0,00 < IF ≤ 0,30   : Difficult
0,30 <IF≤ 0,70   : Moderate
0,70 < IF ≤ 1,00   : Easy
IF 1,00   : Very Easy

Analysis of the level of difficulty of questions used the Microsoft Excel obtained results as shown in the following tables and diagrams:
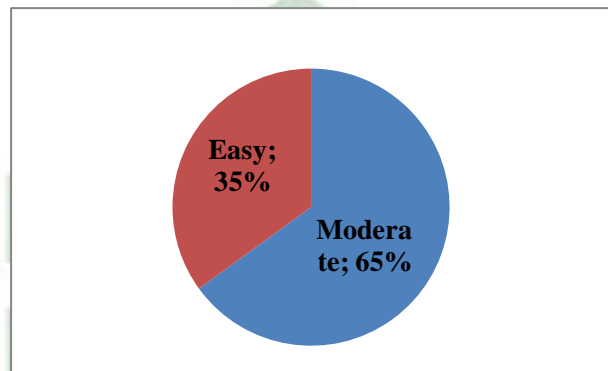
Figure 3 . pie chart of difficulty index item of test

Based on the table *(see appendix 7 page 73)* and figure above, there are 7 items are included the easy category with a percentage of 35%, 13 items are include in the moderate category with a percentage of 65%. There are 7 items, namely number 1 (with a value 0,81; easy category), number 2, 4, 10, 12, 19 (with a value 0,75; easy category), number 8 (with a value 0,88; easy category), number 3 (with a value 0, 63; moderate category), 5, 6, 15 (with a value 0,69 ; category moderate), number 7, 9, 1, 13, 16, 17, and 20 (with a value 0, 56; moderate category), number 14 (with a value 0, 50; moderate category), number 15 (with a value 0, 69; moderate category), and number 18 (with a value 0,62; moderate category).

4. Descrimining Power Index

The next process after the researcher get the diffiiculting index of item is descrimining power index. This process was to differencial between students who achieve poorly of lower group. The researcher used formula:

$$ \mathbf{ID} = \frac{\boldsymbol{BA}}{\boldsymbol{JA}} - \frac{\boldsymbol{BB}}{\boldsymbol{JB}} $$

Where:
ID : Item Discrimination (Discrimination Power)
BA : Number of top-takers that have the correct answer
BB : Number of-bottom takers that have the correct answer
JA : Total participant of top-takers
JB : Total participant of bottom-takers (Brown ; 2003-59)
   The researcher used the following scale to interpreted discriminating power:

DP : 0.00-0.19 : Bad
DP : 0.20-0.39 : Fair
DP : 0.40-0.69 : Good
DP : 0.70-1.00 : Very good
DP : Negative, all is not good (must be discarded)
(Suharsimi ; 2009-218)

The analysis of the discriminatory power index of test used the Microsoft Excel obtained the following result:
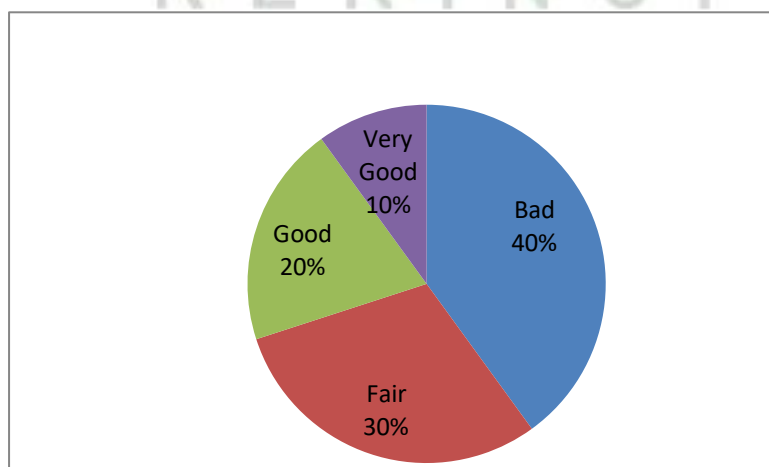
Figure 4. Pie of Descrimining power index of reading comprehension test

Based on the results of the principles for a good test, they are validity, reliability, difficulties index, and discrimination power index have showed that reading comprehension test have 5 item that not valid and the researcher changed that item until that item can used for collecting data in this research. This test in amount of item test with 20 items to reading comprehension skill.

2. Technique of Collecting Qualitative Data

a. Observation

Observation here is direct observation, it is technique of data collecting to based observation usages eye or ear directly without tool of assist of standart. The aim of observation carefully for getting informant of the data getting informant of the eleventh grade of SMAN 3 Kerinci academic year 2021/2022.

b. Interview

Interview is a face to face interaction which allowed the interviewer asked the informant carefully prepared question and in addition to cope problem of the respondent on that futher is obtained. In this research, the researcher used the semi structured interview and this interview started from the issues covered in the guidelines interview that different informant (Imami ; 2007-36). Interview can be used as a data collection technique if the researchers find the problem that must be investigated, and researchers want to know things related to informants deeper.

E. Technique of Data Analysis

1. Data Analysis of Students' Reading Comprehension Ability

The researcher used the descriptive analysis. Descriptive analysis was used to describe the characteristics of each research change in the form of frequency/data distribution, bar chart, mean, and standard deviation. Presentation

of data in the form of percentages, then described and conclutions are drawn about each component and indicator based on the specified criteria.

The result of result were describe using a frequency table (percentage table), then the percentage was described descriptively. Descriptive analysis in this research calculates the average value of the Mean (M), Median (Me), Mode (Mo), and standart deviation (SD).and then, the researcher will calculated the data are steps are as follow:

1. Apart from being presented in tabular form, the data was presented in pie charts (circles) and graps.

2. Calculate the central tendency (central symptop), which includes the Mean (M), Median (Me), Mode (Mo).

3. Calculate the variability by calculating the standart deviation (SD).

4. Categorization is based on the ideal Mean (M) and standard deviation (SD).

    The criteria used to categorize students' level of understanding or ability are grouped into three categories, namely high category, medium category, and low category. This categorization was based on the empirical standard deviation and the impirical mean value. Acoording to Azwar (2009-108), In the classification used are following rules:

    Good   : Mean + 1 SD to the highest score

    Fair   : Mean – SD up to Mean + 1 SD

    Less   : Lowest score up to Mean – 1 SD

The data of this research analyzed in quantitative research. The procedure of the data analysis are as follow:

a. Collecting the students, the students are the sample of this research.

b. Identification of the students reading comprehension ability by using a test. The researcher analyze the data in a text and giving the answer.

c. To know how far the students reading comprehension ability, the researcher used the following formula:

$$P = \frac{F}{N}X100\%$$

P = percentage

F = numbers of students correct answer

N = total number of question. (Mardapi ; 2008).

The researcher used Brown's (Brown ; 2003) standartd in reading comprehension, as follow:

Table 5. Criteria of Reading Comprehension Level by Browns Theory

90-100	Excellent
70-89	Good
50-69	Average
30-49	Fair

2. Data Analysis of Interview

After the researcher analyzed the students' reading comprehension ability, the researcher collected the data of interview, the purposes of this research are to

know what's the students' problem and how the students' solved their problem in comprehending reading text. Interview is a technique of collecting data through conversation. The researcher asked the students' about their problem and how to solved their problem in reading comprehension.

To analyze the data of interview used some steps:

a. Data collection

Data collection is summarize, choosing the thing that important, focus on the important thing, and looking for the themes and the pateern. In this process, the researcher recorded all objective data and what they are acoording to the results of interviews.

b. Data reduction

Data reduction can be do in short description form, chart, , relationships with categories, and flowcharts. The most often used in qualitative research is in narrative text. Data reductions means summarizing choosing the main things, focusing on important things, then look for themes and patterns.

c. Deduction/ Verification.

The next steps is deduction or verification, the initial concultion put forward are still temporary, and will change if no strong evidence is found to support the next stage of data collection. In this steps the researcher found the summarize of the data from interview that the researcher can found the answer and summarize of the research based on interview (Creswell ; 2015-251).

F. Trustworthiness

Triangulation is the principle of testing the validity of data by classifying data through the used of different data retrieval channels until the data taken has been saturated so that the valid data synthesis can be taken. The principle of this triangulation has many variants such as:

1. Data Triangulation

Data triangulation is further distinguished by time triangulation, triangulation place, and triangulation of data sources or respondents. Triangulation of time placing time as a distinguishing channel in retrieving data so that it can be compared in a different point of view. Likewise with triangulation of places that test a concept or a variable relation in different places.

2. Researcher Triangulation

Researcher triangulation is to test the subject's point of view researchers in viewing data, translating data, transcribing data, or knowledge acts on data objects. Different researchers point of view this is because the tool looks at different data, it is very necessary so that not trapped in the subjectivity of researchers.

3. Method Triangulation

Tools in data extraction need to be increased or minimal not single. So when the various tools of the method are drawn the results, then will get a fairly strong validity and synthesis.

4. Theoretical Triangulation

The final result of qualitative research is a formula information or thesis statement. The information is then compared with relevant theoretical perspectives to avoid the researcher's individual bias on the findings or conclusions drawn. In addition, theoretical triangulation can improve depth of understanding as long as the researcher is able to multiply theoretical knowledge in depth on the results of data analysis that has been obtained (Samiaji ; 2012-1).

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This chapter present the research finding, the research that had done from 1 april-15 april about students reading comprehension ability of analytical exposition text at the eleventh grade of SMAN 3 Kerinci Academic Year 2021/2022. The results that have been carried out will be presented in this chapter, including the data description instrument and discussing research result.

1. Analysis Reading Comprehension Ability

Data of the reading comprehension ability was obtained from an instrument in a test consisting of 20 question items with 72 students as respondents. Based on the data collected from the reading comprehension ability *(see appendix 9 page 75),* the highest score was 95 and the lowest score was 40. The results of the analysis with the help Microsoft Excel obtained the Mean (M) value of 72,36; Median (Me) value is 75,00; Mode (Mo) of 80,00; and Standard Deviation (SD) of 14,74.

Table 6. Frequency Distribution of Reading Comprehension Test

No.	Interval	Frequency	Percentile (%)
1	40 – 47	6	8,33%
2	49 – 55	4	5,56%
3	56 – 63	6	8,33%
4	64 – 71	19	26,39%
5	72 – 79	7	9,72%
6	80 – 87	17	23,61%
7	88 – 95	13	18,06%
Total		**72**	**100%**

Based on the table above, the students reading comprehension data above shows that the group with the highest frequency is in the 64–71 interval with an absolute frequency of 19 and a relative frequency of 26,39%. Interval 49-55 and became the group with the lowest frequency of 4 students or 5,56%. The analysis uses criteria based on the Ideal Mean (MI) and the Ideal Standard Deviation (SDI).

In making the level categories of students reading comprehension ability, the data are grouped into three categories: high, medium, and low. This categorization is based on the empirical standard deviation and the empirical mean value. The classification uses the following rules:

Good : Mean + 1 SD to the highest score

Fair : Mean – SD up to Mean + 1 SD

Less : Lowest score up to Mean – 1 SD

Based on the results of these calculation. The data tendency category of students reading comprehension ability for students of eleventh grade SMAN 3 Kerinci can be seen in table 6 and figure 5

Table 7. Result of students reading comprehension ability category

No	Score	Category	Frequency	Percentage
1	$X \geq 87$	Good	13	18,06%
2	$87 > X \geq 58$	Fair	49	68,06%
3	$58 > X \geq 45$	Low	10	13,89%
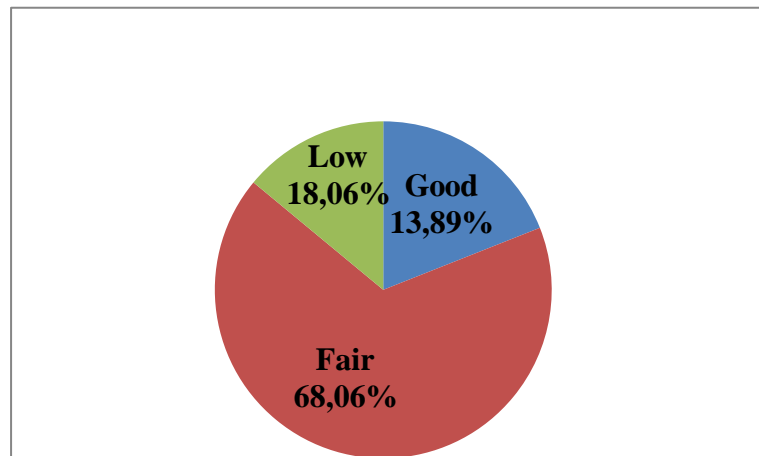
Figure 5. Category Score of Reading comprehension Ability

Based on these tables and figures, At the high or good level, the students have percentage score of 18,06%. There are 13 students who get this level. their score is about 87-100, so their score mastery level is good. The result shows that this level, students have good level comprehending of analytical exposition text.

The students who get the moderate or fair level are 49 students, their score about 59-87, so their score mastery level is moderate or level and the percentage of their score is 68,06%. From 72 students there are 49 students who get a moderate level. the result shows that in their level, the students have moderate or fair level of comprehending of analytical exposition text because their score is more 59.

In the low level, the students have percentage score 13,89%. From 72 students, there are 10 students who get low level. they have a score of about 45-58, so their score mastery level is low. The result shows that in their level,

the students have a low level of comprehending of analytical exposition text because their score less than 58.

Based on the data above, it can be seen that students who have high category are 13 students (18,06%), students who have moderate reading comprehension skill are 49 students (68,06%), and students who have reading comprehension skill with low category as many 10 students (13,89%).

In conclusion, the students reading comprehension of analytical exposition text at the eleventh grade of SMAN 3 Kerinci are moderate/enough because mostly the students at the eleventh grade of SMAN 3 Kerinci have 49 students (68,06%) in moderate level. But there are still students who are at the high level as many as 13 students (18,06%) and 10 students (13,89%) in low level.

The researcher analyzed the students' score in detail by making the answer distribution of each comprehending based on the test item to find out the students' level in comprehending the analytical exposition text. There are determining topic, main idea, factual information, understanding vocabulary, reference, thesis statement, arguments, and conclusion.

The researcher used Mardapi's formula to analyze the data for each indicators. It formula shows the percentage of the correct answer which help to show students' problem in reading comprehension. The indicator of the students' understanding in reading comprehension of analytical exposition text as follow as:

a. Determining the Topic of the text

Topic is the main things from the text. Topic usually called as a the main discussion in the text. The result of determining topic of the text can be seenthe table below:

Table 8. Distribution of Total Correct Answer in Item of Determining the Topic of the Text

Topic	Correct answer (F)	Incorrect Answer (F)
Item 1	66	6
Item 8	59	13
Item 17	55	17
Total	180	36
Percentage (%)	83,33%	16,67%

Based on the data above, the researcher describe that from 3 item question task given to the students in determining the topic of the text, there are total correct answer: 180 and total incorrect answer: 36. The mean of students in percentage are 83,33% correct answer and 16,67% in incorrect answer. It means that the students' ability at the eleventh grade SMAN 3 Kerinci Academic Year 2021/2022 in determining topic of the text is good level.

b. Determining the Main Idea of the Text

Main idea is the most important thing the paragraph says about the topic. The result of determining main idea of the text can be seen the table below:

Table 9. Distribution of Total Correct Answer in Item of Determining the Main Idea of the Text

Main Idea	Correct answer (F)	Incorrect Answer (F)
Item 2	54	16
Item 13	60	12
Total	114	28
Percentage (%)	79,16%	20,84%

Based on the data abovethe researcher describe that from 2 item question task given to the students in determining the main idea of the text, there are total correct answer: 114 and incorrect answer: 28 . The mean of students in percentage are 79,16% correct answer and 20,84% incorrect answer. It means that the students' ability at the eleventh grade SMAN 3 Kerinci Academic Year 2021/2022 in determining Main Idea of the text is good level.

c. Determining the Factual Information of the text

Factual information is the way to achieve finding the name, place, number, date and all information in the text. factual information usually to help the reader to easier in comprehend the text. The result of determining factual information of the text can be seen the table below:

Table 10. Distribution of Total Correct Answer in Item of Determining the Factual Information of the Text

Factual Information	Correct answer (F)	Incorrect Answer (F)
Item 9	53	17
Item 10	46	26
Total	99	43
Percentage (%)	68,75%%	31,25%

Based on the data above, the researcher describe that from 2 item question task given to the students in determining the factual information of the

text, there are total correct answer: 99 and incorrect answer: 43. The mean of students in percentage are 68,75% correct answer and 31,25% incorrect answer.It means that the students' ability at the eleventh grade SMAN 3 Kerinci Academic Year 2021/2022 in determining Factual Information of the text is average level.

d. Determining the Understanding Vocabulary of the text.

Vocabulary requires the readers to know the meaning of word or phrases in the text. if the students have a good ability in vocabulary mastery that can help the students easy to know the meaning of the text. the result of determining understanding the vocabulary of the text can be seen the table below:

Table 11. Distribution of Total Correct Answer in Item of Determining the Understanding the Vocabulary of the Text

Understanding the Vocabulary	Correct answer (F)	Incorrect Answer (F)
Item 5	48	6
Item 11	56	13
Item 12	50	17
Total	154	36
Percentage (%)	71,30%	28,70%

Based on the data above, the researcher describe that from 3 item question task given to the students in determining the vocabulary of the text, there are total correct answer: 154 and incorrect answer: 36. The mean of students in percentage are 71,30% correct answer and 28,70% incorrect answer. It means that the students' ability at the eleventh grade SMAN 3 Kerinci Academic Year 2021/2022 in determining of understanding vocabulary of the text is good level.

e. Determining of Identify Reference of the text

Reference word is repeating the same word or phrases that more than one time and then used back in the next sentence. the example of the reference are : she, he, it, them, and so on. The result of determining identify reference can be seen the table below:

Table 12. Distribution of Total Correct Answer in Item of Identify Reference of the Text

Identify Reference	Correct answer (F)	Incorrect Answer (F)
Item 6	48	24
Item 18	53	19
Item 19	48	24
Total	149	67
Percentage (%)	68,98%	31,02%

Based on the data above, the researcher describe that from 3 item question task given to the students in identify reference of the text, there are total correct answer: 149 and incorrect answer: 67. The mean of students in percentage are 68,98% correct answer and 31,02% incorrect answer.It means that the students' ability at the eleventh grade SMAN 3 Kerinci Academic Year 2021/2022 in determining identify reference of the text is average level.

f. Determining Thesis Statements of the text.

Thesis statements is the main thing that will explain in the text and usually stating the phenomenon issues of the text. The thesis statement usally in the first paragraph. The result of determining thesis statement can be seen the table below:

Table 13. Distribution of Total Correct Answer in Thesis Statement of the Text

Thesis Statement	Correct answer (F)	Incorrect Answer (F)
Item 16	51	21
Item 20	47	25
Total	98	46
Percentage (%)	68,05%	31,95%

Based on the data above, the researcher describe that from 3 item question task given to the students in determining thesis statement of the text, there are total correct answer: 98 and incorrect answer: 46. The mean of students in percentage are 68,05% correct answer and 31,95% incorrect answer.It means that the students' ability at the eleventh grade SMAN 3 Kerinci Academic Year 2021/2022 in determining thesis statements of the text is average level.

g. Determining Argument of the text.

Argument is the part of writer's opinion of the text. the purposes of arguments usually to convince the reader that the topic discussed is important and need to more explored. The results of determining argument of the text can be seen the table below:

Table 14. Distribution of Total Correct Answer in Item of Argument of the Text

Argument	Correct answer (F)	Incorrect Answer (F)
Item 3	56	14
Item 14	53	17
Item 15	51	19
Total	160	50
Percentage (%)	74,07%	29,86%

Based on the data above, the researcher describe that from 3 item question task given to the students in argument of the text, there are totalcorrect

answer: 160 and incorrect answer: 50. The mean of students in percentage are 74,07% correct answer and 29,86% icorrect answer. It means that the students' ability at the eleventh grade SMAN 3 Kerinci Academic Year 2021/2022 in determining argument of the text is good level.

h. Determining the Conclusion of the text.

Conclusion is the last part of some text. The conclusion usually called as reiteration. The conclusion usually id the summarizing of arguments that has write in the last paragraph. The results of determining conclusion of text can be seen the table below:

Table 15. Distribution of Total Correct Answer in Conclusion of the Text

Conclusion	Correct answer (F)	Incorrect Answer (F)
Item 4	46	26
Item 17	55	17
Total	101	43
Percentage (%)	70,14%	29,86%

Based on the data above, the researcher describe that from 2 item question task given to the students in determining conclusion of the text, there are total correct answer: 101 and incorrect answer: 43. The mean of students in percentage are 70,14% correct answer and 29,86 incorrect answer. It means that the students' ability at the eleventh grade SMAN 3 Kerinci Academic Year 2021/2022 in determining conclusion of the text is good level.

From the reading comprehension test, the researcher found 8 of reading comprehending. There are determining topic, main idea, factual information, understanding vocabulary, identify reference, thesis statement, argument, and conclusion. The percentage of each aspect in comprehending can be seen in the table below:

Table 16. The Percentage of Each Aspect in Comprehending Analytical Exposition Text.

No	Aspect in Comprehending of the Text	Correct Answer %	Incorrect Answer %
1	Topic	83,33%	16,67%
2	Main Idea	72,22%	27,78%
3	Factual Information	68,75%	31,25%
4	Understanding Vocabulary	71,30%	28,70%
5	Identify Reference	68,98%	31,02%
6	Thesis Statement	68,05%	31,95%
7	Argument	74,07%	25,93%
8	Conclusion	70,14%	29,86%

Based on the data above, it can be said that there are 83,33% of students who have good level in understanding to look for determining the topic of the text. Then, there are 72,22% students who have good level in understanding to look for the main idea of the text. Then there are 68,75% students who have average level of understanding to look for factual information, there are 71,30% students who have good level of understanding vocabulary, 68,98% students who have average level of understanding to identify reference, there are 68,05% students who have average level of understanding the thesis statement of the text, there are 74,07% students who have good level of understanding argument of the text, and 70,14% students who have good level of understanding to look for the conclusion of the text.

2. Analysis of Students' Difficulties in Reading Comprehension

Based on the research finding of students' reading comprehension ability of analytical exposition text from worksheet and interview on 1 April 1st 2022 – april 15th 2022 with the eleventh grade of SMAN 3 Kerinci academic year 2021/2022, the researcher found several difficulties faced by the students in reading comprehending. There are some problems or difficulties faced by students such as:

1. Do not interest to read the English text.

The first of causing difficulty in reading comprehension was do not interest to read the English text. Based on an interview with eleventh grade of SMAN 3 Kerinci.

Researcher:	*apakah kamu suka membaca teks bahasa inggris?*
	(Do you like to read English text?)
Student1:	*tidak, saya tidak terlalu suka membaca teks bahasa inggris.*
	(No, I do not really like to read English text)
Student 2:	*Tidak terlalu suka.*
	(not really like it)
Student 3:	*Tergantung mood. Terkadang suka dan kadang tidak.*
	(Based on mood. Sometimes like to read. But sometimes do not like.)
Students 7:	*Kalau saya sih Kurang suka*
	(To me, I do not like)

From the interview above, the researcher found that the cause of difficulties in reading comprehension related to the sudents lack of interested to read English text. The students do not really like read

English text, the students will read the English text if the students have a good mood to read the english text.

2. The teacher do not explain clearly

The second caused that make the students do not understand in comprehending English text is the teacher do no explain the generic structure that will learn by the students. Based on the interview with the eleventh grade of SMAN 3 Kerinci.

Researcher:	*apakah guru menjelaskan mengenai struktur dari teks yang akan dipelajari?*
	(do the teacher explain the generic structure of the text that will learned by the students?)
Student 1:	*kadang guru menjelaskan. Namun terkadang tidak menjelaskan.*
	(sometimes, the teacher will teach the generic structure but sometimes the teacher do not explain)
Student2:	*jika teksnya panjang maka guru akan menjelaskannya.*
	(if the text is long, the teacher will explain it)
Students7:	*Tergantung dengan teksnya. Apabila teksnya panjang maka guru menjelaskannya. Jika teksnya pendek maka guru tidak menjelaskannya*
	(if text is so long, the teacher do not explain, but if text is short, the teacher will explain)

Based on interview above, the researcher found the causes that make the students difficult to comprehend English text is the teacher do not teach about the text with clearly, for example, the teacher sometime do not teach aout the generic structure of the text. The teacher only

teach clearly if the text is long. But, when the text is short, the teacher

do not explain the generic structure of the text.

3. Difficulty to understand the vocabulary

The fourth of causing difficulty in reading comprehension was

difficult to understand the vocabulary. Based on interview with the

students of eleventh grade SMAN 3 Kerinci academi year 2021/2022.

Researcher :	*kesulitan seperti apa yang dialami ketika memahami teks bahasa inggris?* *(what kinds the difficulties in comprehend English text?)*
Student 4:	*tidak mengerti apa yang diceritakan. Dan tidak mengerti kata kata dalam teks.* *(do not understand what the tell of the text, and do not understand the vocabulary in the text).*
Student 5:	*Adanya kata kata yang tidak dimengerti yang ada didalam teks.* *(there are some vocabulary that do not understand in the text)*
Student 6:	*Tidak tau arti kata-kata dalam teks.* *(do not understand the vocabulary of the text.*
Students 8:	*Ketika disuruh menjelaskan menggunakan kata kata bahasa inggris.* *(When the teacher asked to explain with English word)*
Students9:	*Kesulitannya tidak tau arti teks tersebut* *(The difficulties is do not know the meaning of the text)*

Based on interview above, the researcher found that many of

students difficult to understanding the meaning of vocabulary in the

text. The lack of vocabulary mastery, that make the students difficult to

comprehend the English text. If the students understand the meaning the

vocabulary, the students will easy to comprehend the text. But, if the

students do not understanding the vocabulary or lack of vocabulary mastery, the students will difficult to comprehend the text.

B. Discussion

In this research, the researcher discussed the research finding covering the students' ability in comprehending of analytical exposition text and the students' difficulties in comprehending of analytical exposition text.

1. Students' Reading Comprehension Ability

Reading comprehension has an important role in teaching learning process. In the reading, the students learn some text. For example analytical exposition text. with the reading, the students' get many information, knowledge, and experience. The students must improve their reading comprehension until their ability in reading comprehension was good.

The analyzed the comprehending score by the eleventh grade of SMAN 3 Kerinci Academic Year 2021/2022 based on empirical standard deviation and the impirical mean value, the researcher classifies the students' score 3 categories, high, moderate, and low. The researcher took 72 students' in eleventh grade of SMAN 3 Kerinci as the subject of the study and the object of the study is reading comprehension ability test.

Based on the students' scores, the researcher found that there is good category level about 18,06% (13 students have score 87-100), the moderate/average category level about 68,06% (49 students have score 59-87), the low category level about 13,89% (10 students have score less than 58). Most of the students at the eleventh of SMAN 3 Kerinci have the value 59-87 as many 49 students from 72 students.

This results is in line with the Brown's theory (Brown's ; 2004). The Brown's said that reading comprehension in each indicatorhave 4 categories. There are excellent, good, average, and fair. In SMAN 3 Kerinci, the standard of the minimum score is 70. From the data, the students categorized having a moderate/avergecategory comprehending of analytical exposition text when the students at the eleventh of SMAN 3 Kerinci have the value 59-87 as many 48 students from 72 students (68,06%).

2. Students' Difficulties in Reading Comprehension

Reading comprehension is one of part skill that have mastered by the students. But not all students have a good ability in reading comprehension. There are still some students that have problem in reading comprehension. That caused the students difficult to understand English text. skill that have mastered by the students.

After categorizing the students' score, the researcher concluded that in the eleventh grade of SMAN 3 Kerinci Academic Year 2021/2022, the students have difficulty in comprehending analytical English text. In this research, the researcher tried to identifiy the students' difficulties in comprehend of analytical exposition text with interview.the researcher used Kennedy's theory. It said that difficulties in reading comprehension are inadequate instruction, lack of pupil interest, and vocabulary difficulties (Kennedy ; 1981). In SMAN 3 Kerinci , the researcher found 3 kinds of difficulties by students in comprehending analytical exposition text. There are inadequate instruction, lack of pupil interest, and the vocabulary difficulties.

First, the students had difficulty because of an inadequate instruction presented by the teacher. The teacher not teach clearly about the the analytical exposition text. Sometimes if the text is short, the teacher not teach the generic structure of the text.

Second, the students had difficulty because the students lack of pupil interest. It made the students in SMAN 3 Kerinci did not understand the meaning of the material or sentence when they read the text. Most of students does not like to read English text. The students in SMAN 3 Kerinci said that they do not like and interest to read English text. Some student also said that the student will read the English text if that students have a good mood for read the English text. It caused the students having difficulty absorbing material.

Last, the students had difficulty because of the students'vocabulary difficulties. The students cannot understand what the text about because the students do not know the meaning of the word or vocabulary. The researcher found that in eleventh grade of SMAN 3 Kerinci academic year 2021/2022 about vocabulary mastery is less. They needed to look for the meaning of vocabulary in the dictionary. And sometimes, they ignored the keywordof the text, so that students' reading comprehension of analytical exposition text is less.

From the discussion about the students' difficulty in reading comprehension of analytical exposition text, the researcher concluded that the caused of students have difficulties in reading comprehension of analytical exposition text are the students do not interest to read English text, the teacher

not teach clearly about the text, and the students have lack of vocabulary to comprehend the English text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the result of the students' reading comprehension ability and students' difficulties in reading comprehension of analytical exposition text at the SMAN 3 Kerinci Academic Year 2021/2022, the researcher drew the conclution based on the results of analyzing the data. The conclusions that can be put forward are as follows.

1. The researcher drawn the conclusion that the students'reading comprehension ability in analytical exposition text at eleventh grade SMAN 3 Kerinci Academic Year 2021/2022 are moderate/average because mostly the students have the value 59-87 as many 49 students from 72 students (68,06%).

2. From the result of data analysis interview, the researcher found three causing the students difficulties in comprehending analytical exposition text at the eleventh grade of SMAN 3 Kerinci Academi Year 2021/2022. There are: lack interest to read English text and difficulty in understanding of vocabulary.

B. Suggestion

Based on the result of research, the researcher want to present some suggestions:

1. Suggestion for the English teacher

    a. The researcher suggest the teacher to learn better and be more clearly in explainthe material. It is used to help the students in comprehending the text.

    b. The teacher should to know and teach the vocabulary that related to the text before the students read the text. It is can help the students to comprehend the text.

2. Suggestion for the students

    a. Students have to more interested to read and learn English text, if the students interested to learn and read English text, it is can make the students easy in comprehend English text

    b. Students have to increase their vocabulary, by the reading some text, find the meaning or translate, and memorize a lot of vocabulary.

3. Suggestion for the researcher

    The researcher analyze that this research is not perfect yet. There are still many weakness in research theory or method, it is caused the limited skills from the researcher. The researcher hope to the other researcher that want be better to analyze with the other aspects of this research. This research can support the result of last research and this research can give new idea and inspiration for the next researcher.

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APPENDICES

APPENDIX 1 : Documentation

APPENDIX 2 : Reading Comprehension Test

THE RESEARCH INSTRUMENT

READING COMPREHENSION TEST

Respondent: The eleventh grade of SMAN 3 Kerinci Academic Year 2021/2022

Name :	**School : SMAN 3 Kerinci**
Class :	**Duration: 120 Minutes**

Direction: Read the text and choose the best answer for each question by crossing
(x)
a,b,c or d!

Read the following text to answer questions number 1 to 7!

THE IMPORTANCE OF READING

I personally think that reading is an important activity in our life. Why do I say so?Firstly, by reading we can get a lot of information about many things in the world such as science, technology, sports, arts and culture.Secondly, by reading we can get a lot of news and knowledge about something happening in any part of the world which we can see directly.

Thirdly, reading can give us pleasure. When we are tired, we can read books, newspapers or magazines on the entertainment column such as short stories, comedies or quizzes to make us relax.Fourthly, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel that we're really sitting in the jungles, not at home in our rooms.

Based on the facts above, it is obvious that everyone needs to read books, newspapers, magazines or others to get knowledge, news, information and also entertainment. In other words, we can say reading is truly important in our life.
(Source: englishadmin.com)

1. What is the topic of the text?

    a. The importance of reading

    b. The benefits of reading

    c. The process of reading

    d. The kinds of reading

2. The main idea of paragraph 2 is?

    a. Reading can make the people relax

    b. Reading can make the people get many information

    c. Reading can make the people know about the news that happening

    d. Reading can give the pleasure

3. How many arguments of the text above?

    a. 3 arguments.

    b. 4 arguments

    c. 2 arguments

    d. 5 arguments

4. The last paragraph is called?

    a. Thesis statements

    b. Arguments

    c. Main idea

    d. Conclusions

5. Which of following words in the synonym of word " Obvious" ?
   (paragraph 3, line 1)

    a. Confuse

    b. Clear

    c. Complete

    d. Less

6. …..it is obvious that everyone needs to read books …..(paragraph 3, line
   1)

   The word "it" n the above sentence refers to?

    a. Books

    b. News paper

    c. Magazine

    d. The importance of reading

7. Where is the conclusion of the text above?

    a. The first paragraph

    b. The second paragraph

    c. The third paragraph

    d. The fourth paragraph

Read the following text to answer questions number 8 to 12!

NATURAL DISASTER (FLOOD)

A natural disaster is a terrible accident, e.g. a great flood, a big fire or an earthquake. It usually causes great suffering and loss of a large sum of money. The casualties are injured or died. Some people are homeless and need medical care.

Floods occur when the water of rivers, lakes, or streams overflow their banks and pour onto the surrounding land. Floods are caused by many different things. Often heavy rainstorms that last for a brief can cause a flood. But not all heavy storms are followed by flooding. If the surrounding land is flat and can absorb the water, no flooding will occur. If, however, the land is hard and rocky, heavy rain cannot be absorbed. Where the banks are low, a river may overflow and flood adjacent lowland.

In many part of the world flood are caused by tropical storms called hurricanes or typhoons. They bring destructive winds of high speed, torrents of rain, and flooding. When a flood occurs, the destruction to surrounding land can be severe. Whole villages and towns are sometimes swept away by water pouring swiftly over the land. Railroad track blocked and uprooted from their beds. Highways are washed away.

When a building caught fire, the firemen pitched in to help battle the blaze. Before the pumps were invented, people formed bucket brigades to fight fires. Standing side by side, they formed a human chain from the fire to nearby well or river. They passed buckets of water from to hand to be poured on the flames.

The damage of the fire did depend a great deal on where it happened. In the country or a small village, only a single house might burn down. But in crowded cities, fire often destroyed whole blocks and neighborhoods before being controlled.

(Source: https://www.tutorialbahasainggris.com)

8. what is the topic of the text?
   a. The process of the flood
   b. Natural disaster (flood)
   c. The effect of earthquake
   d. The effect of a big fire

9. What the way can be do to prevent rivers and lakes from overflowing?
   a. An absorbent bed.
   b. A rocky surrounding.
   c. A high bank
   d. A high road.

10. We know from the text that?
    a. River can sweep heavy flood
    b. People can make money from flood
    c. The destruction by flood is always less severe
    d. Water flood is absorbed by land

11. The synonym of word "Absorb" in the text is? (paragraph 2, line 4)
    a. Permeate
    b. Expand
    c. Melt
    d. Freeze

12. …….fire often <u>destroyed</u> whole blocks……(paragraph 5, line 3)
    What does the underlined word in the sentence mean?

    a. Shake
    b. Burn

c. Crush

d. Damage

Read the following text to answer questions number 13 to 18!

THE TRASH

Management of trash is very important in Indonesia. As one of the countries with big amount of trash from many sectors, proper management is necessary.Firstly, it is important to provide healthy environment. When the trash is not managed well, it will create area where bacteria can live.

Moreover, it can cause some health issues, and breathing issues become one of them that can be caused by bad smell of the trash. Furthermore, bad management of trash can lead to flood. When it is not managed well, trash can block the flow of water.

As the result, water debit can increase during the rainy season and the channels of water cannot deliver the water well. That is why it is very important to manage the trash and it is better to promote the recycling process.

(source: https://inggrism.com*)*

13. What is the main idea of paragraph 2?
    a. How to management of trash
    b. The effect of bad smell of the trash
    c. The process management of the trash
    d. The importance management of the trash

14. Where is the arguments of the text?
    a. The first and Second paragraph
    b. The second and the Third paragraph
    c. The fist and the Fourth paragraph
    d. The third and paragraph

15. How many arguments of the text?

    a. 2 arguments

    b. 3 arguments

    c. 4 arguments

    d. 5 arguments

16. Where is the Thesis statements of the text above?

    a. Fourth paragraph

    b. Second paragraph

    c. Third paragraph

    d. First paragraph

17. What is the text tell us?

    a. The cause of health issues

    b. The management of trash

    c. The caused of flood

    d. The importance of management the trash

18. …. it will create area where bacteria can live …..(paragraph 1, line 3)

    The word "It" n the above sentence refers to?

    a. Managed of the trash

    b. Bacteria

    c. Flood

    d. Healthy environment

Read the following text to answer questions number 19 to 20!

A KITE

A kite is an object which is made from a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind.A kite is uses wind to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite.

The upper stream above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure. The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull can creates enough force to lift the kite into the air.

Kites have been known for thousand of years. They are used for military or scientific purposes. Todays kites are much used for leisure and competition.

(Source: https://quizizz.com)

19. …..A kite is uses wind to make it fly because….(paragraph 1, line 3)

    The word "it" n the above sentence refers to?

    a. Wind

    b. Air

    c. Kite

    d. Frame

20. Where is the Thesis statement of the text above?

    a. The fourth paragraph

    b. The third paragraph

    c. The second paragraph

    d. The first paragraph

APPENDIX 3 : Reading Comprehension Text Answer Key

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

APPENDIX 4 : Respondent of Try Out

NO	Initial Name	Students Number	Class
1.	AA	********87	XI
2.	AI	********36	XI
3.	CW	********88	XI
4.	FKA	********54	XI
5.	FAP	********95	XI
6.	HS	********71	XI
7.	HP	********50	XI
8.	HZ	********60	XI
9.	IA	********63	XI
10.	MA	********02	XI
11.	RDH	********28	XI
12.	RRQ	********07	XI
13.	RG	********94	XI
14.	MN	********64	XI
15.	S	********00	XI
16.	OS	********02	XI

APPENDIX 5 : The Validity of Reading Comprehension Test

Item	Validator/Expert			s1	s2	s3	Total (s)	N (c-1)	Validity	Category
	r1	r2	r3							
Q-1	4	4	3	3	3	2	8	9	**0.89**	**Valid**
Q-2	2	4	4	1	3	3	7	9	**0.78**	**Valid**
Q-3	4	3	3	3	2	2	7	9	**0.78**	**Valid**
Q-4	3	2	2	2	1	1	4	9	**0.45**	**Invalid**
Q-5	4	4	4	3	3	3	9	9	**1.00**	**Valid**
Q-6	4	3	3	3	2	2	7	9	**0.78**	**Valid**
Q-7	2	3	3	1	2	2	5	9	**0.56**	**Invalid**
Q-8	4	3	3	3	2	2	7	9	**0.78**	**Valid**
Q-9	4	3	3	3	2	2	7	9	**0.78**	**Valid**
Q-10	3	2	2	2	1	1	4	9	**0.45**	**Invalid**
Q-11	4	3	3	3	2	2	7	9	**0.78**	**Valid**
Q-12	4	3	3	3	2	2	7	9	**0.78**	**Valid**
Q-13	4	3	3	3	2	2	7	9	**0.78**	**Valid**
Q-14	4	3	3	3	2	3	7	9	**0.78**	**Valid**
Q-15	3	3	2	2	2	1	5	9	**0.56**	**Invalid**
Q-16	2	2	2	1	1	1	3	9	**0.34**	**Invalid**
Q-17	4	3	3	3	2	2	7	9	**0.78**	**Valid**
Q-18	4	3	3	3	2	2	7	9	**0.78**	**Valid**
Q-19	4	4	4	3	3	3	9	9	**1.00**	**Valid**
Q-20	3	3	4	2	2	3	7	9	**0.78**	**Valid**
Average									**0,77**	**Valid**

APPENDIX 6 : The Reliability of Reading Comprehension Test

Case Processing Summary

		N	%
Cases	Valid	16	100.0
	Excluded[a]	0	.0
	Total	16	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.933	20
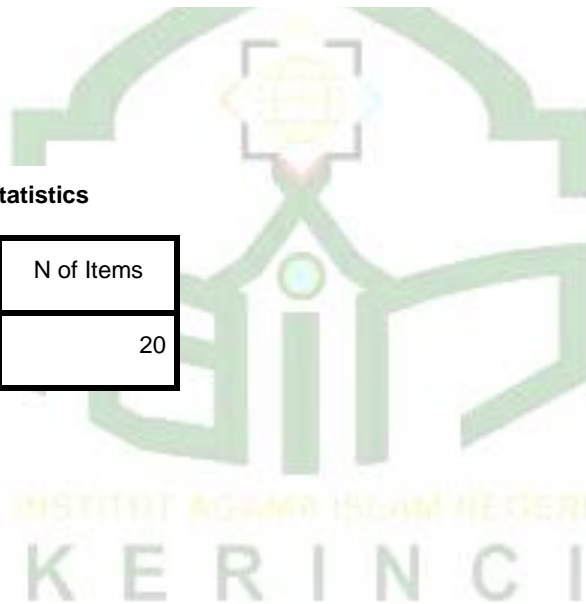
APPENDIX 7 : Index Difficulties of Reading Comprehension Test

No	Responden	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
1	R-1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0
2	R-2	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1
3	R-3	0	1	1	0	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0
4	R-4	1	1	1	1	0	0	0	0	1	1	0	1	1	0	1	1	0	0	1	1
5	R-5	1	0	0	1	1	1	0	1	0	1	1	1	1	0	0	0	1	1	1	1
6	R-6	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0
7	R-7	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	1
8	R-8	0	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	0	1	0	1
9	R-9	1	1	1	0	0	0	1	1	1	1	0	0	1	1	1	0	0	1	0	0
10	R-10	1	1	0	1	0	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1
11	R-11	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	0	1	0
12	R-12	0	1	0	1	1	1	0	1	0	0	1	1	0	1	1	0	1	0	1	0
13	R-13	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	0	0	0	0
14	R-14	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	0	1	1	1	1
15	R-15	1	0	1	0	1	0	1	1	1	1	0	1	1	0	0	0	1	0	1	1
16	R-16	1	1	0	1	1	0	1	1	1	1	0	1	0	0	1	1	1	0	1	1
	Index difficulties	0.81	0.75	0.63	0.75	0.69	0.69	0.56	0.88	0.56	0.75	0.56	0.75	0.56	0.50	0.69	0.56	0.56	0.62	0.75	0.56
		Easy	Easy	Moderate	Easy	Moderate	Moderate	Moderate	Easy	Moderate	Easy	Moderate	Easy	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Easy	Moderate

APPENDIX 8 : Discrimination Power Index of Reading Comprehension Test

No	Responden	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
1	R-1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0
2	R-2	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1
3	R-3	0	1	1	0	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0
4	R-4	1	1	1	1	0	0	0	0	1	1	0	1	1	0	1	1	0	0	1	1
5	R-5	1	0	0	1	1	1	0	1	0	1	1	1	1	0	0	0	1	1	1	1
6	R-6	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0
7	R-7	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	1
8	R-8	0	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	0	1	0	1
9	R-9	1	1	1	0	0	0	1	1	1	1	0	0	1	1	1	0	0	1	0	0
10	R-10	1	1	0	1	0	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1
11	R-11	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	0	1	0
12	R-12	0	1	0	1	1	1	0	1	0	0	1	1	0	1	1	0	1	0	1	0
13	R-13	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	0	0	0	0
14	R-14	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	0	1	1	1	1
15	R-15	1	0	1	0	1	0	1	1	1	1	0	1	1	0	0	0	1	0	1	1
16	R-16	1	1	0	1	1	0	1	1	1	1	0	1	0	0	1	1	1	0	1	1
		0,5	0,1	0,5	0,3	0,1	0,1	0,4	0,3	0,2	0,6	0,1	0,8	0,6	0,6	0,4	0,6	0,8	0	0,4	0,7
	Discrimination power index	Good	Bad	Good	Fair	Bad	Bad	Fair	Fair	Bad	Good	Bad	V-good	Good	Good	Fair	Good	V-good	Bad	Good	Good

APPENDIX 9 : Students Reading Comprehension Test Score

NO	STUDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL	SCORE
1	A1	1	0	1	0	1	1	1	1	0	1	0	0	0	1	0	1	1	1	1	1	13	65
2	A2	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	18	90
3	A3	0	1	0	1	0	1	0	1	0	1	0	0	1	1	0	0	0	0	0	1	8	40
4	A4	1	1	1	1	0	0	0	1	1	0	1	0	1	1	0	1	1	1	0	1	13	65
5	A5	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	16	80
6	A6	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	0	1	0	14	70
7	A7	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	15	75
8	A8	1	1	1	0	0	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	14	70
9	A9	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	16	80
10	A10	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	17	85
11	A11	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	14	70
12	A12	1	1	1	0	1	1	1	0	1	0	1	1	1	0	0	0	1	1	0	1	13	65
13	A13	1	1	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	11	55
14	A14	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	16	80
15	A15	1	1	1	1	1	1	0	0	1	0	1	0	1	1	0	0	1	1	1	1	14	70
16	A16	1	0	0	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	0	14	70
17	A17	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	12	60
18	A18	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
19	A19	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	17	85
20	A20	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	16	80
21	A21	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	16	80
22	A22	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	15	75
23	A23	1	1	1	0	0	0	0	1	0	0	0	0	1	1	1	1	1	1	0	0	10	50
24	A24	0	0	0	1	0	1	1	1	1	0	1	0	1	0	0	0	0	1	0	0	8	40
25	A25	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	14	70
26	A26	1	1	1	1	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	1	11	55
27	A27	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	0	1	15	75
28	A28	1	0	1	1	0	0	1	0	0	1	0	0	1	1	0	0	1	0	1	1	10	50
29	A29	1	1	1	0	0	1	0	0	0	1	0	1	1	1	1	1	1	1	1	0	13	65
30	A30	1	0	0	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	0	13	65
31	A31	1	1	0	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	0	12	60
32	A32	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	15	75
33	A33	1	0	1	0	1	0	1	1	1	0	0	0	0	0	1	0	0	1	0	0	8	40
34	A34	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
35	A35	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	1	15	75
36	A36	0	0	0	1	1	0	0	1	1	1	1	0	1	0	0	1	0	1	0	0	9	45

No	Kode	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Jml	Nilai
37	A37	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	16	80
38	A38	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	19	95
39	A39	1	1	1	0	0	1	1	1	0	0	1	1	0	1	1	0	1	0	1	1	13	65
40	A40	1	1	1	1	1	0	1	1	0	0	1	1	0	1	0	0	1	0	1	0	12	60
41	A41	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	16	80
42	A42	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	19	95
43	A43	1	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	1	1	1	8	40
44	A44	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	0	1	0	1	1	14	70
45	A45	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	12	60
46	A46	1	0	1	1	0	1	1	1	1	0	0	1	1	0	0	1	0	1	1	0	12	60
47	A47	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	0	0	13	65
48	A48	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	0	1	0	1	14	70
49	A49	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	0	1	15	75
50	A50	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	14	70
51	A51	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	0	1	0	1	14	70
52	A52	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	1	1	15	75
53	A53	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	8	40
54	A54	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	17	85
55	A55	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	16	80
56	A56	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	16	80
57	A57	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
58	A58	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	19	95
59	A59	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19	95
60	A60	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	80
61	A61	1	1	0	1	1	0	1	1	0	0	1	0	0	1	1	0	0	1	1	1	12	60
62	A62	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	16	80
63	A63	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	16	80
64	A64	1	0	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	14	70
65	A65	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	18	90
66	A66	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
67	A67	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	16	80
68	A68	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	17	85
69	A69	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
70	A70	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
71	A71	1	1	1	0	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	0	14	70
72	A72	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	18	90
F		66	53	55	46	48	48	43	59	53	46	56	50	60	53	51	51	55	53	48	47	1043	

JMLH	5213
MI	72,40277
ME	75
MO	80
SDI	14,672183

APPENDIX 10 : Interwiew Transcript

Interviewer : S1

No	Question	Answer
1	apakah anda suka membaca teks bahasa inggris?	Tidak terlalu suka dengan teks bahasa inggris
2	apakah membaca teks bahasa inggris itu sulit?	Lumayan sulit
3	Apakah teks yang diberikan oleh guru sudah sesuai dengan silabus?	teks yang diberikan guru sudah sesuai dengan silabus
4	apakah teks yang diberikan guru mudah untuk dipahami?	kadang ada beberapa teks yang mudah untuk dipahami. Tapi klo misalkan susah untuk dipahami, maka gurunya membantu untuk menerjemahkannya.
5	Apakah teks yang diberikan oleh guru sesuai dengan kejadian atau pernah terjadi di lingkungan sekitar?	kebanyakan yang diberikan oleh guru diambil dari kegiatan sekitar
6	strategi atau cara apa saja yang digunakan dalam mengajar reading?	biasanya guru meminta siswa untuk menerjemahkan kalimat yang bakal diajarkan. Dan terkadang menggunakan video untuk lebih paham.
7	bagaimana pendapat anda tentang cara penyampaian materi oleh guru?	gurunya mengajar materinya mudah untuk dipahami
8	Apakah guru menjelaskan mengenai struktur dari teks yang dipelajari?	kadang guru menjelaskan dan kadang tidak menjelaskan.
9	menurut pendapat anda apakah kata-kata yang digunakan guru mudah untuk dipahami?	tergantung seberapa sulit teks yang akan dipelajari. Terkadang guru menggunakan bahasa campuran (Indonesia dan inggris
10	apakah guru memperbolehkan untuk menggunakan kamus untuk memahami vocabulary?	iya, terkadang menggunakan kamus, kadang menggunakan google translate
11	apakah guru mengajarkan tentang kata rujukan dalam sebuah teks?	kadang kadang diajarkan
12	apakah penggunaan kata rujukan didalam teks yang diberikan guru mudah untuk dipahami?	lumayan. Karena apabila susah maka guru akan membantu menjelaskan ulang agar paham
13	Apakah anda mengalami kesulitan dalam mencaritakan ulang teks yang sudah dipelajari?	Jika teksnya sudah dipahami maka saya tidak akan mengalami kesulitan. Dan sebaliknya
14	Apakah anda mengalami kesulitan	Iya. Saya sering mengalami

	dalam memahami teks bahasa inggris?	kesulitan
15	kesulitan seperti apa yang dialami ketika memahami teks bahasa inggris?	penggunaan kata yang terlalu sulit dipahami.

Interviewer : S2

No	Question	Answer
1	apakah anda suka membaca teks bahasa inggris?	Tidak terlalu suka
2	apakah membaca teks bahasa inggris itu sulit?	Iya lumayan sulit
3	Apakah teks yang diberikan oleh guru sudah sesuai dengan silabus?	Iya sesuai dengan silabus
4	apakah teks yang diberikan guru mudah untuk dipahami?	Tergantung teks yang diberikan oleh guru
5	Apakah teks yang diberikan oleh guru sesuai dengan kejadian atau pernah terjadi di lingkungan sekitar?	Terkadang sesuai dengan lokasi sekitar sekolah
6	strategi atau cara apa saja yang digunakan dalam mengajar reading?	Terkadang menerjemahkan sebuah teks. Dan terkadang menggunakan video
7	bagaimana pendapat anda tentang cara penyampaian materi oleh guru?	Guru menyampaikan materinya mudah untuk dipahami
8	Apakah guru menjelaskan mengenai struktur dari teks yang dipelajari?	Jika teksnya panjang maka guru akan menjelaskannya.
9	menurut pendapat anda apakah kata-kata yang digunakan guru mudah untuk dipahami?	Iya mudah untuk dipahami
10	apakah guru memperbolehkan untuk menggunakan kamus untuk memahami vocabulary?	iya, guru mengizinkan menggunakan kamus, untuk menerjemahkan teks.
11	apakah guru mengajarkan tentang kata rujukan dalam sebuah teks?	Iya diajarkan
12	apakah penggunaan kata rujukan didalam teks yang diberikan guru mudah untuk dipahami?	Lumayan mudah dimengerti.
13	Apakah anda mengalami kesulitan dalam mencaritakan ulang teks yang sudah dipelajari?	Kalau secara detail saya mengalami kesulatan
14	Apakah anda mengalami kesulitan dalam memahami teks bahasa inggris?	Iya sering mengalami.

| 15 | kesulitan seperti apa yang dialami ketika memahami teks bahasa inggris? | Belum mehami dan mengerti teks karena tidak tau arti teksnya |

Interviewer : S3

No	Question	Answer
1	apakah anda suka membaca teks bahasa inggris?	Tergantung mood. Terkadang suka kadang tidak
2	apakah membaca teks bahasa inggris itu sulit?	lumayan sulit
3	Apakah teks yang diberikan oleh guru sudah sesuai dengan silabus?	Sudah sesuai
4	apakah teks yang diberikan guru mudah untuk dipahami?	Kadang kadang mudah, kadang kadang usah.
5	Apakah teks yang diberikan oleh guru sesuai dengan kejadian atau pernah terjadi di lingkungan sekitar?	Biasanya pernah
6	strategi atau cara apa saja yang digunakan dalam mengajar reading?	Biasanya guru memberikan video atau menggunakan power point dengan infokus
7	bagaimana pendapat anda tentang cara penyampaian materi oleh guru?	Mudah dipahami dan lumayan menarik
8	Apakah guru menjelaskan mengenai struktur dari teks yang dipelajari?	Iya dijelaskan.
9	menurut pendapat anda apakah kata-kata yang digunakan guru mudah untuk dipahami?	Tergantung cara guru mengajarkannya
10	apakah guru memperbolehkan untuk menggunakan kamus untuk memahami vocabulary?	Boleh
11	apakah guru mengajarkan tentang kata rujukan dalam sebuah teks?	Pernah
12	apakah penggunaan kata rujukan didalam teks yang diberikan guru mudah untuk dipahami?	Lumayan mudah dipahami
13	Apakah anda mengalami kesulitan dalam mencaritakan ulang teks yang sudah dipelajari?	Kalau secara detail saya mengalami kesulatan
14	Apakah anda mengalami kesulitan dalam memahami teks bahasa inggris?	Iya sering megalami.
15	kesulitan seperti apa yang dialami ketika memahami teks bahasa inggris?	Belum mehami dan mengerti teks karena tidak tau arti teksnya

Interviewer : S4

No	Question	Answer
1	apakah anda suka membaca teks bahasa inggris?	Untuk membaca teks bahasa inggris kurang suka
2	apakah membaca teks bahasa inggris itu sulit?	Kadang sulit kadang tidak
3	Apakah teks yang diberikan oleh guru sudah sesuai dengan silabus?	Iya sesuai
4	apakah teks yang diberikan guru mudah untuk dipahami?	Mudah untuk dipahami
5	Apakah teks yang diberikan oleh guru sesuai dengan kejadian atau pernah terjadi di lingkungan sekitar?	Sebagian teks pernah. Sebagian tidak.
6	strategi atau cara apa saja yang digunakan dalam mengajar reading?	Terkadang menggunakan video kadang diminta menerjemahkan sebuah teks.
7	bagaimana pendapat anda tentang cara penyampaian materi oleh guru?	Cara guru menyampaikan materinya mudah untuk dipahami
8	Apakah guru menjelaskan mengenai struktur dari teks yang dipelajari?	Iya dijelaskan.
9	menurut pendapat anda apakah kata-kata yang digunakan guru mudah untuk dipahami?	Iya mudah
10	apakah guru memperbolehkan untuk menggunakan kamus untuk memahami vocabulary?	Iya boleh. Kadang menggunakan buku kadang menggunakan Hp
11	apakah guru mengajarkan tentang kata rujukan dalam sebuah teks?	Iya diajarkan
12	apakah penggunaan kata rujukan didalam teks yang diberikan guru mudah untuk dipahami?	mudah dimengerti.
13	Apakah anda mengalami kesulitan dalam mencaritakan ulang teks yang sudah dipelajari?	Sangat sulit
14	Apakah anda mengalami kesulitan dalam memahami teks bahasa inggris?	iya.ada kesulitan
15	kesulitan seperti apa yang dialami ketika memahami teks bahasa inggris?	tidak mengerti apa yang diceritakan. Dan tidak mengerti kata kata dalam teks.

Interviewer : S5

No	Question	Answer
1	apakah anda suka membaca teks bahasa inggris?	Suka
2	apakah membaca teks bahasa inggris itu sulit?	Tidak. Karena dengan membaca bahasa inggris saya lebih mengerti.
3	Apakah teks yang diberikan oleh guru sudah sesuai dengan silabus?	Iya sesuai.tapi kadang dalam silabus sudah berulang diterapkan guru
4	apakah teks yang diberikan guru mudah untuk dipahami?	Mudah. Karena guru menjelaskan teks tersebut
5	Apakah teks yang diberikan oleh guru sesuai dengan kejadian atau pernah terjadi di lingkungan sekitar?	Di LKS tidak sesuai. Tapi kalau dari gurunya sudah sesuai dengan lingkungan sekolah
6	strategi atau cara apa saja yang digunakan dalam mengajar reading?	guru meminta siswa mebaca teksnya sendiri. Kemudian jika tidak bisa maka guru akan membantu menerjemahkan.
7	bagaimana pendapat anda tentang cara penyampaian materi oleh guru?	Penyampaian guru baik. Karena diikuti terjemahannya. Sehingga mudah dipahami.
8	Apakah guru menjelaskan mengenai struktur dari teks yang dipelajari?	Iya setiap guru menjelaskan maka guru menjelaskan detail dari isi teks tersebut
9	menurut pendapat anda apakah kata-kata yang digunakan guru mudah untuk dipahami?	Mudah
10	apakah guru memperbolehkan untuk menggunakan kamus untuk memahami vocabulary?	Iya diperboleh. Kadang kita bertanya dan guru menjawab artinya
11	apakah guru mengajarkan tentang kata rujukan dalam sebuah teks?	Sudah. Bahkan berkali kali karena itu dasar dalam pembelajaran.
12	apakah penggunaan kata rujukan didalam teks yang diberikan guru mudah untuk dipahami?	Lumayan mudah dipahami
13	Apakah anda mengalami kesulitan dalam mencaritakan ulang teks yang sudah dipelajari?	Kalau menceritakan kembali secara detail saya mengalami kesulitan
14	Apakah anda mengalami kesulitan dalam memahami teks bahasa inggris?	Iya sering megalami.
15	kesulitan seperti apa yang dialami ketika memahami teks bahasa inggris?	Adanya kata kata yang tidak dimengerti arti kata yang ada didalam teks.

Interviewer : S6

No	Question	Answer
1	apakah anda suka membaca teks bahasa inggris?	Kurang suka
2	apakah membaca teks bahasa inggris itu sulit?	Kadang sulit kadang tidak
3	Apakah teks yang diberikan oleh guru sudah sesuai dengan silabus?	Iya sesuai
4	apakah teks yang diberikan guru mudah untuk dipahami?	Mudah.
5	Apakah teks yang diberikan oleh guru sesuai dengan kejadian atau pernah terjadi di lingkungan sekitar?	Kadang pernah kadang tidak
6	strategi atau cara apa saja yang digunakan dalam mengajar reading?	guru menggunakan video. Kadang menerjemahkan
7	bagaimana pendapat anda tentang cara penyampaian materi oleh guru?	Penyampaian guru mudah dipahami
8	Apakah guru menjelaskan mengenai struktur dari teks yang dipelajari?	Iya setiap guru menjelaskan maka guru menjelaskan detail dari isi teks tersebut
9	menurut pendapat anda apakah kata-kata yang digunakan guru mudah untuk dipahami?	Mudah
10	apakah guru memperbolehkan untuk menggunakan kamus untuk memahami vocabulary?	Iya diperboleh. Kadang kamus dan kadang Hp
11	apakah guru mengajarkan tentang kata rujukan dalam sebuah teks?	Sudah diajarkan
12	apakah penggunaan kata rujukan didalam teks yang diberikan guru mudah untuk dipahami?	Iya mudah dipahami
13	Apakah anda mengalami kesulitan dalam mencaritakan ulang teks yang sudah dipelajari?	Kalau sudah tau isi teks maka tidak kesulitan
14	Apakah anda mengalami kesulitan dalam memahami teks bahasa inggris?	Iya saya sering megalami.
15	kesulitan seperti apa yang dialami ketika memahami teks bahasa inggris?	Tidak tau arti kata-kata dalam teks.

Interviewer : S7

No	Question	Answer
1	apakah anda suka membaca teks bahasa inggris?	Kalau saya sih Kurang suka
2	apakah membaca teks bahasa inggris itu sulit?	Kadang sulit juga kadang tidak
3	Apakah teks yang diberikan oleh guru sudah sesuai dengan silabus?	Menurut saya teksnya sudah sesuai dengan silabus
4	apakah teks yang diberikan guru mudah untuk dipahami?	Tergantung dengan materi yang diberikan oleh guru
5	Apakah teks yang diberikan oleh guru sesuai dengan kejadian atau pernah terjadi di lingkungan sekitar?	Kadang sesuai dengan lingkungan sekolah
6	strategi atau cara apa saja yang digunakan dalam mengajar reading?	Dengan cara memberikan video pembelajaran dan menerjemahkan teks
7	bagaimana pendapat anda tentang cara penyampaian materi oleh guru?	Mudah dimengerti
8	Apakah guru menjelaskan mengenai struktur dari teks yang dipelajari?	Tergantung dengan teksnya. Apabila teksnya panjang maka guru menjelaskannya.
9	menurut pendapat anda apakah kata-kata yang digunakan guru mudah untuk dipahami?	Iya mudah
10	apakah guru memperbolehkan untuk menggunakan kamus untuk memahami vocabulary?	Iya boleh. Kadang kamus buku dan kadang Hp untuk menerjemahkannya
11	apakah guru mengajarkan tentang kata rujukan dalam sebuah teks?	Iya sudah diajarkan
12	apakah penggunaan kata rujukan didalam teks yang diberikan guru mudah untuk dipahami?	Mudah untuk dipahami
13	Apakah anda mengalami kesulitan dalam menceritakan ulang teks yang sudah dipelajari?	Kalau saya sudah tau isi dari teks tersebut maka tidak kesulitan
14	Apakah anda mengalami kesulitan dalam memahami teks bahasa inggris?	Tidak terlalu kesulitan
15	kesulitan seperti apa yang dialami ketika memahami teks bahasa inggris?	Tidak bisa menerjemahkan arti teks tersebut

Interviewer : S8

No	Question	Answer
1	apakah anda suka membaca teks bahasa inggris?	Tidak terlalu suka
2	apakah membaca teks bahasa inggris itu sulit?	Sulit karena saya belum memahaminya
3	Apakah teks yang diberikan oleh guru sudah sesuai dengan silabus?	Iya teks yang diberikan oleh guru sudah sesuai dengan silabus.
4	apakah teks yang diberikan guru mudah untuk dipahami?	Sangat mudah. Karena penjelasannya sangat tepat
5	Apakah teks yang diberikan oleh guru sesuai dengan kejadian atau pernah terjadi di lingkungan sekitar?	Pernah. Kadang dikehidupan sehari hari. Kadang dilingkungan sekolah
6	strategi atau cara apa saja yang digunakan dalam mengajar reading?	Untuk sementara ini dengan gerakan tangan saja.
7	bagaimana pendapat anda tentang cara penyampaian materi oleh guru?	Penyampaian materinya jelas dan baik. Perlahan dan tidak cepat cepat
8	Apakah guru menjelaskan mengenai struktur dari teks yang dipelajari?	Iya
9	menurut pendapat anda apakah kata-kata yang digunakan guru mudah untuk dipahami?	Sangat Mudah untuk dipahami
10	apakah guru memperbolehkan untuk menggunakan kamus untuk memahami vocabulary?	Iya memperbolehkan.
11	apakah guru mengajarkan tentang kata rujukan dalam sebuah teks?	Sudah.saat duduk dibangku kelas X
12	apakah penggunaan kata rujukan didalam teks yang diberikan guru mudah untuk dipahami?	sangat mudah untuk dipahami
13	Apakah anda mengalami kesulitan dalam mencaritakan ulang teks yang sudah dipelajari?	Iya
14	Apakah anda mengalami kesulitan dalam memahami teks bahasa inggris?	Iya kesulitan
15	kesulitan seperti apa yang dialami ketika memahami teks bahasa inggris?	Ketika disuruh menjelaskan menggunakan bahasa inggris.

Interviewer : S9

No	Question	Answer
1	apakah anda suka membaca teks bahasa inggris?	Kurang suka
2	apakah membaca teks bahasa inggris itu sulit?	Kadang sulit kadang tidak
3	Apakah teks yang diberikan oleh guru sudah sesuai dengan silabus?	Iya sesuai
4	apakah teks yang diberikan guru mudah untuk dipahami?	Sangat Mudah.
5	Apakah teks yang diberikan oleh guru sesuai dengan kejadian atau pernah terjadi di lingkungan sekitar?	Kadang pernah kadang juga tidak
6	strategi atau cara apa saja yang digunakan dalam mengajar reading?	Kadang menggunakan video. Kadang menerjemahkan
7	bagaimana pendapat anda tentang cara penyampaian materi oleh guru?	Cara penyampaian guru mudah dipahami
8	Apakah guru menjelaskan mengenai struktur dari teks yang dipelajari?	Iya dijelaskan
9	menurut pendapat anda apakah kata-kata yang digunakan guru mudah untuk dipahami?	Iya Mudah
10	apakah guru memperbolehkan untuk menggunakan kamus untuk memahami vocabulary?	Iya boleh. Kadang kamus dan kadang Hp
11	apakah guru mengajarkan tentang kata rujukan dalam sebuah teks?	Iya diajarkan
12	apakah penggunaan kata rujukan didalam teks yang diberikan guru mudah untuk dipahami?	Iya mudah
13	Apakah anda mengalami kesulitan dalam mencaritakan ulang teks yang sudah dipelajari?	Kalau sudah tau isi dari teks tersebut maka tidak kesulitan
14	Apakah anda mengalami kesulitan dalam memahami teks bahasa inggris?	Iumayan sering megalami.
15	kesulitan seperti apa yang dialami ketika memahami teks bahasa inggris?	Kesulitannya tidak tau arti teks tersebut

INSTITUT AGAMA ISLAM NEGERI(IAIN) KERINCI

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. KaptenMuradiKec.Pesisir Bukit Sungai PenuhTelp. (0748) 21065 Pax. (0748) 22114
Kode Pos.37112 Web :www.lainkerinci.ac.IdEmail: info@lainkerinci.ac.id

Nomor   : In.31/D.1/PP.00.9/ **665**/2022   31 Maret 2022

Lampiran   : -

Perihal   : **Mohon Izin Penelitian**

Kepada

Yth Kepala SMAN 3 Kerinci

di

   Tempat

Assalamualaikum w.w,

     Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan kerjasama Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama   : **Yoky Julianda**

NIM   : 1710203024

Jurusan   : Tadris Bahasa Inggris (TBI)

Fakultas   : Tarbiyah Dan Ilmu Keguruan

     Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi:
Students' Reading Comprehension of Analytical Exposition Text at the Eleventh Grade of SMAN 3 Kerinci Academic Year 2021/2022. Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal **01 April 2022 s.d. 01 Juni 2022.**

     Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamualaikum w.w

Dekan

Dr. Hadi Candra, S.Ag, M.Pd,
NIP.197305061999031004

Tembusan:
1. Rektor IAIN Kerinci (sebagai laporan)
2. Arsip

PEMERINTAH PROVINSI JAMBI

DINAS PENDIDIKAN

SMA NEGERI 3 KERINCI

Jln. Raya Pulau Tengah, Kec. Keliling Danau, Kab. Kerinci Prov. Jambi. KP. 37173 Telp. (0748)

SURAT KETERANGAN IZIN PENELITIAN
Nomor : 422 / 093 /SMA.3.Krc/2022

Berdasarkan Surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri (IAIN) Kerinci Fakultas Tarbiyah Dan Ilmu Keguruan Nomor : In.31/D.1/PP.00.9/663/2022 , tanggal, 31 Maret 2022 , perihal Mohon Izin Penelitian. Maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 3 Kerinci, Kabupaten Kerinci, Provinsi Jambi memberi izin kepada :

Nama	:	YOKY JULIANDA
NIM/NPM	:	1710203024
Jurusan/Probi	:	Tadris Bahasa Inggris (TBI)
Fakultas	:	Tarbiyah Dan Ilmu Keguruan
Alamat	:	Pasar Semerap

Untuk melaksanakan penelitian serta memperoleh data dan keterangan guna penyusunan skripsi yang ber judul " Students' Reading Comprehension of Analytical Exposition Text at the Eleventh Grade of SMA Neger 3 Kerinci Academik Year 2021/2022 " di Sekolah Menengah Atas Negeri 3 Kerinci.

Demikianlah surat izin ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Pulau Tengah, 04 April 2022
Kepala Sekolah,

MARJAN, S.Pd.M.Si
NIP. 19710109 199702 1 00

PEMERINTAH PROVINSI JAMBI

DINAS PENDIDIKAN

SMA NEGERI 3 KERINCI

Jln.Raya Pulau Tengah, Kec. Keliling Danau, Kab. Kerinci, Prov. Jambi. KP. 37173 Telp. (0748)

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor :422/ 094/SMA.3.Krc/2022

Berdasarkan surat dari Kementerian Agama Repbulik Indonesisa, Institut Agama Islam Negeri (IAIN) Kerici Fakultas Tarbiyah Dan Ilmu Keguruan Nomor : In.31/D.1/PP.00.9/663/2022 , tanggal, 31 Maret 2022, perihal Izin Penelitian. Dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 3 Kerinci, Kabupaten Kerinci, Provinsi Jambi dengan ini menerangkan bahwa :

Nama	: **YOKY JULIANDA**
NIM	: 1710203024
Jurusan	: Tadris Bahasa Inggris (TBI)
Falkultas	: Tarbiyah Dan Ilmu Keguruan
Jenjang	: S.1

Yang nama tersebut di atas telah selesai melaksanakan penelitian di SMA Negeri 3 Kerinci pada tanggal, 01 April s.d 15 April 2022 dengan judul *"Students' Reading Comprehension of Analytical Exposition Text at the Eleventh Grade of SMAN 3 Kerinci Academic Year 2021/2022 "*

Demikianlah surat keterangan telah melaksanakan penelitian ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Pulau Tengah, 16 April 2022
Kepala Sekolah,

MARJAN, S.Pd, M.Si
NIP. 19710109 199702 1 002

CURRICULUM VITAE

CONTACT INFORMATION

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Address   : Pasar Semerap,

                       Kabupaten Kerinci, Jambi

Phone   : +6282211700022

Email   : juliandayoky028@gmail.com

PERSONAL INFORMATION

Date of Birth   : 16th July 1999

Place of Birth   : Koto Patah

Citizenship   : Indonesia

Gender   : Male

Martial Status   : Single

Job   : Student Collage of State Islamic Institue of Kerinci

Father's Name   : Sudirman

Mother's Name   : Rukmawati

EDUCATION

No	School Name	Place	Graduation
1	TK Al-Ikhlas Semerap	Koto Patah	2004
2	SDN 53/III Koto Patah	Koto Patah	2005
3	SMPN 16 Kerinci	Koto Patah	2011
4	MAN 2 Sungai Penuh	Sungai Penuh	2014
5	IAIN Kerinci	Kerinci	2017-Sekarang