

**THE CORRELATION BETWEEN USING LEXICAL INFERENCE STRATEGIES
AND STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT
THE FIRST SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN
KERINCI IN THE ACADEMIC YEAR 2023/2024**

THESIS



By

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**STATE ISLAMIC INSTITUTE OF KERINCI
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
YEAR 2023 M/1444 H**

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THESIS

*Submitted as a Partial Fulfillments of the Requirements for Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Training State Islamic Institute of Kerinci*

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Assalamu'alaikum Warahmatullah Wabarakatuh

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ABSTRACT

Ariffsa, 2023 : **The Correlation Between Using Lexical Inferencing Strategies and Students' Reading Comprehension of Descriptive Text at the First Semester Students of English Department of IAIN Kerinci in the Academic Year 2023/2024.**

Advisors : **1. Dr. Novri Pahrizal, M. Pd**
2. Herayati, M.Pd

Key words : ***Correlation of Using Inferencing Strategies, Reading Comprehension, Descriptive Text***

This research discusses the findings on lexical inferencing strategies and reading comprehension of descriptive texts at first-semester students at IAIN Kerinci. The population consists of all first-semester English students at IAIN Kerinci, totaling 25 individuals, with the sample determined by using total sampling technique resulting in a sample size of 25. The kind of this research was Quantitative research with a correlational approach. Data collection techniques used in this study consist of 2 techniques, namely questionnaires distributed to students to determine students' lexical inference skills and reading comprehension tests on descriptive text. In the context of quantitative research, an instrument refers to a tool or set of tools used to collect data. This can include questionnaires, surveys, scales, tests, or other methods to collect information from research participants. Data were collected through questionnaires and a reading comprehension test, then analyzed descriptively and with a t-test. The research results indicate showed that first semester students at IAIN Kerinci had an excellent ability in applying lexical inference strategies, The implication is that integrating this strategy in English language learning at IAIN Kerinci can contribute to the improvement of students' reading comprehension, signaling the importance of the lexical inference strategy as an essential element in the development of reading skills at the tertiary level.

K E R I N C I

ABSTRAK

Ariffsa, 2023 : **Korelasi antara Penggunaan Strategi Inferensi terhadap Pemahaman Bacaan Mahasiswa pada Teks Deskriptif Mahasiswa Semester Pertama Jurusan Bahasa Inggris Tahun Akademik 2023/2024 .**

Dosen Pembimbing : **1. Dr. Novri Pahrizal, M. Pd**
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Kata Kunci : ***Hubungan Penggunaan Strategi Inferensi, Pemahaman Membaca Teks Deskriptif***

Penelitian ini membahas tentang temuan strategi inferensi leksikal dan pemahaman membaca teks deskriptif pada mahasiswa semester satu di IAIN Kerinci. Populasinya terdiri dari seluruh mahasiswa Bahasa Inggris semester satu di IAIN Kerinci yang berjumlah 25 orang, dengan sampel ditentukan dengan menggunakan teknik total sampling sehingga menghasilkan jumlah sampel sebanyak 25 orang. Jenis penelitian ini adalah penelitian Kuantitatif dengan pendekatan korelasional. Teknik pengumpulan data yang digunakan dalam penelitian ini terdiri dari 2 teknik yaitu angket yang dibagikan kepada siswa untuk mengetahui keterampilan inferensi leksikal siswa dan tes pemahaman membaca pada teks deskriptif. Dalam konteks penelitian kuantitatif, instrumen mengacu pada alat atau seperangkat alat yang digunakan untuk mengumpulkan data. Hal ini dapat mencakup kuesioner, survei, skala, tes, atau metode lain untuk mengumpulkan informasi dari peserta penelitian. Data dikumpulkan melalui angket dan tes pemahaman membaca, kemudian dianalisis secara deskriptif dan dengan uji-t. Hasil penelitian menunjukkan bahwa mahasiswa semester satu IAIN Kerinci memiliki kemampuan yang sangat baik dalam menerapkan strategi inferensi leksikal, Implikasinya adalah dengan mengintegrasikan strategi ini dalam pembelajaran bahasa Inggris di IAIN Kerinci dapat berkontribusi pada peningkatan pemahaman membaca siswa, menandakan pentingnya strategi inferensi leksikal sebagai elemen penting dalam pengembangan keterampilan membaca di tingkat tersier.

DEDICATION AND MOTTO

DEDICATION

This thesis is dedicated to my cherished father (ISHAK) and beloved mother (YENTI SUKMA), whose unwavering prayers, constant motivation, and boundless love have been instrumental in fueling my determination to complete my education at IAIN Kerinci. Their enduring support has been a guiding light throughout this academic journey. In the end, I pray that Allah SWT bestows upon me knowledge that serves the betterment of religion, country, and nation. My heartfelt gratitude extends to my family for their unwavering support and constant encouragement that has been a source of strength and inspiration.

MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥)
(العلق/96:1-5)

1. Recite in the name of your Lord who created
2. Created man from a clinging substance.
3. Recite, and your Lord is the most Generous
4. Who taught by the pen
5. Taught man that which he knew not. (Al-'Alaq/96:1-5)

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All praise and gratitude be to Allah, giving praise and mercy upon all creatures in the earth, the all wise, the lord of the universe who has given the strength and guidance to the researcher so that the researcher can finish this thesis. Blessing salutation be upon to our prophet Muhammad SAW, that has brought us from nature's darkness to the light of nature lit as we feel at the moment and as a rule of life of mankind in living life in nature that this mortal.

This, thesis, entitled "The Correlation Between Using Lexical Inferencing Strategies and Students' Reading Comprehension of Descriptive Text in the First Semester Students of English Education Program Academic Year 2023/2024" is intended to fulfil the requirement for achieving the degree Strata 1 at English department of education and teacher training faculty of IAIN Kerinci. Finishing this thesis was not simple thing at all and the researcher definitely spent a great deal of time but gave me valuable experience. The researcher realizes that this thesis would not have been completed without any contributions, motivations, and supports from many people. So, the researcher would like to express many thanks to the people who have given their time, ideas, motivations and supports:

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The researcher realizes that this thesis is still so far from perfect. However, the researcher has an expectation that this thesis will be useful for everyone who want to research further about Pictionary game. Constructive criticism and suggestions expected from the readers. Hopefully it can be useful for the reader, especially for the English Department students. At last, the researcher prays to Allah SWT, may this thesis would be useful and my God bless us. Aamiin.

Kerinci, November 2023

The Researcher,

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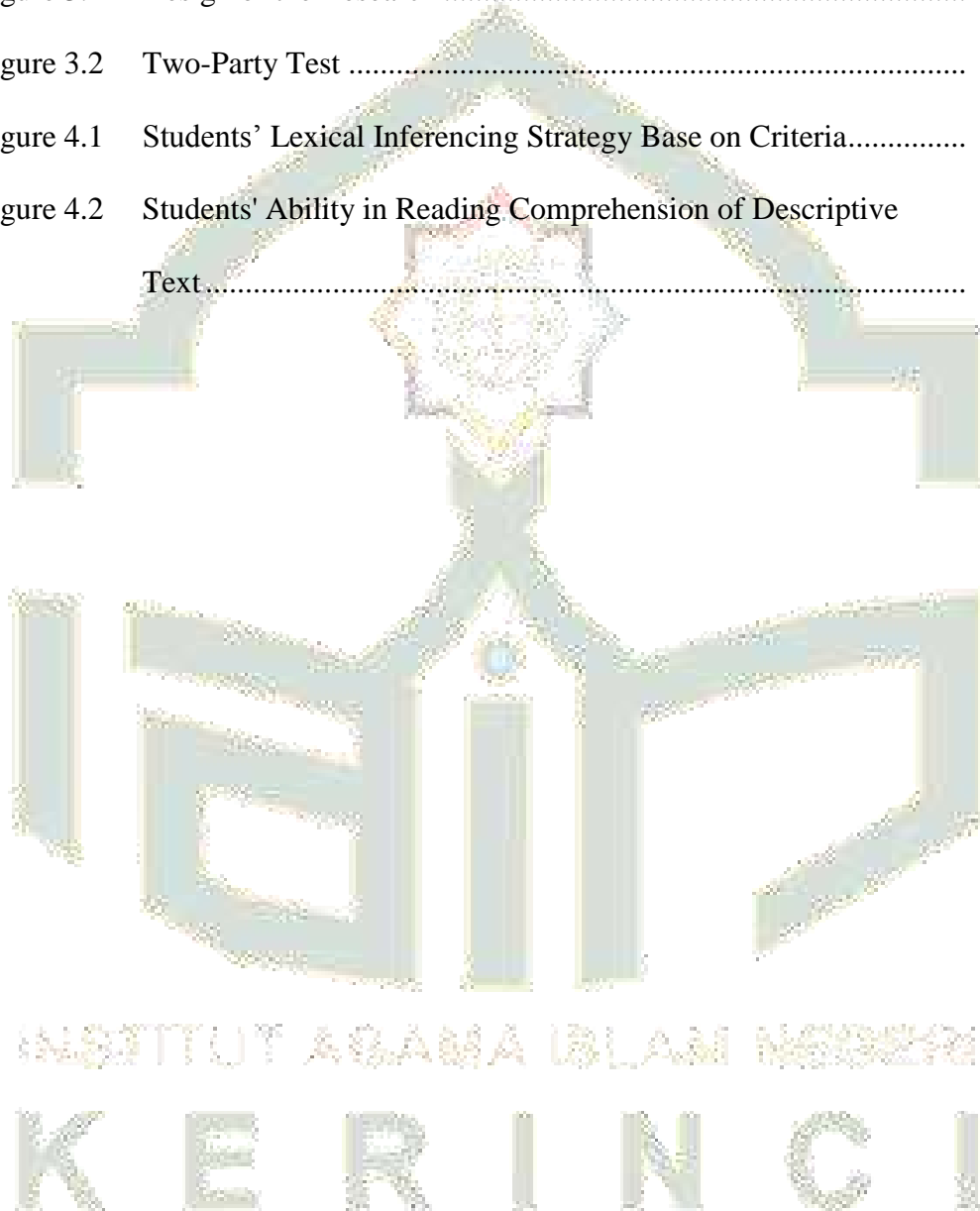
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CHAPTER I

INTRODUCTION

A. Background of the Problems

Language is an essential component of human existence. One of the languages used in the communication process is English. As a language that unites people from all over the world, English is used in every region of the world, so it is known as an international language. Therefore, the Indonesian government stipulates that English will be recognized as a foreign language in Indonesia. There are four skills that are learned in English namely reading, speaking, listening, and writing (Snow, 2002).

Reading is an essential skill that needs to be acquired by students to improve their academic performance (Suhaimi et al., 2020). Reading comprehension is a vital component of reading, and it is imperative to ensure that students develop this skill to be able to comprehend the information presented in various forms of texts (Jumiati, 2014). However, many students suffer from difficulties in reading comprehension, particularly when it comes to descriptive texts. Descriptive texts focus on the detailed explanation of a particular subject or idea, making it difficult for students to comprehend and understand the text's intrinsic meaning (Sonafist & Vintoni, 2019).

One of the ways to improve students' reading comprehension is by using inferencing strategies. Inferencing strategies involve making assumptions and predictions based on the information presented in a text. Inferencing Strategies are complex reading skills that involve comprehension,

evaluation, and synthesis of information found in text. These skills require the use of contextual knowledge, text analysis, inference, and reflection on the reading process (Buslon & Alieto, 2019).

According to Biemiller, (2012), Inferencing Strategies are actions to understand the meaning of the text that involve the use of hidden information, identification of relationships between related information, and readiness to take risks in making inferences about the meaning contained in the text. According to (Beck & Sandora, 2016), Inferencing Strategies is a reading process that involves utilizing existing text information and contextual knowledge to build deeper understanding. Paying attention to dissimilarities or oddities in language, using knowledge about the text, and evaluating the relationship between information in the text are key skills in inferencing. The use of inferencing strategies improves comprehension, as it trains students to actively engage with the text and encourages students to think beyond the words presented in the text. Research is crucial for identifying effective inferencing strategies to enhance the reading comprehension of descriptive texts among first-semester students at IAIN Kerinci. Improving these skills can greatly impact academic performance and interactions with the world. Thus, this study aims to investigate the effects of using inferencing strategies on students' reading comprehension at IAIN Kerinci.

Based on the observations of researcher in the process of teaching and learning English at IAIN Kerinci first semester students, on 4 September 2023 found that students still have difficulty in understanding the descriptive

text they read, this can be seen when the lecturer asks students to explain the content of the text they have read, they have difficulty explaining it, the explanation is incomplete and less precise explaining the content of the descriptive text they have read. Another problem found in reading the descriptive texts that makes it difficult for students to understand and explain the texts. These problems are actually related to reading strategies, called inferencing strategies. This research will discuss the correlation between these strategies and students reading comprehension.

This research aims to investigate the correlation between the use of inferencing strategies in enhancing reading comprehension of descriptive texts among first-semester students of the English Department in the academic year 2023/2024. This research is significant because understanding descriptive texts is a fundamental need for students to broaden their knowledge scope, especially in the fields of science, social sciences, and humanities. Furthermore, proficient reading comprehension skills are crucial for improving students' academic performance and can positively contribute to everyday life. This study also presents a significant novelty in the utilization of inferencing strategies. It is expected that employing these strategies will assist students in grasping implied meanings within the text, thereby enhancing comprehension in reading. Consequently, this research is anticipated to provide valuable insights for the development of education and learning at the tertiary level, particularly concerning the improvement of reading skills and comprehension of descriptive texts.

In this study, the focus is not solely on the technical application of inference strategies but also on their cognitive and metacognitive dimensions. This encompasses the capacity to identify, analyze, and reflect on the comprehension achieved. Therefore, this research holds potential for significantly enhancing students' proficiency in understanding descriptive texts and for advancing the development of more effective learning strategies in the future.

Based on the background above researcher is interested to do research at titled “The Correlation Between Using Lexical Inferencing Strategies and Students’ Reading Comprehension of Descriptive Text in the First Semester Students of English Education Program Academic Year 2023/2024”.

B. Identification of Problem

Based on the background above, the problems could be identified as bellow:

1. Students still have difficulty understanding the descriptive text they read, it is seen when the teacher asks about the text they have read, students just keep quiet.
2. The students seem to be unmotivated and have unfavorable attitudes toward English, because of a large class size, limited reading strategies and teaching methods.
3. Low level of students' reading proficiency because of lacks of vocabularies.

4. In short, reading instruction in schools seems to fail to provide the skills that students actually need.

C. Limitation of Problem

This research was limited to use inferencing strategies on students' reading comprehension of descriptive text in the first semester students of IAIN Kerinci in the academic year 2023/2024 .

D. Research Question

Based on the identification of problems above, the research questions can be formulated as: there's any correlation between using lexical inferencing strategies and students' reading comprehension of descriptive text in the first semester students of english department of iain kerinci in the academic year 2023/2024?

E. Purpose of the Research

Based on the research question above, the purposes of the research was to know the correlation between using lexical inferencing strategies and students' reading comprehension of descriptive text in the first semester students of english department of iain kerinci in the academic year 2023/2024.

F. Significant of the Research

The benefits of this research consist of theoretical benefits and practical benefits, both can be explained as bellow:

1. Theoretical significance of the research

Give contribution about correlation between the use of inferencing strategies toward students' reading comprehension of descriptive text.

2. Practical significance of the research

- a. For the teacher : This research is expected to increase teacher knowledge about Using Inferencing Strategies on Students' Reading Comprehension
- b. For the students : they become more enthusiastic in learning and easier to understand reading text so that teaching and learning objectives can be achieved.
- c. For the next researcher: This research serves as a reference for future researchers,

G. Definition of Key Terms

1. Correlation is the extent to which two variables are related, reflecting a positive, negative, or no relationship between them. (Horby, 2003) .
2. Inferencing Strategies are complex reading skills that involve comprehension, evaluation, and synthesis of information found in text. These skills require the use of contextual knowledge, text analysis, inference, and reflection on the reading process (Buslon & Alieto, 2019).
3. Reading comprehension is an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text

4. Descriptive text is a type of text that has the main characteristic of providing a description of an object, person or place. (Sonafist & Vintoni, 2019).



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical of Research

1. Reading Comprehension

a. Nature of Reading Comprehension

As one of the basic language skills, reading is important to be learned and mastered by students. Reading is not a passive skill, to do it successfully, the students have to understand what the words mean, see the picture, understand the arguments and work out if we agree with them (Snow, 2002). Moreover, reading is an interactive process that goes on between the reader and the text, resulting in comprehension (Helm et al., 2021). Based on definition above, it can be concluded that reading is to understand and comprehend what is written. By reading, the students can get information from what they want to know.

Reading consists of two components, decoding and comprehension (Stoller, 2013). Decoding is the word recognition process that transforms print to words, whereas comprehension assigns meaning to words, sentences, and texts. Comprehension is the center of reading comprehending what reader reads is more than just recognize and understand words (Rayner, 2012).

Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.

To comprehend, readers must use information they already possess to filter, to interpret, to organize and to reflect upon the incoming information from the page (Suhaimi et al., 2020). Snow states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. When an effective reader reads for comprehension and understanding, it is an actively engaged and thoughtful process (Snow, 2002).

Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representation of the text that is important for comprehension. This representation includes, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klinger, 2007).

A reader's comprehension is influenced by a range of internal factors, including perceptions, beliefs, and motivation and problem-solving strategies. Karren Tankersley divided four important factors that influence reading comprehension:

- a. Command of the linguistic structure of the text
- b. Adequate vocabulary in the content area
- c. Degree of metacognitive control of the text, and
- d. Adequate domain knowledge (Tankersley, 2005).

When teaching for comprehension, our challenge is two folds: to understand the complexity of the comprehending process, and to apply this knowledge to our work with students. If the mind cannot formulate questions about the reading, true comprehension is impossible. The comprehension cannot occur if a reader is unable to ask questions of the author. In other words, comprehension is the part of reading that is very important to be learned (Bouchard, 2021). Therefore, reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understand the information.

Based on some definition above it can be concluded that reading comprehension is an active process that involves both extracting and constructing meaning from written language. The emphasis on engagement and interaction with the text is also a common thread in both definitions. It is clear that reading comprehension is a complex process that requires readers to use a range of strategies and skills, such as decoding, vocabulary knowledge, background knowledge, and critical thinking, to make sense of what they are reading.

b. Purpose of Reading Comprehension

Reading has many purposes; one of them is to develop students' comprehension of what they read. Reading with comprehension is the important part because the goal of reading itself is to communicate with the text. Comprehension depends on the ability to get individual word meanings. An EAP (English Academic Purpose) reading curriculum must account for how students learn to read for multiple purposes, including reading:

1. To search information
2. For general comprehension
3. To learn new information
4. To synthesize and evaluate information (Pattison, 2015).

The purpose of reading comprehension, according is to enable readers to derive meaning from written language. This involves understanding both the literal and figurative meanings of the text, as well as being able to make inferences and draw conclusions based on the information presented. The following are some specific purposes of reading comprehension:

1. To acquire information: One of the primary purposes of reading comprehension is to gain knowledge and information from written texts. This is especially important in academic and professional

contexts where readers need to comprehend complex texts to perform well in their fields.

2. To develop critical thinking skills: Reading comprehension also helps readers to develop critical thinking skills by allowing them to analyze and evaluate the information presented in the text.
3. To appreciate literature: Reading comprehension enables readers to appreciate literature by understanding the themes, characters, and symbolism in the text.
4. To improve communication skills: Reading comprehension is also important for improving communication skills, as it allows readers to understand and interpret written communication accurately and effectively (Ryan et al., 2013) .

In summary, the purpose of reading comprehension is to enable readers to derive meaning from written language, gain knowledge and information, develop critical thinking skills, appreciate literature, and improve communication skills

c. Component of Reading Comprehension

According to Jane Oakhill, (2015) there are some component of reading comprehension, they are:

1. Decoding Knowledge

It refers to the readers knowledge use to determine the oral equivalent of written word. It is important for comprehending when determining the oral equivalent of a word helps reader identify

meaning. It is usually thought in the early grades, is an important part of beginning reading instruction.

2. Vocabulary Knowledge

It refers to the knowledge are about word meaning to determine the appropriate meaning for a word in a particular context. It is important at all grade level, but is a particularly important aspect of reading instruction as children develop and explore less familiar subject areas with somewhat specialized vocabulary.

3. Syntactic Knowledge

Syntactic knowledge is knowledge of the words order rules that determine grammatical function and sometimes the meaning and pronunciation of words.

4. Discourse Knowledge

It is knowledge of language organization at units beyond the single sentence level. It includes knowledge of the structural organization of different types of writing.

5. Readiness Aspects

Traditionally, it refers to the students' ability to benefit from initial reading instruction. It also refers to the students' ability to read and understand a particular selection. It describes the abilities required for reading and comprehending any particular piece of printed material.

6. Affective Aspects

In reading comprehension, affective aspects include both interest and attitude. These increase motivation and facilitate reading comprehension. All readers comprehend better when interested in reading.

The RAND Reading Study Group's Model of Reading Comprehension: This model identifies three main components of reading comprehension: (a) word recognition and fluency, (b) vocabulary knowledge, and (c) text comprehension strategies. Word recognition and fluency involve the ability to recognize words accurately and quickly. Vocabulary knowledge involves knowing the meaning of words and being able to use them appropriately in context. Text comprehension strategies involve the ability to use various strategies to understand and interpret the text, such as making predictions, summarizing, and asking questions (Snow, 2002).

In conclusion, while there may be some differences in the specific components identified by different experts, there is general agreement that reading comprehension involves multiple components, including decoding, language comprehension, word recognition and fluency, vocabulary knowledge, and text comprehension strategies. These components work together to enable readers to derive meaning from written language.

d. Level of Reading

Adler's cite by (GMAT, 2009) mention four levels of reading, which he called "elementary," "inspectional," "analytical," and "syntopical." Elementary reading involves decoding the words on the page, while inspectional reading involves skimming the text to get an overall sense of its content. Analytical reading involves a more detailed analysis of the text, including identifying its key ideas and arguments. Syntopical reading involves comparing and contrasting multiple texts on the same topic.

Bloom's Taxonomy of Educational Objectives in (Jane Oakhill, 2015) proposes six levels of cognitive complexity, which can be applied to reading. These levels, from least to most complex, are: remembering, understanding, applying, analyzing, evaluating, and creating. Remembering involves recalling information from the text, while understanding involves comprehending its meaning. Applying involves using the information in a practical way, while analyzing involves breaking down the text into its component parts. Evaluating involves making judgments about the text, while creating involves using the information to generate new ideas.

The International Reading Association's Standards for Reading Professionals (Roger, 2017) This framework identifies five levels of reading: emergent, beginning, fluent, transitional, and advanced. Emergent reading involves developing basic concepts about print and

reading readiness. Beginning reading involves decoding simple texts and comprehending basic meaning. Fluent reading involves reading with accuracy, speed, and comprehension. Transitional reading involves reading more complex texts and analyzing their meaning. Advanced reading involves reading complex texts and using critical thinking skills to analyze and evaluate them.

According to Lietz, (2006) there are four levels of comprehension, as follows:

1) Literal Reading

That is directly stated in a selection. Answering to literal question simply demands the students from memory what the text said. Literal comprehension is the lowest level type understanding.

2) Interpretive Reading

The interpretive reading involve reading between the lines that is not directly stated in the text, but catches the message of the selection or understanding that the author meant by the passage.

3) Critical Reading

It evaluates written text by comparing the ideas and making conclusions that discovered in the text about accuracy and appropriateness. Critical reading depends on literal comprehension and implied ideas are very important.

4) Creative Reading

It requires the readers to be creative in reading. The students should use the imagination while reading, creative reading involves going beyond the material presented by the writer.

In summary, while there may be some differences in the specific levels of reading identified by different experts. There is general agreement that reading involves a progression from basic skills such as decoding and comprehension to more complex skills such as analysis, evaluation, and synthesis.

e. Aspects in Reading Comprehension of Descriptive Text

Reading comprehension of descriptive text refers to the ability to understand and interpret a written description of a person, place, object, or event. Descriptive texts are written to provide readers with a vivid and detailed mental image of the subject being described, so it's important for readers to have a good grasp of the various aspects of the text in order to fully comprehend it. According to Ryan et al., (2013) there are some aspects of reading comprehension of descriptive text:

1. **Vocabulary:** Descriptive text often includes specific and detailed vocabulary. Readers must have a good understanding of the vocabulary used in the text in order to comprehend the description fully.
2. **Inference:** Descriptive text may not always explicitly state all the information about the thing being described. Readers must make

inferences based on the details provided in order to fully understand the description.

3. Visualization: Descriptive text is intended to help readers create a mental picture of the thing being described. Successful reading comprehension of descriptive text requires readers to use their visualization skills to create a clear image in their mind.
4. Context: The context of the descriptive text can impact how it is interpreted. Readers must understand the purpose and intended audience of the descriptive text in order to fully comprehend it.
5. Main idea: Descriptive text may have a main idea or purpose, such as providing information or creating a specific emotional response. Readers must identify the main idea of the descriptive text in order to fully comprehend it.

Based on the explanation above it can be concluded that the ability to comprehend descriptive text involves several key aspects including vocabulary, context, inference, visualization, and identification of main idea. These aspects are important in developing reading comprehension skills that enable readers to understand and interpret descriptions of people, places, objects, and events. By developing these skills, readers can better appreciate the richness of the descriptive text and gain a deeper understanding of the subject being described.

2. Descriptive Text

a. Definition Descriptive Text

According to Sonafist & Vintoni, (2019) descriptive type of paragraphs is written in such a way that the reader is able to imagine the scene, object, person, etc. moreover, Oshima, Huge, (2006), descriptive text is a type of writing that describes an object, place, person, or event in detail, using sensory details such as sight, sound, smell, taste, and touch.

According to Fulcher & Davidson, (2013), descriptive text is a text that describes or portrays something, such as a person, animal, place, or thing in detail. It usually uses adjectives, adverbs, and figurative language to convey a vivid image to the readers. According to Ziem, (2014), descriptive text is a genre of writing that aims to create a sensory experience for the readers by providing detailed information about a person, place, thing, or event. It may also include information about the writer's feelings or opinions about the subject.

According to Anderson, (2003), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions. According to Harmer, (2007), descriptive text is a type of writing that aims to create a mental image in the readers' minds by using sensory details and descriptive language to describe a person, place, thing, or event.

In summary, descriptive text is a genre of writing that aims to provide a

detailed description of a person, place, thing, or event by using sensory details, descriptive words, adjectives, adverbs, and figurative language to create a vivid image in the readers' minds.

b. Kinds of Descriptive Text

Some experts' classifications of kinds of descriptive texts. According to Sonafist & Vintoni, (2019) descriptive paragraph is to describe about what something is like, this type of paragraph is also can be developed in order to describe a person, place, or thing:

- 1) Description of person In this type of descriptive paragraph, a reader can find about the description about what a person is like such as description of one's physical or characters.
- 2) Description of place This type of descriptive paragraph provides a reader some information or description about the real picture of the place described such as location, situation, and others.
- 3) Description of things or objects This type of description is composed to give description about how a thing is like. It includes the description about physical description, features, and the characteristics of a thing to be described.

According to Snow, (2002) descriptive texts can be classified into three categories:

- 1) Specific object description: describes a single object or entity in detail, often used in scientific or technical writing.

- 2) General space description: describes a space or location, providing an overview of its features and characteristics.
- 3) Scene description: describes a scene or setting, including people, objects, and events, often used in creative writing.

Moreover Ryan et al., (2013) propose that descriptive texts can be categorized according to three types of descriptive writing:

- 1) Objective description: describes something in a factual and unbiased manner, often used in academic writing.
- 2) Subjective description: describes something from a personal perspective, including emotions and opinions, often used in creative writing.
- 3) Affective description: describes something in a way that evokes emotions or feelings in the reader, often used in persuasive writing.

According to Musdizal, (2019) descriptive texts can be classified into four types:

- 1) Static description: describes a state or condition of an object, person, or place.
- 2) Dynamic description: describes a process or action involving an object, person, or place.
- 3) Behavioral description: describes the behavior or actions of people or animals.
- 4) Abstract description: describes ideas, concepts, or emotions.

In conclusion, the kinds of descriptive texts can vary depending on the experts' perspectives. However, some common categories include specific object description, general space description, and scene description, objective, subjective, and affective descriptions, static, dynamic, behavioral, and abstract descriptions. Understanding the different kinds of descriptive texts can help writers select the appropriate style and purpose for their writing, whether they want to inform, entertain, or persuade their audience.

3. Lexical Inferencing Strategy

To fully understand about this strategy, the detail explanation of concept of Lexical Inferencing Strategy which contains of definition and types of Lexical Inferencing Strategy is presented below.

a. Definition of Lexical Inferencing Strategy

Lexical inferencing strategy is a method used by language learners to obtain the meaning of unknown words in a reading context. Lexical inferencing strategy involves using knowledge of the context, word structure, and world knowledge to guess the meaning of an unknown word Nation & Waring, (2019). According to Schmitt, (2010) Lexical inferencing strategy is the ability to use knowledge of the context to guess the meaning of a word that is not fully understood.

According to Henriksen, (2008) Lexical inferencing strategy is a cognitive process that involves using contextual and linguistic knowledge to understand the meaning of unfamiliar words. Moreover, Barcroft, (2015) define that lexical inferencing strategy is a process of using contextual, linguistic, and world knowledge to infer the meaning of unknown words in a reading text. In additional Barcroft, (2015) state lexical inferencing strategy is a process that involves making educated guesses about the meaning of unknown words by using contextual, linguistic, and background knowledge.

Overall, these definitions emphasize the importance of using various techniques and strategies to infer the meaning of unknown words in a reading text, and the cognitive and metacognitive processes involved in doing so. Learners need to use their background knowledge, analyze the structure of the word, and consider the context to make an educated guess about the meaning of an unfamiliar word.

b. Lexical Inferencing Strategies in Reading

Lexical inferencing strategies in reading refer to the methods used by language learners to understand the meaning of unfamiliar words in a text.

Here are the lexical strategies in reading according to expert:

Lexical strategies in reading include guessing the meaning of a word from context, using knowledge of word parts to infer meaning, using a bilingual dictionary, and using an electronic dictionary or concordance to analyze the usage of a word (Nation & Waring, (2019). Moreover, lexical strategies in reading involve using the context to guess the meaning of an

unknown word, breaking down the word into its constituent parts, guessing the meaning from cognates or related words, and looking up the word in a dictionary (Schmitt, 2010).

Henriksen, (2008) mention that lexical strategies in reading involve using contextual clues, knowledge of word formation, knowledge of collocations and phrases, and reference materials to infer the meaning of an unknown word. Furthermore, Barcroft, (2015) states lexical strategies in reading include using context, using knowledge of word structure, consulting reference materials, and using electronic resources to infer the meaning of an unknown word.

From this explanation it can be concluded that lexical strategies in reading involve a range of techniques and tools that language learners can use to infer the meaning of unknown words in a reading text. These techniques include using contextual and linguistic cues, analyzing the structure of the word, and consulting reference materials such as dictionaries or concordances. Learners need to be aware of these strategies and be able to use them effectively to enhance their reading comprehension and vocabulary acquisition.

c. Indicator of Lexical Inferencing Strategies

In the context of the English language, "Lexical Inferencing Strategies in Reading" refers to the techniques or approaches that readers use to understand and recognize words while reading. Some common lexical inferencing strategies in reading English involve vocabulary comprehension,

word structure, and word meaning. According to Nation & Waring, (2019) use of inferencing strategies by a person can be measured using the following indicators.

- 1) Decoding: Readers use their knowledge of letter-sound relationships to decode or sound out words. This strategy is especially important for early readers.
- 2) Sight Word Recognition: Readers memorize and recognize words by sight without decoding them. This is particularly common for frequently used words that don't necessarily follow typical phonetic patterns.
- 3) Context Clues: Readers use the context of the surrounding words or sentences to infer the meaning of an unfamiliar word. Context clues may include information about the topic, the structure of the sentence, or the words around the unfamiliar word.
- 4) Word Families: Readers use their knowledge of word families or groups of words with similar patterns to recognize and understand new words.
- 5) Predicting: Based on the context and the overall meaning of a passage, readers make predictions about the identity and meaning of upcoming words.

These lexical strategies play a crucial role in effective reading comprehension, as they allow readers to quickly and accurately understand words, sentences, and overall texts. Different readers may employ different combinations of these strategies based on their individual skills and experiences.

B. Review of Related Research

There are several relevant studies related to our research topic. These studies will serve as an important basis in understanding the context of our research and provide deeper insights related to the same topic. Some of these studies are described as follows:

Hamouda, (2021) conducted research with the title: “The Effect of Lexical Inference Strategy Instruction on Saudi EFL learners’ Reading Comprehension”. The aim of his research was to examine the impact of lexical inferencing strategy instruction on the reading comprehension ability of Saudi EFL students, as well as to determine the specific lexical inferencing strategies utilized by these learners when inferring unknown words in a text. Additionally, the study sought to investigate the relationship between the use of lexical inferencing strategies and reading comprehension performance among Saudi EFL students. The results of the study indicated that teaching inference skills had a significant effect on the reading comprehension performance of EFL learners. In light of these findings, the study recommends the incorporation of lexical inferencing strategies in EFL instruction to improve students' reading comprehension performance.

Juliana, (2018) conducted research with the title: “The Comparative Impacts of Using Lexical Glossing and Inferencing Strategies on Students’ Reading Comprehension”. In this study, the effectiveness of two strategies, lexical glossing and lexical inferencing, were compared in terms of their impact on students' reading comprehension. The main objective was to

determine which strategy was more effective in enhancing students' reading comprehension. The population of the study consisted of 40 Informatics Systems students from Potensi Utama University. The results of the test showed that students in the second group, who used the lexical inferencing strategy, were able to correctly guess the meaning of unfamiliar words, which positively impacted their reading comprehension. Conversely, students in the first group, who used the lexical glossing strategy, made incorrect guesses about unfamiliar word meanings, which negatively affected their reading comprehension. Based on these findings, it can be concluded that the lexical inferencing strategy is the recommended strategy for improving students' reading comprehension.

Buslon & Alieto, (2019) conducted research with the title "Lexical inferencing strategies and reading comprehension in English: A case of ESL third graders". This empirical investigation involved 76 third-grade students between the ages of 8 and 10, with equal representation of males and females. The study used a descriptive-quantitative-correlational design and collected data through survey and comprehension reading questionnaires. The analysis of the data showed that the top three strategies used by the respondents were: translating word for word while reading to guess the word meaning, relating the unknown word by its appearance similarity to another previously learned word and generating a hypothesis on the word meaning, and guessing word meaning from prior knowledge by examining the title or illustration. Additionally, the study found that two strategies significantly correlated with

reading comprehension in English among the respondents: guessing word meaning from context utilizing semantic cues and guessing word meaning from prior knowledge by examining the title or illustration.

The similarity between the current research and Homouda, Juliana, and Buslon & Alieto's research is that they all examined inference strategies in reading and their effect on students' reading comprehension. In addition, all of these studies also aim to improve students' reading comprehension. The difference between the current study and Homouda, Juliana, and Buslon & Alieto's study is that the current study only examined IAIN Kerinci students, while they examined different student populations and from several universities and schools in different countries. In addition, the current study only examined descriptive text types, whereas they examined different reading types such as informative texts or fiction reading. The gap that exists in my study is that the current study only examined one type of text and a limited population of students and this study only looked at the effect of inference on students' reading comprehension. In addition, this study has not considered other factors that can affect students' reading comprehension such as students' motivation and reading ability.

C. Conceptual Framework

This research aims to determine The Correlation of Using Lexical Inferencing Strategies on Students' Reading Comprehension of Descriptive Text at the first semesters students of English Department of IAIN Kerinci in the Academic Year 2023/2024 , the following is the conceptual framework of

this research.

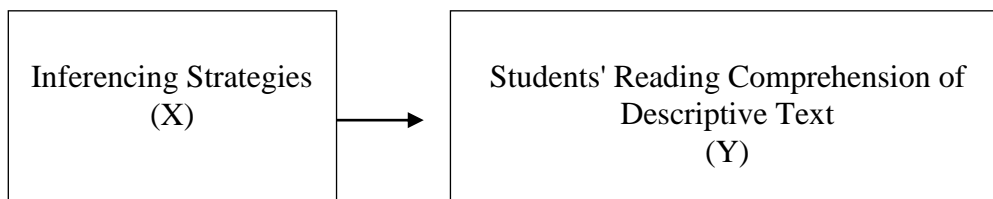


Figure 2.1
Conceptual Framework

Note:

→ Partial correlation

Based on the conceptual framework above, the researcher's first step is to compile a lexical inference strategy questionnaire with indicators propose by Nation & Waring, (2019), namely:

1. Sentence Context: Read a sentence or paragraph around an unfamiliar word to look for clues about its meaning;
2. Linguistic Indicators: Looking for linguistic clues such as synonyms, antonyms, or other related words to help understand the meaning of the unfamiliar word;
3. Prior Knowledge: Using the knowledge the reader has about the topic or general context to help formulate the meaning of the unfamiliar word;
4. Morphological Structure: Analyzing a word's morphological structure, including prefixes, suffixes, or roots, to help break down its meaning;
5. Top-Down Approach: Using an overall understanding of the context or topic of the text to help in the interpretation of word meaning.

Furthermore, the Reading comprehension of Descriptive test questions were adapted (Ryan et al., 2013), which consisted of Vocabulary, Inference, Visualization, Context, and Main Idea. the two instruments were then tested, for the lexical inference strategy questionnaire instrument was tested for validity and reliability. The reading comprehension test instrument was tested for validity, reliability, question difficulty level and discriminating power. The instrument that has been compiled is then used to collect data by distributing it to the research sample, namely first semester students of English program IAIN Kerinci.

D. Hypothesis

The hypothesis of the research is formulated as follows:

- H0 There is no correlation using inferencing strategies on students' reading comprehension of descriptive text in the first semester students of IAIN Kerinci the academic year 2023/2024 .
- H1 There is any correlation of using inferencing strategies on students' reading comprehension of descriptive text in the first semester students of IAIN Kerinci the academic year 2023/2024 .

CHAPTER III

RESEARCH METHOD

A. Research Design

The kind of this research was Quantitative research with a correlational approach. According to (Gay & Mills, 2019) quantitative research can be interpreted as a study that is required to use a lot of numbers, starting from data collection, interpretation of these data which are analyzed statistically and the appearance of the results. Based on this understanding, this research will examine the Correlation Between the Use of Inferencing Strategies to Ward Students' Reading Comprehension of Descriptive Text at the First Semester Students of English Department in the Academic Year 2023/2024 .

The variables in this study consist of independent variables (independent variables) and dependent variables (dependent variables). The independent variable in this study is inferencing strategies (X1), and as the dependent variable is students' reading comprehension of descriptive text (Y). The research was conducted at IAIN Kerinci starting in October 2023 until December 2023, by distributing questionnaires to respondents totaling 25 English students in the first semester of IAIN Kerinci.

This type of research is quantitative with a causality approach, where researchers will see the correlation of The independent variable in this study is inferencing strategies (X), and as the dependent variable is students' reading comprehension of descriptive text (Y), based on this explanation, the design of this research is illustrated as follows.

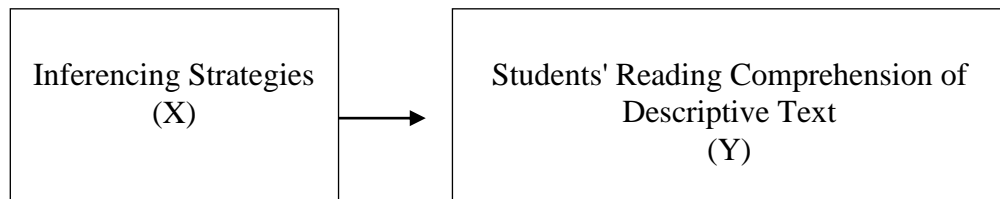


Figure 2.2
Design of the Research

Note:

→ Partial correlation

B. Population and Sample

1. Population

According to Gay & Mills, (2019), population refers to the entire group of individuals, objects, events, or other elements that meet the researcher's criteria for inclusion in a study. The population is the group to which the researcher would like to generalize the study's findings. It is a well-defined and bounded group that shares certain characteristics and can be identified by the researcher. In quantitative research, the population is the group from which the researcher will draw the sample.

The population for this research is all the first semester students of IAIN Kerinci for the academic year 2023/2024 , which consists 25 students.

The total number of the population can be seen in the following table.

Table 3.1
Population of the research

No	Class	Total
1	Male	8
2	Female	17
Total Number of Population		25

Source: *IAIN Kerinci, 2023*

2. Sample

According to (Gay & Mills, 2019), a sample is a subset of the population selected to represent the population in a research study. The purpose of selecting a sample is to obtain accurate and representative data that can be used to make inferences about the population. The sample should be carefully selected to ensure that it is a true representation of the population, and the sample size should be appropriate to provide adequate statistical power for the analysis. According to (Gay & Mills, 2019), if the sample size is small than 100 then all of them should be sampled. Since the sample was only 25 people then the researcher took the whole sample with a sampling technique called Total Sampling, so that the sample in this study was all first semester English students IAIN Kerinci.

C. Technique of Data Collection

Data collection techniques used in this study consist of 2 techniques, namely questionnaires distributed to students to determine students' lexical inference skills and reading comprehension tests on descriptive text. The

results of the questionnaire and test will then be categorized based on the score criteria to determine the criteria for students' lexical inference ability and comprehension ability on descriptive text. The questionnaire and test scores were statistically analyzed for the correlation of using inferencing strategies on students' reading comprehension on descriptive text in the first semester students of IAIN Kerinci academic year 2023/2024.

D. Instrument of the Research

In the context of quantitative research, an instrument refers to a tool or set of tools used to collect data. This can include questionnaires, surveys, scales, tests, or other methods to collect information from research participants (Gay & Mills, 2019). There are two forms of instruments that will be used in this study, as following:

1. Questionnaire

The questionnaire was used to obtain data related to inferencing strategies, with the type of questionnaire used in this study using a Likert scale. According to Hermawan (2019: 82) Likert Scale is used to measure the attitudes, opinions and perceptions of a person or group of people about a phenomenon or symptom.

In this analysis, participants are prompted to articulate their perspectives on a set of statements, each assigned a score to reflect the degree of agreement or disagreement. The scoring system encompasses a spectrum from "Strongly Agree" with a score of 5, through "Agree" with a score of 4,

"Doubt" with a score of 3, "Disagree" with a score of 2, to "Strongly Disagree" with a score of 1. This structured approach facilitates the systematic assessment of opinions, enabling a nuanced understanding of the subject matter under consideration.

Based on the operational definitions and research instruments used, the grids of this study can be made as follows:

Table 3.2
Lattice of Research Instruments

Variable	Indicator	Items
Inferencing Strategy in reading	1. Decoding	1-5
	2. Sight Word Recognition	6-10
	3. Context Clues	11-15
	4. Word Families	16-20
	5. Predicting	21-25

Source: Nation & Waring, (2019)

Before the instrument was used for data collecting, the instrument was test for validity and reliability.

2. Test of Reading Comprehension

The reading comprehension test is used to obtain data on the reading comprehension ability of first semester English students at IAIN Kerinci. The test was developed by the researcher based on the aspects of reading comprehension proposed by Ryan et al. (2013). The instruments that will be used as data collection tools in this study are multiple choice tests and essay tests, and the assessment indicators can be seen in the table below:

Table 3.3
Instrument Grid for Reading Comprehension of Descriptive Text

Aspect	Question	Total
	Multiple Choice Items	
Vocabulary	1, 6, 11, 16, 21, 26, 31, 36, 41, 46	10
Inference	2, 7, 12, 17, 22, 27, 32, 37, 42, 47	10
Visualization	3, 8, 13, 18, 23, 28, 33, 38, 43, 48	10
Context	4, 9, 14, 19, 24, 29, 34, 39, 44, 49	10
Main Idea	5, 10, 15, 20, 25, 30, 35, 40, 45, 50	10
Total Item Question		50

Source: Ryan et al., (2013)

In determining student grades, researchers use a *benchmark reference assessment*, with the following formula:

$$\text{Item score} = \frac{SM}{IQ}$$

Keterangan:

SM = Score Maximal

IQ = Item Question

1. Index of Difficulties

Index of difficulty of each item of questions was determined by using the following formula proposed by (Gay & Mills, 2019), The formula for Index of Difficulties (level of difficulty) of questions according to Gay is:

$$OID = \frac{\text{Number Of Questions Answered Incorrectly}}{\text{Total Number Of Students}} \times 100$$

Note:

OID = Index of Difficulties

IOD describes the level of difficulty of a question based on the percentage of students who answered incorrectly above the average, and the higher the IOD value, the more difficult the question. The criteria that can be

used to evaluate the level of difficulty of questions is based on the Index of Difficulties (IOD) formula according to Gay:

- IOD < 30: The question is easy, because less than 30% of students answer incorrectly.
- 30 < IOD < 70: Moderate question, because about 30-70% of students answer incorrectly.
- IOD > 70: Difficult question, as more than 70% of students answer incorrectly.

Using the above interpretation, each question in the test is classified as difficult, moderate, or easy. In this study only questions that have moderate criteria were used as data collection instruments, the result of Index of Difficulties displays on the appendix 4 at 89 pages.

Based on appendix 4 from 50 items questions that were tested, there were 9 questions with difficult criteria, 16 questions with easy criteria and 25 questions with moderate criteria. The questions used in this study were questions with moderate criteria.

2. Discrimination Index of Item Question

Item discrimination index is a measure of how well a question or item distinguishes between able and unable students in a particular domain (Gay & Mills, 2019). The second step is to determine the discrimination index. The formula for Discrimination Index (D) on question items according to Gay is as follows:

$$D = \frac{\text{Percentage of students high score on an item}}{\text{Percentage of students low score on an item}} \times 100$$

Note:

D = Discrimination Index

In this formula, high scores and low scores can be determined based on the highest and lowest percentages of the total score on the test. It can also be done by comparing the score of students who answered correctly on an item to their total score on the test. It can be seen that this formula produces values that range from -1 to 1. A positive D value indicates that students who achieve a high score on an item are likely to achieve a high score on the test as a whole, while a negative D value indicates the opposite. If $D = 0$, there is no correlation between the score on the question and the overall test score.

The following are the criteria for evaluating the Discrimination Index (D) value on question items based on Gay's formula:

- $D > 0,3$: The question is very good because it has strong discriminating power.
- $0,2 < D < 0,3$: The question is good because it has a fairly strong discriminating power.
- $0.1 < D < 0.2$: The question is fair because it has moderate discriminating power.
- $0 < D < 0.1$: The question is poor because it has weak discriminating power.
- $D = 0$: The question has no discriminating power, because it cannot distinguish between high-ability students and low-ability students in answering the question.

In this research, only questions with very good, good, and fair

discrimination index will be used as research instruments. The result of discrimination index test display on the appendix 5 at 91 pages.

Based on the appenddix 5 it is known that form 50 questions that were tested, there were no questions with "good" criteria, but there were 25 questions with "worse" differentiating power criteria and 25 questions with "Fair" differentiating power criteria. this study will only use questions with differentiating power criteria with "Fair" criteria totaling 25 questions.

3. Validity

The validity test is a procedure used to determine the extent to which a test measures what it is intended to measure. According to Gay & Mills, (2019), validity is the most important characteristic of a test because it determines the accuracy and usefulness of the test results. To assess the validity of a test, Gay suggests several types of validity tests, including content validity, criterion-related validity, and construct validity. Moreover Gay & Mills, (2019) state content validity refers to the extent to which test items adequately represent the content area being tested. which the test measures the theoretical constructs it is intended to measure.

In this research, content validity and construct validity will be tested by IAIN Kerinci English Lecturers to measure the extent to which the test items adequately represent the content area being tested, and conformity to theory. Furthermore, validity related to the criteria of researchers conduct validity tests on high school students 10 Kerinci in class XI, the results will be analyzed with *Pearson Product Moment* in SPSS 26 using the following

formula

$$R_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Note:

R_{xy} = the correlation score of person product momen

N = total sample

X = Item's score

Y = Total Score

To interpret the score of coefficients of correlation according to Gay & Mills, (2019), it can be classified by using the following table.

Table 3.4
Classification of Coefficient Score of Correlation

The Coefficient Score of Correlation	Interpretation
$0.80 < R_{xy} \leq 1.00$	Very High
$0.60 < R_{xy} \leq 0.80$	High
$0.40 < R_{xy} \leq 0.60$	Moderate
$0.20 < R_{xy} \leq 0.40$	Low
$0.01 < R_{xy} \leq 0.01$	Very Low

Source: Gay & Mills, (2019)

To help the researcher in measure the validity of the test researcher uses

SPSS Statistics 26 program for Windows, with criteria:

If $t_{count} > t_{table}$ item is valid

If $t_{count} < t_{table}$ item is invalid

1. Validity Test

The result of validity test can be seen on the appendix 6 at 93 pages.

Based on the results of the validity test of the reading comprehension question instrument, only questions with very high, high, and moderate validity criteria will be used as research instruments and there are only 25 questions that meet these criteria.

2. Questionnaire Validity

The results of the validity test for the inferencing strategy display on the appendix 7 at 95 pages.

Appendix 7 shows the validity of the inferencing strategy questionnaire and it is known that of the 25 statement of questionnaire items for the inferencing strategy questionnaire, all statements are declared valid, this is because $r\text{-count} > r\text{-table}$.

4. Reliability test

Reliability test refers to the extent to which a test produces consistent and stable results over time (Gay & Mills, 2019). Reliability testing in the study will be carried out using the SPSS 23.00 computer program with the

Alpa Cronbach technique with the following formula:

$$r_i = \frac{K}{(K-1)} \left(1 - \frac{M(K-M)}{K.St^2} \right)$$

Note:

R_{xy} = the correlation score of person product momen

K = total item of instrument

M = Mean of Total Score

St^2 = Total of Variance

The criteria of reliability of instrument, If *Cronbach Alpha* > 0.6 = Data is Reliable and If *Cronbach Alpha* < 0.6 = Data is Not Reliable. To interpret the reliability index was consult to the following table.

Table 3.5
Criteria of Reliability Guilford

The Coefficient Score of Correlation	Criteria
0,00 – 0,20	Very Low
0,20 – 0,40	Low
0,40 – 0,70	Moderate
0,70 – 0,90	High
0,90 – 1,00	Very High

Source: Sugiyono, (2019)

Next the result of reliability test for reading comprehension test can be and questionnaire inferencing strategy can be seen in the following table.

Table 3.6
The Result of Reliability Test

Instrument	Cronbach's Alpha	Criteria
Test	0.911	Very High Reliability
Questionnaire	0.965	Very High Reliability

Source: Analyze, 2023

Table 3.6 shows the results of the reliability test for two different instruments: a test and a questionnaire. The reliability test uses Cronbach's Alpha, which is a common method to measure how consistent an instrument is in measuring the same variable over time. Here is an explanation of the results:

1. The test has a Cronbach's Alpha value of 0.911. This value indicates

that the test has a very high reliability. This means that the test tends to give consistent results each time it is used. The interpretation of "Very High" indicates that the level of consistency between the items in the test is very good.

2. The questionnaire has a Cronbach's Alpha value of 0.965. This value also indicates very high reliability. The questionnaire also tends to give consistent results each time it is used. With a value of "Very High", this indicates that the items in this questionnaire are very consistent in measuring the same variable.

In both cases, the high Cronbach's Alpha values indicate that both the test and the questionnaire can be relied upon to collect data with high consistency, giving good confidence in the analytical results obtained from using these instruments.

E. Technique of Data Analysis

In data analyzing, this research was analyzed by using statistical procedure through some steps. The steps are:

1. Descriptive Analisis

Descriptive statistics refer to the transformation of data into a model that makes it easier for readers to understand and interpret the meaning of the displayed data or values. To determine the average score, one can add up all the values of the respondents and divide it by the total number of respondents. This is the formula:

For test:

$$M = \frac{\sum X}{N}$$

For questionnaire:

$$M = \frac{\sum X}{N} \times 100\%$$

Note:

M = Mean

X = Sum Score

N = Sum of Respondent

Table. 3.7
Criteria of the Score

Score	Criteria
80- 100	Excellent
70 - 79	Good
60 - 69	Moderate
50 - 59	Not good
0 - 49	Very bad

Source: Sugiyono, (2019)

2. Classic Assumption Test

The Classic Assumption Test was done as the requirement to test the double regression linier test. The Classic Assumption Test was done by applying *SPSS 26*, and Classic Assumption Test could be described as follow:

a. Normality Test

The normality test was conducted to find out whether the population of the data was distributed normally or not. If the data is normally distributed, therefore the parametric statistic test can be done. If it is not distributed normally, therefore the non-parametric test would be applied.

In this test, to measure the normality test, the *Kolmogrov-Smirnov* method was used in the significance point 0.05 with the criteria as follow:

If Sig._{2-tailed} > 0.05 = data is normal

b. Homogeneity

Homogeneity Test was applied in order to measure whether two or more variants (X or Y) are homogeneous or not. This test is usually applied as the pre-requisite in applying simple regression linier method. Therefore, this test was also applied in this research. Homogeneity test was also applied by using SPSS program which the criteria as follow:

If Sig. *deviation from homogeneity* > 0.05 = Homogeny

3. Hypothesis Test

The hypothesis test in this research will be carried out with the t'-test because of the sample consisted of two groups that were different and independent of each other. Therefore, the appropriate t-test to use is independent samples t-test to compare the mean scores between the two groups. The 't-test' (t-axis) or independent sample t-test is a test to compare the means of two unpaired groups or the correlation of x on Y (Sugiyono, 2019).

The analysis was carried out with the help of the SPSS 26 computer program. Gay & Mills, (2019)formulates the t-test as follows:

$$t' = \frac{x_1 - x_2}{\sqrt{\frac{s_1^2 + s_2^2}{n_1 + n_2}}}$$

Note:

$\bar{x}_1 \bar{x}_2$: Sample Mean

$s_1^2 s_2^2$: Sample Variance

$n_1 n_2$: Sample Size

Hypothesis

H_0 : $\mu_A = \mu_B$ (there is no significance correlation of X to Y)

H_a : $\mu_A \neq \mu_B$ (there is significance correlation of X to Y)

Criteria:

Jika $-t_{(\alpha/2)} < t' < t_{(\alpha/2)}$

$t' > t_{(\alpha/2)}$ or $t' < -t_{(\alpha/2)}$ so, H_0 is

rejected

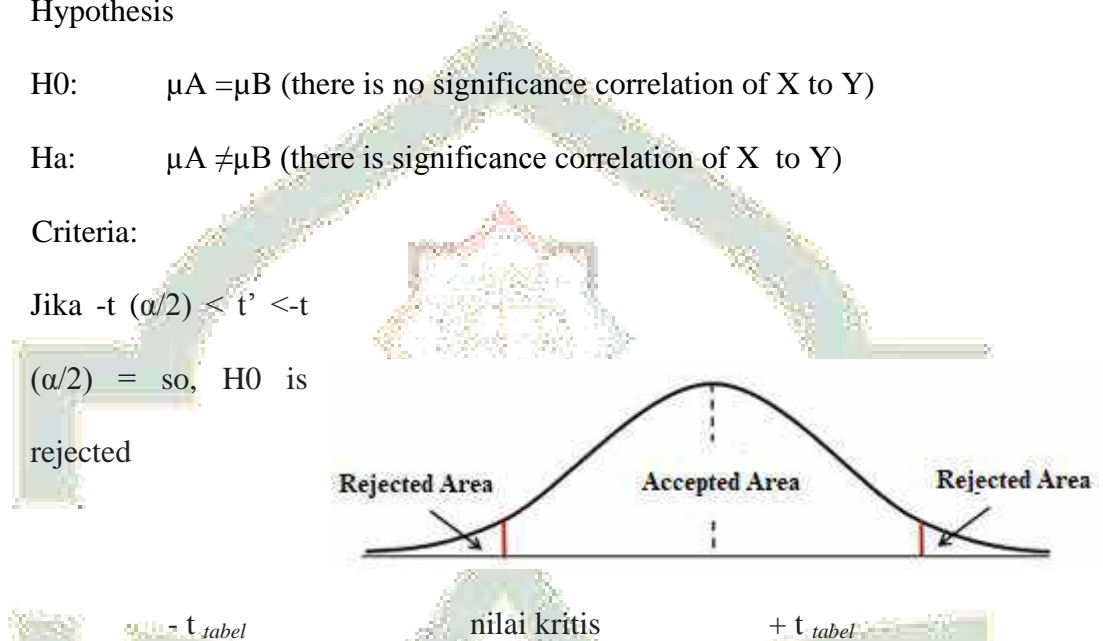


Figure 3.2 Two-Party Test

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. Descriptive Analysis

The results were taken from the scores of the questions that already answered by the first semester students of english department at iain kerinci and the research was related to the correlation between using lexical Inferencing strategies and students' reading comprehension of descriptive texts at the first semester students of IAIN Kerinci in the Academic Year 2023/2024, are explained as follows.

a. Students' Lexical Inferencing Strategy

Table 3.8
English Students' Lexical-Inferencing Strategy of IAIN Kerinci

Student's Code	Score	Criteria
S1	98.4	Excellent
S2	80.8	Excellent
S3	86.4	Excellent
S4	75.2	Good
S5	64.8	Moderate
S6	89.6	Excellent
S7	87.2	Excellent
S8	82.4	Excellent
S9	94.4	Excellent
S10	75.2	Good
S11	96	Excellent
S12	81.6	Excellent
S13	98.4	Excellent
S14	62.4	Moderate
S15	90.4	Excellent

S16	84	Excellent
S17	84.8	Excellent
S18	94.4	Excellent
S19	78.4	Good
S20	96.8	Excellent
S21	78.4	Good
S22	96.8	Excellent
S23	80	Excellent
S24	97.6	Excellent
S25	80	Excellent
Average	85.376	Excellent

Source: Analyzed, 2023

Based on the table 3.8 It is known that the highest score of students' inferencing strategy is 96.8 with the criteria of "Excellent" and the lowest score is 62.4 with the criteria of "Moderate" while the class average is 85.376 with Excellent criteria. The score shows the diverse inferencing strategy abilities of students. Furthermore, students' inferencing strategies can be classified based on criteria through descriptive analysis in the figure below.

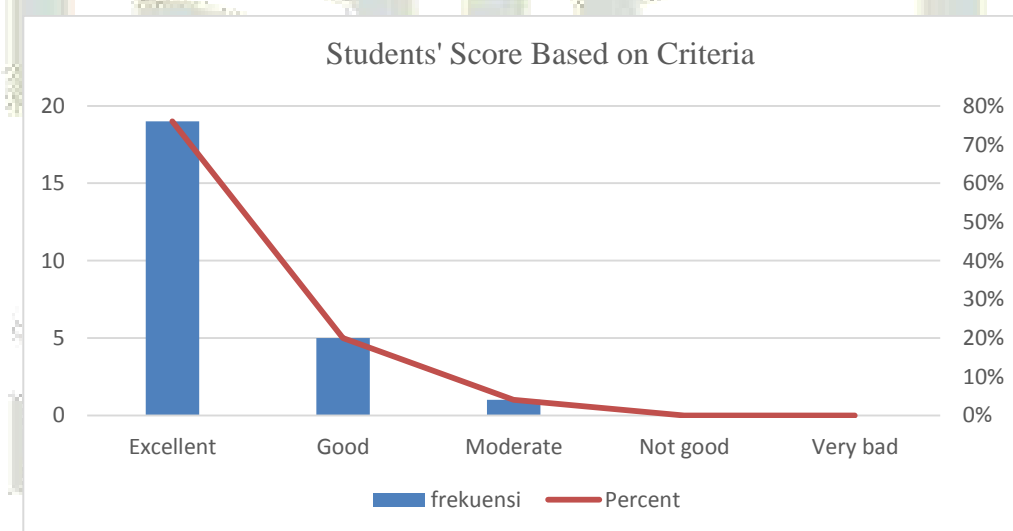


Figure 4.1
Students' Lexical Inferencing Strategy Base on Criteria

Based on the Figure 4.1 students' inferencing strategy scores and

percentages, it can be seen that the majority of students (76%) have excellent inferencing strategy skills, with scores of 80-100. This shows that students are able to understand complex information and draw conclusions with a high level of accuracy.

b. Students' Reading Comprehension on Descriptive Text

The results of the students' English reading comprehension test are presented in the following table.

Table 3.9
Students Reading Comprehension Score

Student's Code	Score	Criteria
S1	88	Excellent
S2	48	Very Bad
S3	84	Excellent
S4	68	Moderate
S5	84	Excellent
S6	92	Excellent
S7	80	Excellent
S8	100	Excellent
S9	72	Good
S10	80	Excellent
S11	48	Very Bad
S12	68	Moderate
S13	60	Moderate
S14	68	Moderate
S15	48	Very Bad
S16	64	Moderate
S17	68	Moderate
S18	60	Moderate
S19	72	Good
S20	60	Moderate
S21	76	Good
S22	84	Excellent
S23	68	Moderate

S24	72	Good
S25	88	Excellent
Average	72	Good

Source: Analyzed, 2023

Based on the table 3.9 It is known that the highest score of students' reading comprehension is 100 with the criteria of "Excellent" and the lowest score is 48 with the criteria of "Very Bad" while the class average is 72 with "Good" criteria. The score shows the diverse reading comprehension abilities of students in descriptive text. Furthermore, students' ability in reading comprehension of descriptive text can be classified based on criteria through descriptive analysis in the figure below.

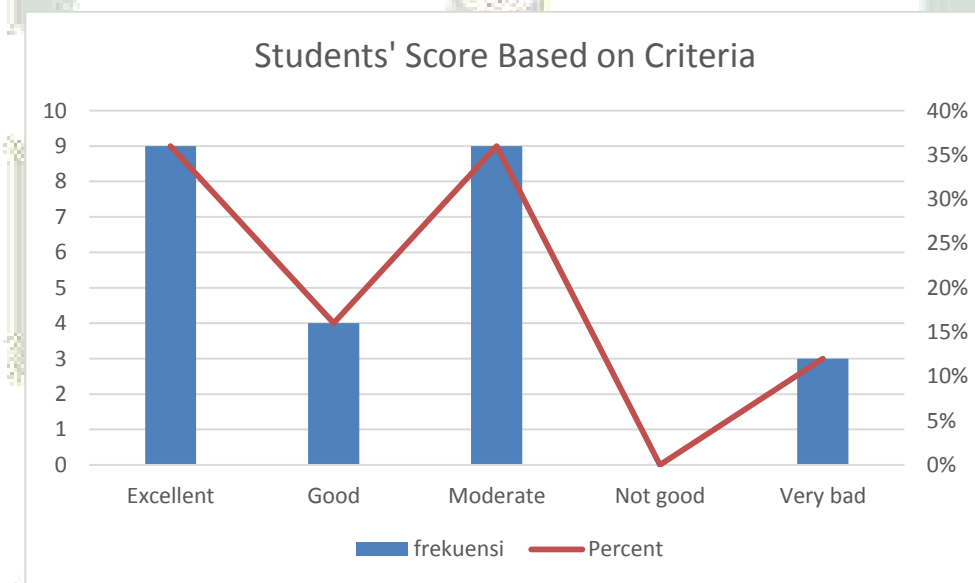


Figure 4.2
Students' Ability in Reading Comprehension of Descriptive Text

Based on the table of scores and percentages, the majority of students (52%) showed good to very good understanding of descriptive text. This shows that the descriptive text given is quite easy for students to understand.

However, there are still 12% of students who have low comprehension. This can be caused by several factors, such as lack of focus while reading, difficulty understanding the text structure, or lack of vocabulary related to descriptive text. Therefore, efforts are needed to improve students' low comprehension. Teachers can provide further explanation about descriptive text, provide practice questions, or use more interesting learning methods.

2. Classic Assumption Test

The Classic Assumption Test was done as the requirement to test the double regression linier test. The Classic Assumption Test was done by applying *SPSS 26*, and Classic Assumption Test could be described as follow:

a. Normality Test

Normality test is carried out to find out whether the data has normally distributed or not. In this study to test the normality of the data researcher use *Kolmogorov-Smirnov* method by using computer program *SPSS 23.00* with significance level 0.05 or 5%. The criteria of normality are: If Sig. > 0.05 = normal data and If Sig. < 0.05 = normal data. The calculation results are presented in table 4.0 below.

Table 4.0
Tests of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai X	.249	18	.601	.889	18	.075
Y	.178	18	.056	.914	18	.069

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Output SPSS 26

The results of the Kolmogorov-Smirnova normality test of lexical inference strategy (X) and reading comprehension on Descriptive Text (Y) sequentially known value of lexical inference strategy (X) Kolmogorov-Smirnova Sig. $0.601 > 0.05$ threshold value and the value of reading comprehension (Y) Kolmogorov-Smirnova Sig. $0.056 > 0.05$ threshold value. So, it can be concluded that both are normally distributed.

b. Homogeneity test

Homogeneity test is one of the requirements that must be done before doing the regression test. The homogeneity test was carried out using the SPSS 26.00 computer program, the results are as follows:

Table 4.1

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
2.042	3	88	.114

Source: Output SPSS 26

Based on data from table 4.4 above, it is known that the value Sig $0.114 > 0.05$ it means that the data have homogeneous data. Because all of data are normal and homogeneous, then it can then proceed to test the hypothesis by conducting t-test.

3. T-test (Hypothesis Test)

T-test is used to know the significant influence of variable X on variable Y and to answer the hypothesis that has been proposed previously. The T-test was carried out with the help of the SPSS 26 computer program with the results of the calculations presented in table 4.5 below.

Table 4.2
Simple Regression Linier/T-test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	78.955	5.369		14.706	.000
Lexical Inference Strategy (X)	.128	.112	.243	12.146	.026

a. Dependent Variable: Reading Comprehension (Y)

Source: Output SPSS 26

Based on table 4.5 above, it is known that the value of Sig. $0.026 < 0.05$ and t count $12.146 > t$ table 1.72472 which means the H_0 hypothesis which reads There is no significant Correlation Between the Use of Inferencing Strategies to Ward Students' Reading Comprehension of Descriptive Text at the First Semester Students of English Department in the Academic Year 2023/2024 is rejected and H_1 which reads There is a significant Correlation Between the Use of Inferencing Strategies to Ward Students' Reading Comprehension of Descriptive Text at the First Semester Students of English Department in the Academic Year 2023/2024 is accepted.

B. Discussion

First-semester students of the English study program at IAIN Kerinci

have undergone an assessment related to inferencing strategies. The results showed a significant variation in the ability of inferencing strategies among the students. From the results, it can be observed that the highest score of inferencing strategies reached 96.8 with the criteria of "Excellent," while the lowest score was 62.4 with the criteria of "Moderate," with a class average of 85.376 with the criteria of "Excellent." This assessment reflects the diversity of inferencing strategy abilities among students.

Based on the scores and percentages of students' inferencing strategies, it can be seen that the majority of students (as many as 76%) have excellent inferencing strategy skills, with scores between 80 and 100. This shows that students are able to understand complex information and draw conclusions with a high level of accuracy. These results illustrate that the English study program at IAIN Kerinci is able to create a learning environment that is effective in developing students' inferencing strategy skills. Thus, it can be concluded that the first-semester English students at IAIN Kerinci have shown significant progress in understanding and applying inferencing strategies in their English studies, which will help them to better explore and analyze texts in the future.

The evaluation of students' English reading comprehension at IAIN Kerinci reveals a broad spectrum of abilities among the students. The highest recorded score stands at a remarkable 100, indicating an "Excellent" level of comprehension, while the lowest score lingers at 48, signaling a "Very Bad" performance. The class average settles at a commendable 72, earning a

classification of "Good." These scores shed light on the diverse reading comprehension capabilities of students, particularly in processing descriptive texts. An analysis of the data reveals that a significant portion of students, accounting for 52%, demonstrated a satisfactory to an excellent grasp of descriptive text comprehension. This suggests that the provided descriptive texts were generally accessible to the majority of students. However, it is noteworthy that 12% of students exhibited lower levels of comprehension. This disparity in performance may stem from various factors, including distractions during reading, challenges in grasping text structures, or a deficiency in vocabulary pertinent to descriptive texts.

In the subsequent step, the classic assumption test was conducted. The normality test results using the Kolmogorov-Smirnov and Shapiro-Wilk methods show that the data follows a normal distribution. The homogeneity test results indicate uniformity in data variance. All these assumptions must be met before proceeding to regression analysis. Next, in the linear regression analysis stage, the T-test results show a significant influence $12.146 > t_{table} 1.72472$ between the use of lexical inferencing strategy (X) and reading comprehension (Y). The positive beta coefficient (0.128) signifies a positive relationship between lexical inferencing strategy and reading comprehension. These findings provide scientific support for the success of lexical inferencing strategies in enhancing reading comprehension among IAIN Kerinci students.

In conclusion, the researcher finds out that there's a relationship

between lexical inferencing strategy and reading comprehension of descriptive texts among first-semester students. The implications of these findings can be utilized as a basis for developing more effective learning strategies to enhance reading skills in education.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of the study on " correlation between using lexical inferencing strategies and students' reading comprehension of descriptive text in the first semester students of english education program academic year 2023/2024 " showed that first semester students at IAIN Kerinci had an excellent ability in applying lexical inference strategies, with an average score of 85.376, and a good performance in reading comprehension of descriptive text, reaching an average score of 72.00, which means there's a positive correlation between the use of lexical inferencing strategies and reading comprehension of descriptive text. The implication is that integrating this strategy in English language learning at IAIN Kerinci can contribute to the improvement of students' reading comprehension, signaling the importance of the lexical inference strategy as an essential element in the development of reading skills at the tertiary level.

B. Suggestion

Based on the results and conclusions of this study, the researcher suggests the following:

1. For Lecturers:

Lecturers at IAIN Kerinci and similar educational institutions may consider further integration of lexical inference strategies in the English language learning curriculum. Providing practical guidance, exercises,

and relevant case studies can help students develop and apply these strategies more effectively.

2. For Students:

Students, especially those in their first semester, are expected to actively participate in and take advantage of lessons that apply lexical inference strategies. Enriching reading skills by identifying unknown words through context can help improve reading comprehension, and students are encouraged to integrate this strategy in their studies.

3. For Researchers Elsewhere:

For researchers conducting similar studies in different institutions or places, it is recommended to adapt the research approach to the characteristics of the students and the local learning context. Repeating the study by considering variations in text types, teaching methods, and campus environmental factors may contribute to a broader understanding of the effectiveness of lexical inference strategies in improving reading comprehension.

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Appendix 1



QUESTIONAIRE
Lexical Inferencing Strategy

Identity

Name :

Class :

Instruction:

Read each statement carefully and answer by checking the SA answer option:

SA : Strong Agree

A : Agree

D : Doubt

DA : Disagree

SDA : Strongly Disagree

Please answer according to your actual situation!

No	STATEMENT	SA	A	D	DA	SDA
Sentence Context						
1	Saya dengan mudah menemukan petunjuk dari kalimat sekitar untuk membantu saya memahami kata-kata yang tidak dikenal. <i>I easily found clues from surrounding sentences to help me understand unfamiliar words.</i>					
2	Saya merasa yakin bahwa mencari petunjuk dari kalimat sekitar dapat membantu saya mengartikan kata-kata yang tidak saya kenal dalam teks deskriptif. <i>I feel confident that looking for clues from surrounding sentences can help me decipher unfamiliar words in descriptive texts.</i>					
3	Saya secara aktif menggunakan konteks kalimat untuk mengurai makna kata-kata yang mungkin sulit dimengerti dalam teks deskriptif. <i>I actively use the context of the sentence to unravel the meaning of words that may be difficult to understand in the descriptive text.</i>					

4	<p>Mencari petunjuk dari kalimat sekitar merupakan langkah yang efektif dalam pemahaman saya terhadap teks deskriptif</p> <p><i>Looking for clues from surrounding sentences was an effective step in my understanding of the descriptive text.</i></p>					
5	<p>Saya merasa bahwa strategi mencari petunjuk dari kalimat sekitar sangat membantu dalam membaca dan memahami teks deskriptif.</p> <p><i>I find the strategy of looking for clues from surrounding sentences very helpful in reading and understanding descriptive texts.</i></p>					
Linguistic Indicator						
6	<p>Saya secara rutin mencari kata-kata lain yang memiliki makna serupa untuk membantu saya mengartikan kata-kata yang tidak saya kenal dalam teks deskriptif.</p> <p><i>I routinely look up other words that have similar meanings to help me decipher unfamiliar words in descriptive texts.</i></p>					
7	<p>Menggunakan sinonim atau antonim adalah cara yang efektif bagi saya untuk memahami kata-kata yang tidak saya kenal dalam teks deskriptif.</p> <p><i>Using synonyms or antonyms is an effective way for me to understand unfamiliar words in descriptive texts.</i></p>					
8	<p>Saya mencari indikator linguistik, seperti kata-kata terkait, membantu saya memperluas kosakata saya saat membaca teks deskriptif.</p> <p><i>I look for linguistic indicators, such as related words, to help me expand my vocabulary when reading descriptive texts.</i></p>					
9	<p>Saya yakin bahwa mencari kata-kata terkait adalah strategi yang efektif dalam membaca teks deskriptif.</p> <p><i>I believe that looking for related words is an effective strategy in reading descriptive texts.</i></p>					

10	Menggunakan indikator linguistik membantu saya merasa lebih percaya diri dalam memahami teks deskriptif. <i>Using linguistic indicators helps me feel more confident in understanding descriptive text.</i>					
Prior knowledge						
11	Saya aktif menggunakan pengetahuan saya tentang topik untuk membantu saya memahami kata-kata yang mungkin tidak saya kenal dalam teks deskriptif. <i>I actively use my knowledge of the topic to help me understand words that I may not be familiar with in the descriptive text.</i>					
12	Pengetahuan saya tentang topik membantu saya membuat perkiraan yang akurat tentang makna kata-kata yang tidak saya kenal dalam teks deskriptif. <i>My knowledge of the topic helped me make an accurate estimate of the meaning of unfamiliar words in the descriptive text.</i>					
13	Saya merasa bahwa memiliki pengetahuan tentang konteks atau topik membantu saya membaca dan memahami teks deskriptif dengan lebih baik. <i>I feel that having knowledge of the context or topic helps me read and understand descriptive text better.</i>					
14	Menyusun hubungan antara pengetahuan saya dan teks membantu saya lebih baik memahami kata-kata yang tidak saya kenal dalam teks deskriptif. <i>Making connections between my knowledge and the text helped me better understand the unfamiliar words in the descriptive text.</i>					
15	Mempunyai pengetahuan tentang konteks membantu saya membuat perkiraan yang lebih akurat tentang					

	<p>makna kata-kata yang tidak saya kenal dalam teks deskriptif.</p> <p><i>Having knowledge of the context helps me make more accurate estimates of the meaning of unfamiliar words in descriptive texts.</i></p>				
Morphological Structure					
16	<p>Saya sering menganalisis struktur morfologis kata, seperti akar kata atau akhiran, untuk memahami maknanya dalam teks deskriptif</p> <p><i>I often analyze the morphological structure of words, such as roots or endings, to understand their meaning in descriptive texts.</i></p>				
17	<p>Mempahami struktur morfologis membantu saya dalam mengurai kata-kata yang mungkin sulit dalam teks deskriptif.</p> <p><i>Understanding morphological structures helps me in parsing words that may be difficult in descriptive texts.</i></p>				
18	<p>Saya merasa bahwa memahami akar kata adalah langkah penting dalam membaca dan memahami teks deskriptif.</p> <p><i>I feel that understanding word roots is an important step in reading and understanding descriptive texts.</i></p>				
19	<p>Menganalisis struktur kata membantu saya merinci makna kata yang tidak saya kenal dalam teks deskriptif.</p> <p><i>Analyzing the word structure helped me detail the meaning of unfamiliar words in the descriptive text.</i></p>				
20	<p>Mengetahui struktur morfologis membantu saya dalam mengenali kata-kata yang mungkin tidak saya kenal dalam teks deskriptif.</p> <p><i>Knowing the morphological structure helps me in recognizing words that I may not be familiar with in descriptive texts.</i></p>				
Top-Down Approach					
21	<p>Saya menggunakan pemahaman keseluruhan tentang konteks untuk</p>				

	<p>membantu saya menafsirkan makna kata-kata yang tidak saya kenal dalam teks deskriptif.</p> <p><i>I used an overall understanding of the context to help me interpret the meaning of unfamiliar words in the descriptive text.</i></p>				
22	<p>Saya merasa bahwa memiliki pemahaman keseluruhan tentang topik membantu saya dalam membaca dan memahami teks deskriptif dengan lebih efisien.</p> <p><i>I feel that having an overall understanding of the topic helps me in reading and understanding descriptive texts more efficiently.</i></p>				
23	<p>Saya cenderung menghubungkan kata-kata baru dengan konsep-konsep yang sudah saya ketahui saat membaca teks deskriptif.</p> <p><i>I tend to connect new words with concepts I already know when reading descriptive texts.</i></p>				
24	<p>Pemahaman konteks membantu saya membuat perkiraan yang akurat tentang makna kata-kata yang tidak saya kenal dalam teks deskriptif.</p> <p><i>Understanding the context helped me make an accurate estimate of the meaning of unfamiliar words in the descriptive text.</i></p>				
25	<p>Saya percaya bahwa pendekatan top-down membantu saya membaca teks deskriptif secara lebih menyeluruh.</p> <p><i>I believe that the top-down approach helps me read descriptive texts more thoroughly.</i></p>				

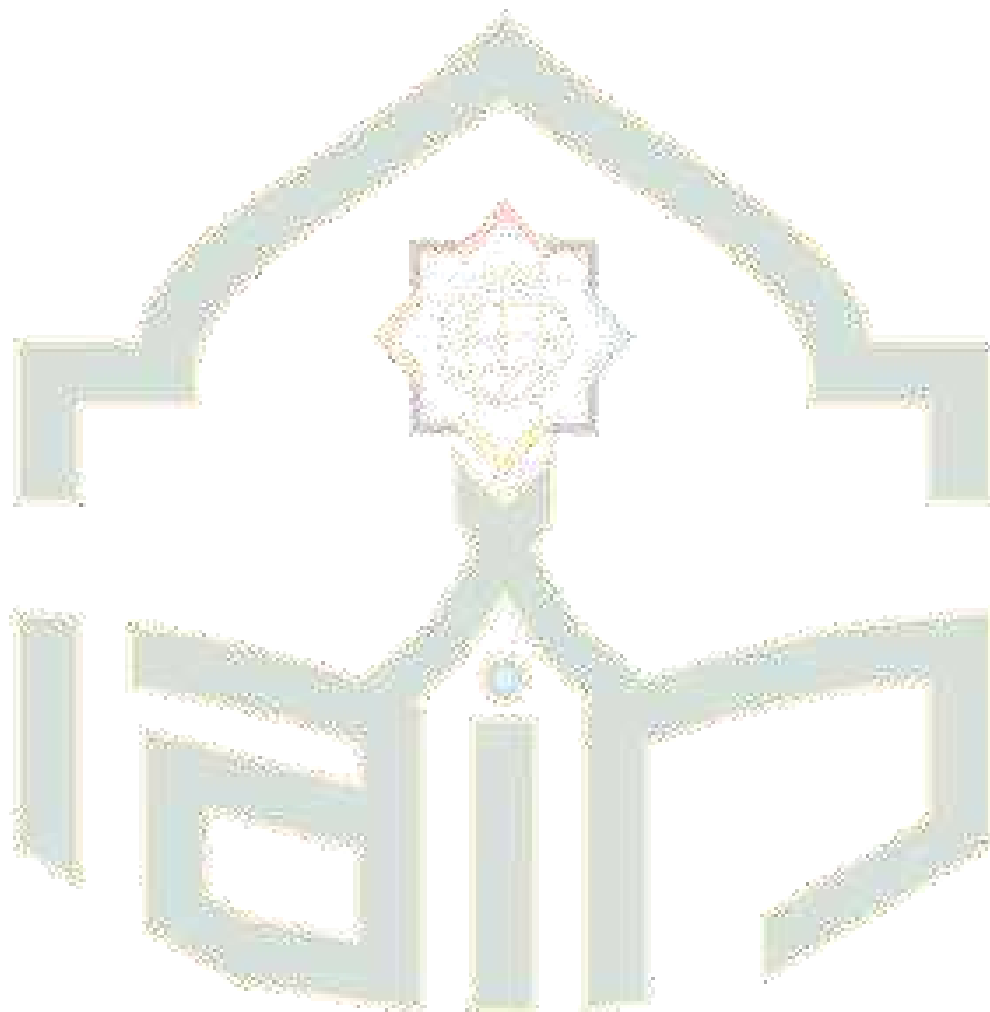
Thank you for your participation and cooperation!

Responden

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Appendix 2





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b. Indeks of difficulty

Item Question	Indek of Difficulty	Criteria	Note
1	0.65	Midle	Used
2	0.1	Difficult	Not Used
3	0.85	Easy	Not Used
4	0.55	Midle	Used
5	0.85	Easy	Not Used
6	0.45	Midle	Used
7	0.65	Midle	Used
8	0.85	Easy	Not Used
9	0.45	Midle	Used
10	0.1	Difficult	Not Used
11	0.55	Midle	Used
12	0.2	Difficult	Not Used
13	0.85	Easy	Not Used
14	0.65	Midle	Used
15	0.45	Midle	Used
16	0.95	Easy	Not Used
17	0.5	Midle	Used
18	0.85	Easy	Not Used
19	0.45	Midle	Used
20	0.1	Difficult	Not Used
21	0.95	Easy	Not Used
22	0.45	Midle	Used
23	0.1	Difficult	Not Used
24	0.45	Midle	Used
25	0.85	Easy	Not Used
26	0.85	Easy	Not Used
27	0.65	Midle	Used
28	0.65	Midle	Used
29	0.1	Difficult	Not Used
30	0.4	Midle	Used
31	0.4	Midle	Used
32	0.2	Difficult	Not Used
33	0.85	Easy	Not Used
34	0.95	Easy	Not Used
35	0.65	Midle	Used
36	0.65	Midle	Used

37	0.1	Difficult	Not Used
38	0.65	Midle	Used
39	0.2	Difficult	Not Used
40	0.65	Midle	Used
41	0.65	Midle	Used
42	0.85	Easy	Not Used
43	0.85	Easy	Not Used
44	0.65	Midle	Used
45	0.65	Midle	Used
46	0.85	Easy	Not Used
47	0.65	Midle	Used
48	0.85	Easy	Not Used
49	0.65	Midle	Used
50	0.85	Easy	Not Used
Total Difficult		9	
Total Midle		25	
Total Easy		16	



c. Discrimination Index

Item Question	Discrimination Index	Criteria	Note
1	0.5	Fair	Used
2	0	Worse	Not Used
3	0.1	Worse	Not Used
4	0.5	Fair	Used
5	0.1	Worse	Not Used
6	0.5	Fair	Used
7	0.5	Fair	Used
8	0.1	Worse	Not Used
9	0.5	Fair	Used
10	0	Worse	Not Used
11	0.5	Fair	Used
12	0	Worse	Not Used
13	0.1	Worse	Not Used
14	0.5	Fair	Used
15	0.5	Fair	Used
16	-0.1	Worse	Not Used
17	0.6	Fair	Used
18	0.1	Worse	Not Used
19	0.5	Fair	Used
20	0	Worse	Not Used
21	-0.1	Worse	Not Used
22	0.5	Fair	Used
23	0	Worse	Not Used
24	0.5	Fair	Used
25	0.1	Worse	Not Used
26	0.1	Worse	Not Used
27	0.5	Fair	Used
28	0.5	Fair	Used
29	0	Worse	Not Used
30	0.6	Fair	Used
31	0.6	Fair	Used
32	0	Worse	Not Used
33	0.1	Worse	Not Used
34	-0.1	Worse	Not Used
35	0.5	Fair	Used

36	0.5	Fair	Used
37	0	Worse	Not Used
38	0.5	Fair	Used
39	0	Worse	Not Used
40	0.5	Fair	Used
41	0.5	Fair	Used
42	-0.1	Worse	Not Used
43	-0.1	Worse	Not Used
44	0.5	Fair	Used
45	0.5	Fair	Used
46	0.1	Worse	Not Used
47	0.5	Fair	Used
48	0.1	Worse	Not Used
49	0.5	Fair	Used
50	0.1	Worse	Not Used
Total Worse		25	
Total Fair		25	
Total Good		0	



d. Tabulation inferencing strategy

NO	Students' Code	Statement																									SUM
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	S1	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	102
2	S2	3	3	3	4	5	3	4	3	3	4	4	3	3	3	3	4	5	3	4	3	3	4	4	3	3	87
3	S3	3	3	3	1	2	3	1	3	3	1	1	3	3	3	3	1	2	3	1	3	3	1	1	3	3	57
4	S4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	125
5	S5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	125
6	S6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	100
7	S7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	125
8	S8	3	3	3	5	4	3	5	3	3	5	5	3	3	3	3	5	4	3	5	3	3	5	5	3	3	93
9	S9	5	5	4	4	4	4	5	4	5	4	4	5	5	5	4	4	4	4	5	4	5	4	4	5	5	111
10	S10	4	4	3	3	4	5	4	3	3	3	3	4	4	4	3	3	4	5	4	3	3	3	3	4	4	90
11	S11	4	4	3	3	1	2	4	3	5	3	3	4	4	4	3	3	1	2	4	3	5	3	3	4	4	82
12	S12	3	3	5	5	5	5	4	5	4	5	5	3	3	3	5	5	5	5	4	5	4	5	5	3	3	107
13	S13	3	3	5	5	5	5	1	5	4	5	5	3	3	3	5	5	5	5	1	5	4	5	5	3	3	101
14	S14	5	5	4	4	4	4	5	4	3	4	4	5	5	5	4	4	4	4	5	4	3	4	4	5	5	107
15	S15	5	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	3	5	5	5	5	121
16	S16	4	4	3	3	5	4	4	3	5	3	3	4	4	4	3	3	5	4	4	3	5	3	3	4	4	94
17	S17	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	125
18	S18	3	3	3	5	4	3	5	3	4	5	5	3	3	3	3	5	4	3	5	3	4	5	5	3	3	95
19	S19	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	125
20	S21	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	98

K E R I N C I

Validity Test

Line	Text
1	Line 1 text
2	Line 2 text
3	Line 3 text
4	Line 4 text
5	Line 5 text
6	Line 6 text
7	Line 7 text
8	Line 8 text
9	Line 9 text
10	Line 10 text
11	Line 11 text
12	Line 12 text
13	Line 13 text
14	Line 14 text
15	Line 15 text
16	Line 16 text
17	Line 17 text
18	Line 18 text
19	Line 19 text
20	Line 20 text
21	Line 21 text
22	Line 22 text
23	Line 23 text
24	Line 24 text
25	Line 25 text
26	Line 26 text
27	Line 27 text
28	Line 28 text
29	Line 29 text
30	Line 30 text
31	Line 31 text
32	Line 32 text
33	Line 33 text
34	Line 34 text
35	Line 35 text
36	Line 36 text
37	Line 37 text
38	Line 38 text
39	Line 39 text
40	Line 40 text
41	Line 41 text
42	Line 42 text
43	Line 43 text
44	Line 44 text
45	Line 45 text
46	Line 46 text
47	Line 47 text
48	Line 48 text
49	Line 49 text
50	Line 50 text
51	Line 51 text
52	Line 52 text
53	Line 53 text
54	Line 54 text
55	Line 55 text
56	Line 56 text
57	Line 57 text
58	Line 58 text
59	Line 59 text
60	Line 60 text
61	Line 61 text
62	Line 62 text
63	Line 63 text
64	Line 64 text
65	Line 65 text
66	Line 66 text
67	Line 67 text
68	Line 68 text
69	Line 69 text
70	Line 70 text
71	Line 71 text
72	Line 72 text
73	Line 73 text
74	Line 74 text
75	Line 75 text
76	Line 76 text
77	Line 77 text
78	Line 78 text
79	Line 79 text
80	Line 80 text
81	Line 81 text
82	Line 82 text
83	Line 83 text
84	Line 84 text
85	Line 85 text
86	Line 86 text
87	Line 87 text
88	Line 88 text
89	Line 89 text
90	Line 90 text
91	Line 91 text
92	Line 92 text
93	Line 93 text
94	Line 94 text
95	Line 95 text
96	Line 96 text
97	Line 97 text
98	Line 98 text
99	Line 99 text
100	Line 100 text

Reliability Test and Questionnaire

Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.965	25

Reading Comprehension Test

Reliability Statistics

Cronbach's Alpha	N of Items
.911	50

Instrument	Cronbach's Alpha	Criteria
Test	0.911	Very High Reliability
Questionnaire	0.965	Very High Reliability

Source: Analyze, 2023

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Appendix 3



**RESEARCH QUESTION GRID AND
ANSWER KEY**

RESEARCH QUESTION GRID AND ANSWER KEY

Text:

Indonesia is a country that is rich in history and culture, including a long list of national heroes who fought for the country's independence from colonial rule. These heroes are celebrated for their bravery and their sacrifices that have helped shape Indonesia into the country it is today.

One of Indonesia's most famous national heroes is Soekarno, the first president of the country. Soekarno was a charismatic leader who played a crucial role in the fight for independence, giving inspiring speeches that motivated and united the people of Indonesia. Another famous national hero is General Sudirman, a military leader who led guerrilla warfare against the Dutch colonial forces during the Indonesian National Revolution.

There are also many other national heroes who have made significant contributions to the country's history. For example, there is Tan Malaka, who was a Marxist revolutionary and writer, and Ki Hadjar Dewantara, an educator who helped to promote education for all Indonesians. Other national heroes include Tjut Njak Dien, a freedom fighter who led a rebellion against Dutch colonial rule, and Hatta Rajasa, a politician and independence activist.

Indonesian national heroes are remembered and celebrated through various means, such as statues, monuments, and national holidays. On National Heroes' Day, which falls on November 10th, Indonesians pay tribute to these heroes and commemorate their contributions to the country.

In conclusion, Indonesian national heroes are a significant part of the country's history and culture. Through their bravery and sacrifices, they have helped shape Indonesia into the country it is today, and their legacies continue to inspire and motivate Indonesians of all generations.

Source: <https://www.britannica.com/biography/Sukarno>

Vocabulary comprehension:

1. What does the word "patriotic" mean in the following sentence? "He was a patriotic hero who fought bravely for his country."
 - a. cowardly
 - b. disloyal
 - c. loyal and devoted
 - d. indifferent

Answer: c. loyal and devoted

Inference comprehension:

2. What can be inferred about the hero's childhood based on the text?
 - a. He had a difficult childhood
 - b. He had a privileged upbringing
 - c. He had many siblings
 - d. The text does not provide information about his childhood

Answer: d. The text does not provide information about his childhood

Visualization comprehension:

3. What image does the text evoke about the hero's personality?
- a timid and shy person
 - a strong and courageous person
 - a quiet and reserved person
 - a careless and reckless person

Answer: b. a strong and courageous person

Context comprehension:

4. What is the meaning of the word "decoration" in the following sentence? "He received many decorations and awards for his bravery and service."
- an ornament
 - a tool
 - a weapon
 - a vehicle

Answer: a. an ornament

5. Main idea comprehension: What is the main idea of the text?
- The hero's early life and upbringing
 - The hero's many accomplishments and awards
 - The hero's courageous service to his country
 - The hero's peaceful retirement and old age

Answer: c. The hero's courageous service to his country

Text:

Mount Everest is the highest mountain in the world, with a peak that rises to 29,029 feet above sea level. Located in the Himalayas on the border between Nepal and Tibet, Mount Everest is a popular destination for experienced climbers who seek to challenge themselves and reach the summit.

The mountain is known for its extreme weather conditions and challenging terrain, including the Khumbu Icefall and the Hillary Step. Climbing Mount Everest requires careful planning, physical fitness, and specialized gear. Despite the risks involved, many people are drawn to the thrill of conquering the highest peak on earth.

6. What is Mount Everest?
- A river in Tibet
 - The highest mountain in the world

- c. A desert in Nepal
- d. A city in India

Answer: b. The highest mountain in the world

7. Who typically climbs Mount Everest?
- a. Novice climbers
 - b. Experienced climbers
 - c. Tourists
 - d. Children

Answer: b. Experienced climbers

8. What are some of the challenges associated with climbing Mount Everest?
- a. Extreme weather conditions and challenging terrain
 - b. Smooth surfaces and calm weather
 - c. Flat terrain and cold temperatures
 - d. Clear skies and gentle winds

Answer: a. Extreme weather conditions and challenging terrain

9. What is required to climb Mount Everest?
- a. Careful planning, physical fitness, and specialized gear
 - b. Good luck and a positive attitude
 - c. A large group of climbers
 - d. A helicopter to transport climbers to the summit

Answer: a. Careful planning, physical fitness, and specialized gear

10. What is the main idea of this text?
- a. Mount Everest is the highest mountain in the world.
 - b. Climbing Mount Everest is a dangerous and difficult undertaking.
 - c. Many people are attracted to the challenge of climbing Mount Everest.
 - d. Mount Everest is located on the border between Nepal and Tibet.

Answer: c. Many people are attracted to the challenge of climbing Mount Everest.

Text:

K E R I N C I

The Great Barrier Reef is the world's largest coral reef system, stretching for over 2,300 kilometers off the coast of Australia. It is home to a wide variety of marine life, including 1,500 species of fish, 30 species of whales and dolphins, and 6 species of sea turtles. Visitors to the reef can snorkel or scuba dive to explore the colorful coral formations and swim alongside schools of fish. However, climate change, pollution, and overfishing pose serious threats to the health of the reef and

its inhabitants.

Source: <https://education.nationalgeographic.org/resource/great-barrier-reef>

11. What is the Great Barrier Reef?
- A mountain range in Australia
 - A river system in Australia
 - A coral reef system in Australia
 - A desert in Australia

Answer: c. A coral reef system in Australia

12. What kind of marine life can be found in the Great Barrier Reef?
- Only fish
 - Only whales and dolphins
 - Only sea turtles
 - Fish, whales and dolphins, and sea turtles

Answer: d. Fish, whales and dolphins, and sea turtles

13. How can visitors explore the Great Barrier Reef?
- By hiking on land
 - By driving on a scenic route
 - By snorkeling or scuba diving
 - By taking a helicopter tour

Answer: c. By snorkeling or scuba diving

14. What are some of the threats to the health of the Great Barrier Reef?
- Climate change, pollution, and overfishing
 - Too many tourists
 - A lack of sunlight
 - Natural disasters like hurricanes

Answer: a. Climate change, pollution, and overfishing

15. What is the main idea of this text?
- The Great Barrier Reef is a popular tourist destination in Australia.
 - The Great Barrier Reef is home to a wide variety of marine life.
 - The health of the Great Barrier Reef is threatened by climate change, pollution, and overfishing.
 - The Great Barrier Reef is the largest coral reef system in the world.

Answer: c. The health of the Great Barrier Reef is threatened by climate change, pollution, and overfishing.

Reading Passage:

The Amazon Rainforest

The Amazon Rainforest is a vast region that spans across eight countries in South America, including Brazil, Peru, and Colombia. It is known as the lungs of the Earth, as it produces more than 20% of the world's oxygen. The rainforest is also home to an incredible diversity of plant and animal species, many of which cannot be found anywhere else in the world.

Source: https://en.wikipedia.org/wiki/Amazon_rainforest

Vocabulary Comprehension

16. What is the Amazon Rainforest known as?
- The heart of the Earth
 - The lungs of the Earth
 - The brain of the Earth
 - The stomach of the Earth

Answer: b. The lungs of the Earth

Inference Comprehension

17. What is the main reason the Amazon Rainforest is important to the world?
- It is home to many plant and animal species.
 - It produces more than 20% of the world's oxygen.
 - It spans across eight countries in South America.
 - It is the largest rainforest in the world.

Answer: b. It produces more than 20% of the world's oxygen.

Visualization Comprehension

18. Which of the following best describes the Amazon Rainforest?
- A small forest in South America
 - A vast region spanning eight countries in South America
 - A forest in Europe
 - A forest in North America

Answer: b. A vast region spanning eight countries in South America

Context Comprehension.

19. What does the phrase "cannot be found anywhere else in the world" mean?
- The plant and animal species are only found in the Amazon Rainforest.
 - The plant and animal species can be found in other rainforests.
 - The plant and animal species can be found in other parts of the world.
 - The plant and animal species are extinct.

Answer: a. The plant and animal species are only found in the Amazon Rainforest.

Main Idea Comprehension

20. What is the main idea of the passage?
- The Amazon Rainforest is a small forest in South America.
 - The Amazon Rainforest produces more than 20% of the world's oxygen.
 - The Amazon Rainforest is home to an incredible diversity of plant and animal species.
 - The Amazon Rainforest spans across eight countries in South America.

Answer: c. The Amazon Rainforest is home to an incredible diversity of plant and animal species.

Reading Passage:

As the sun rose over the horizon, I found myself standing in the middle of a lush green field, surrounded by trees and flowers. The sweet fragrance of wildflowers filled the air, and the gentle rustling of leaves provided a soothing background noise. A nearby stream bubbled happily, and the chirping of birds could be heard in the distance. It was a perfect day for a picnic.

Vocabulary comprehension:

21. What does the word "fragrance" mean in the passage?
- a loud noise
 - a sweet smell
 - a bright color
 - a soft texture

Answer: B. a sweet smell

Inference comprehension:

22. What can you infer from the passage?
- the author is in a busy city
 - the author is in a peaceful countryside
 - the author is in a noisy factory
 - the author is in a dark room

Answer: B. The author is in a peaceful countryside

Visualization comprehension:

23. What can you visualize from the passage?
- a crowded street
 - a beautiful garden
 - a messy room
 - a dirty river

Answer: B. A beautiful garden

Context comprehension:

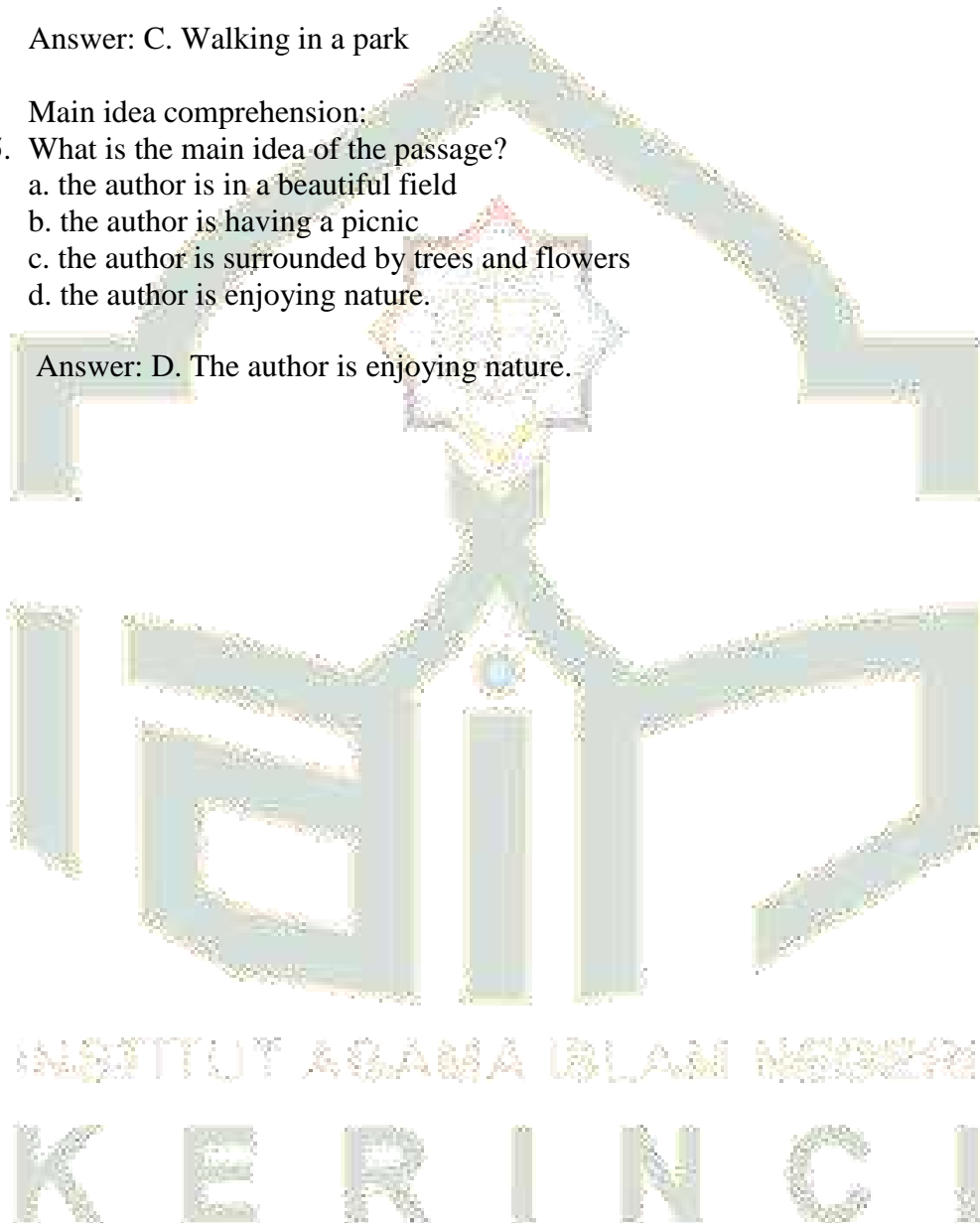
24. What is the author doing in the passage?
- running in a marathon
 - cooking in the kitchen
 - walking in a park
 - swimming in a pool

Answer: C. Walking in a park

Main idea comprehension:

25. What is the main idea of the passage?
- the author is in a beautiful field
 - the author is having a picnic
 - the author is surrounded by trees and flowers
 - the author is enjoying nature.

Answer: D. The author is enjoying nature.



Appendix 4

Index of Difficulties

Item Question	Indeks of Difficulty	Criteria	Note
1	0.65	Middle	Used
2	0.1	Difficult	Not Used
3	0.85	Easy	Not Used
4	0.55	Middle	Used
5	0.85	Easy	Not Used
6	0.45	Middle	Used
7	0.65	Middle	Used
8	0.85	Easy	Not Used
9	0.45	Middle	Used
10	0.1	Difficult	Not Used
11	0.55	Middle	Used
12	0.2	Difficult	Not Used
13	0.85	Easy	Not Used
14	0.65	Middle	Used
15	0.45	Middle	Used
16	0.95	Easy	Not Used
17	0.5	Middle	Used
18	0.85	Easy	Not Used
19	0.45	Middle	Used
20	0.1	Difficult	Not Used
21	0.95	Easy	Not Used
22	0.45	Middle	Used
23	0.1	Difficult	Not Used
24	0.45	Middle	Used
25	0.85	Easy	Not Used
26	0.85	Easy	Not Used
27	0.65	Middle	Used
28	0.65	Middle	Used
29	0.1	Difficult	Not Used
30	0.4	Middle	Used
31	0.4	Middle	Used
32	0.2	Difficult	Not Used
33	0.85	Easy	Not Used
34	0.95	Easy	Not Used

35	0.65	Middle	Used
36	0.65	Middle	Used
37	0.1	Difficult	Not Used
38	0.65	Middle	Used
39	0.2	Difficult	Not Used
40	0.65	Middle	Used
41	0.65	Middle	Used
42	0.85	Easy	Not Used
43	0.85	Easy	Not Used
44	0.65	Middle	Used
45	0.65	Middle	Used
46	0.85	Easy	Not Used
47	0.65	Middle	Used
48	0.85	Easy	Not Used
49	0.65	Middle	Used
50	0.85	Easy	Not Used
Total Difficult		9	
Total Middle		25	
Total Easy		16	

Source: Analyze, 2023



Appendix 5

Discrimination Index

Item Question	Discrimination Index	Criteria	Note
1	0.5	Fair	Used
2	0	Worse	Not Used
3	0.1	Worse	Not Used
4	0.5	Fair	Used
5	0.1	Worse	Not Used
6	0.5	Fair	Used
7	0.5	Fair	Used
8	0.1	Worse	Not Used
9	0.5	Fair	Used
10	0	Worse	Not Used
11	0.5	Fair	Used
12	0	Worse	Not Used
13	0.1	Worse	Not Used
14	0.5	Fair	Used
15	0.5	Fair	Used
16	-0.1	Worse	Not Used
17	0.6	Fair	Used
18	0.1	Worse	Not Used
19	0.5	Fair	Used
20	0	Worse	Not Used
21	-0.1	Worse	Not Used
22	0.5	Fair	Used
23	0	Worse	Not Used
24	0.5	Fair	Used
25	0.1	Worse	Not Used
26	0.1	Worse	Not Used
27	0.5	Fair	Used
28	0.5	Fair	Used
29	0	Worse	Not Used
30	0.6	Fair	Used
31	0.6	Fair	Used

32	0	Worse	Not Used
33	0.1	Worse	Not Used
34	-0.1	Worse	Not Used
35	0.5	Fair	Used
36	0.5	Fair	Used
37	0	Worse	Not Used
38	0.5	Fair	Used
39	0	Worse	Not Used
40	0.5	Fair	Used
41	0.5	Fair	Used
42	-0.1	Worse	Not Used
43	-0.1	Worse	Not Used
44	0.5	Fair	Used
45	0.5	Fair	Used
46	0.1	Worse	Not Used
47	0.5	Fair	Used
48	0.1	Worse	Not Used
49	0.5	Fair	Used
50	0.1	Worse	Not Used
Total Worse		25	
Total Fair		25	
Total Good		0	

Source: Analyze, 2023

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Appendix 6

The Result of Validity Test

Item Question	R-count	R-table	Criteria	Note
1	.652 ^{**}	0.3233	High Validity	Used
2	0.137	0.3233	Low Validity	Not Used
3	0.107	0.3233	Low Validity	Not Used
4	.699 ^{**}	0.3233	High Validity	Used
5	0.107	0.3233	Low Validity	Not Used
6	.616 ^{**}	0.3233	High Validity	Used
7	.815 ^{**}	0.3233	Very High Validity	Used
8	0.169	0.3233	Low Validity	Not Used
9	.616 ^{**}	0.3233	High Validity	Used
10	0.026	0.3233	Low Validity	Not Used
11	.699 ^{**}	0.3233	High Validity	Used
12	-0.128	0.3233	Very Low Validity	Not Used
13	0.107	0.3233	Low Validity	Not Used
14	.652 ^{**}	0.3233	High Validity	Used
15	.594 ^{**}	0.3233	Moderate Validity	Used
16	-0.069	0.3233	Very Low Validity	Not Used
17	.632 ^{**}	0.3233	High Validity	Used
18	0.076	0.3233	Low Validity	Not Used
19	.594 ^{**}	0.3233	Moderate Validity	Used
20	0.137	0.3233	Low Validity	Not Used
21	-0.069	0.3233	Very Low Validity	Not Used
22	0.327	0.3233	Low Validity	Used
23	0.026	0.3233	Low Validity	Not Used
24	.516 [*]	0.3233	Moderate Validity	Used
25	0.169	0.3233	Low Validity	Not Used
26	0.169	0.3233	Low Validity	Not Used
27	.652 ^{**}	0.3233	High Validity	Used
28	.815 ^{**}	0.3233	Very High Validity	Used
29	0.137	0.3233	Low Validity	Not Used
30	.448 [*]	0.3233	Moderate Validity	Used
31	.448 [*]	0.3233	Moderate Validity	Used
32	0.025	0.3233	Low Validity	Not Used
33	0.138	0.3233	Low Validity	Not Used
34	-0.069	0.3233	Very Low Validity	Not Used
35	.815 ^{**}	0.3233	Very High Validity	Used
36	.815 ^{**}	0.3233	Very High Validity	Used
37	0.137	0.3233	Low Validity	Not Used
38	.815 ^{**}	0.3233	Very High Validity	Used

39	0.025	0.3233	Low Validity	Not Used
40	.815**	0.3233	Very High Validity	Used
41	.815**	0.3233	Very High Validity	Used
42	0.076	0.3233	Low Validity	Not Used
43	0.076	0.3233	Low Validity	Not Used
44	.815**	0.3233	Very High Validity	Used
45	.815**	0.3233	Very High Validity	Used
46	0.169	0.3233	Low Validity	Not Used
47	.815**	0.3233	Very High Validity	Used
48	0.200	0.3233	Low Validity	Not Used
49	.815**	0.3233	Very High Validity	Used
50	0.200	0.3233	Low Validity	Not Used



Appendix 7

The Result of Questionnaire Validity

Statement	R-count	R-table	Criteria	Note
1	.748**	0.3233	High Validity	Used
2	.748**	0.3233	High Validity	Used
3	.836**	0.3233	Very High Validity	Used
4	.809**	0.3233	Very High Validity	Used
5	.707**	0.3233	High Validity	Used
6	.747**	0.3233	High Validity	Used
7	.648**	0.3233	High Validity	Used
8	.808**	0.3233	Very High Validity	Used
9	.515*	0.3233	Moderate Validity	Used
10	.809**	0.3233	Very High Validity	Used
11	.809**	0.3233	Very High Validity	Used
12	.748**	0.3233	High Validity	Used
13	.748**	0.3233	High Validity	Used
14	.748**	0.3233	High Validity	Used
15	.836**	0.3233	Very High Validity	Used
16	.809**	0.3233	Very High Validity	Used
17	.707**	0.3233	High Validity	Used
18	.747**	0.3233	High Validity	Used
19	.648**	0.3233	High Validity	Used
20	.808**	0.3233	Very High Validity	Used
21	.515*	0.3233	Moderate Validity	Used
22	.809**	0.3233	Very High Validity	Used
23	.809**	0.3233	Very High Validity	Used
24	.748**	0.3233	High Validity	Used
25	.748**	0.3233	High Validity	Used

Source: Analyze, 2023

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Appendix 8



DATA TABULATION

Questionnaire

N0	Students' Code	Statement																									SUM	Score	Criteria
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1	S1	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	123	98.4	Excellent	
2	S2	5	3	5	5	4	3	5	3	3	5	5	3	3	3	3	5	5	5	5	4	3	5	3	3	5	101	80.8	Excellent
3	S3	3	5	3	4	4	4	5	4	5	4	4	5	5	5	4	4	5	5	4	4	4	5	4	5	4	108	86.4	Excellent
4	S4	5	5	5	3	4	5	4	3	3	3	3	4	4	4	3	3	4	4	3	4	5	4	3	3	3	94	75.2	Good
5	S5	3	4	5	3	1	2	4	3	5	3	3	4	4	4	3	3	1	5	3	1	2	4	3	5	3	81	64.8	Moderate
6	S6	5	5	5	5	5	5	4	5	4	5	5	3	3	3	5	5	5	2	5	5	5	4	5	4	5	112	89.6	Excellent
7	S7	5	5	5	5	5	5	1	5	4	5	5	3	3	3	5	5	5	5	5	5	1	5	4	5	5	109	87.2	Excellent
8	S8	3	3	5	4	4	4	5	4	3	4	4	5	5	5	4	4	4	5	4	4	4	5	4	3	4	103	82.4	Excellent
9	S9	4	5	4	5	5	5	5	5	3	5	5	5	5	5	5	5	5	4	5	5	5	5	5	3	5	118	94.4	Excellent
10	S10	3	3	3	3	5	4	4	3	5	3	3	4	4	4	3	3	5	5	3	5	4	4	3	5	3	94	75.2	Good
11	S11	3	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	120	96	Excellent
12	S12	5	4	5	5	4	3	5	3	4	5	5	3	3	3	3	5	4	4	5	4	3	5	3	4	5	102	81.6	Excellent
13	S13	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	123	98.4	Excellent
14	S14	4	3	4	3	3	1	2	4	3	5	3	3	4	4	4	3	3	1	3	3	1	2	4	3	5	78	62.4	Moderate
15	S15	5	3	5	5	5	5	5	4	5	4	5	5	3	3	3	5	5	5	5	5	5	5	4	5	4	113	90.4	Excellent
16	S16	3	5	3	5	5	5	5	1	5	4	5	5	3	3	3	5	5	5	5	5	5	5	1	5	4	105	84	Excellent
17	S17	5	5	5	4	4	4	4	5	4	3	4	4	5	5	5	4	4	4	4	4	4	4	5	4	3	106	84.8	Excellent
18	S18	3	4	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	3	118	94.4	Excellent	
19	S19	5	5	5	3	3	5	4	4	3	5	3	3	4	4	4	3	3	5	3	3	5	4	4	3	5	98	78.4	Good
20	S20	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	121	96.8	Excellent
21	S21	5	3	5	3	5	4	3	5	3	4	5	5	3	3	3	3	5	4	3	5	4	3	5	3	4	98	78.4	Good
22	S22	3	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	121	96.8	Excellent
23	S23	5	5	5	3	5	4	3	5	3	4	5	5	3	3	3	3	5	4	3	5	4	3	5	3	4	100	80	Excellent
24	S24	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	122	97.6	Excellent
25	S25	5	5	5	3	5	4	3	5	3	4	5	5	3	3	3	3	5	4	3	5	4	3	5	3	4	100	80	Excellent
Average																											85.376	Excellent	

Reading Comprehension Test

N0	Students' Code	Items' Questions																									SUM	Score	Criteria
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1	S1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	22	88	Excellent	
2	S2	1	0	1	1	0	0	0	0	1	1	0	1	0	1	0	0	1	0	0	0	1	1	1	1	0	12	48	Very Bad
3	S3	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	21	84	Excellent	
4	S4	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	0	1	1	17	68	Moderate
5	S5	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	21	84	Excellent
6	S6	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	23	92	Excellent
7	S7	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	20	80	Excellent
8	S8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	100	Excellent
9	S9	1	0	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	18	72	Good
10	S10	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	20	80	Excellent
11	S11	1	0	0	0	0	1	0	1	0	1	0	0	1	1	0	1	1	1	1	0	0	0	0	0	1	12	48	Very Bad
12	S12	1	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	1	17	68	Moderate
13	S13	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	1	0	0	0	1	1	0	0	1	15	60	Moderate
14	S14	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	1	0	1	1	1	1	1	0	17	68	Moderate
15	S15	1	0	0	1	0	1	0	1	1	0	0	1	0	1	1	0	1	0	1	0	1	1	0	0	0	12	48	Very Bad
16	S16	1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	16	64	Moderate
17	S17	0	0	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	17	68	Moderate
18	S18	1	0	0	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	15	60	Moderate
19	S19	1	0	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	18	72	Good
20	S20	0	0	0	1	0	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	15	60	Moderate
21	S21	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	19	76	Good
22	S22	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	21	84	Excellent
23	S23	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	17	68	Moderate
24	S24	0	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	18	72	Good
25	S25	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	22	88	Excellent
Average																											72	Good	

Appendix 9

Normality

Tests of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai X	.249	18	.601	.889	18	.075
Y	.178	18	.056	.914	18	.069

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 10

Homogeneity

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
2.042	3	88	.114

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Appendix 11
R-table

df = (N-k)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1
2	0.9	0.95	0.98	0.99	0.999
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.847
10	0.4973	0.576	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.801
12	0.4575	0.5424	0.612	0.6614	0.78
13	0.4409	0.544	0.5923	0.6411	0.7604
14	0.4259	0.5324	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.588
27	0.3115	0.3673	0.4297	0.4705	0.579
28	0.3061	0.361	0.4226	0.4629	0.5703
29	0.3009	0.384	0.4158	0.4556	0.562
30	0.296	0.3494	0.4093	0.4487	0.5541

Appendix 12

T-table

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

**Appendix 13
Documentation**





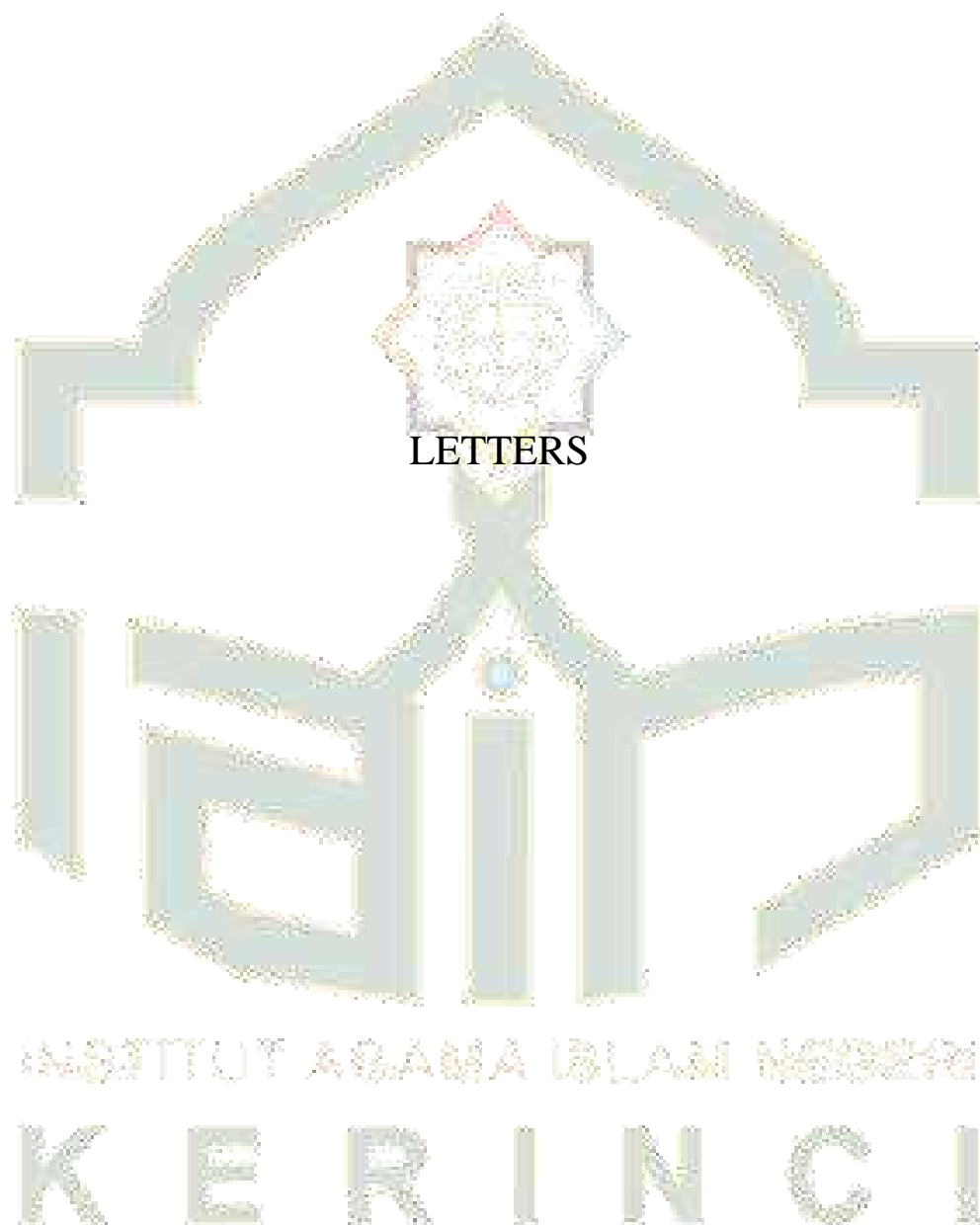




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Appendix 14





KEMENTERIAN AGAMA RI
 INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 JURUSAN TADRIS BAHASA INGGRIS

Jalan Pelita IV Sungai Penuh Telp. 0748 – 21063 Kode Pos. 37112 web : www.staiaikerni.ac.id

SURAT KETERANGAN PENELITIAN

No. In. 31 / JS.1 / PP.00.9 / 27 / 2024

Yang bertanda tangan di bawah ini Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci, Menegaskan bahwa :

Nama	:	Arifna
Nim	:	1810202026 -
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Semester	:	XI

Telah melaksanakan penelitian di Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Penelitian ini dilaksanakan dari tanggal 02 Oktober s.d 02 Desember 2023 Dengan judul "The Correlation Between the Used of Inferencing Strategies Toward Students' Reading Comprehension of Descriptive Text at the First Semester Students of English Department of IAIN Kerinci".

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

Sungai Penuh, 26 Januari 2024

Ketua Jurusan,

 M. HAZAL, M.Pd
 NIP. 19840206 202321 1 011



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Masjid Nurul Ulum Darul Ulum Gading, Kecamatan Perseh Baki, Kota Singkil, Aceh
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Nomor : In.3/ID.1/PP.00.9 /2023
Lampiran : 1 Halaman
Perihal : Permohonan Izin Penelitian

03 Juli 2023

Kepada Yth,
Rektor IAIN KERINCI
Kota Singkil Peraih
Di
Tempat

Assalamualaikum Wr, Wb.

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 : Arifas
NIM : 1810200026
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi: **THE EFFECT OF USING INFERENCING STRATEGIES ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT IAIN KERINCI THE ACADEMIC YEAR 2022/2023**. Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal **02 Oktober 2023** s.d **02 Desember 2023**.



Dr. Hadi Candia, S.Ag., M.Pd.
NIP.197306051990031004

Terbaca:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga
3. Yang bersangkutan sebagai pengantar
4. Penutup



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 JURUSAN TADRIS BAHASA INGGRIS

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 Telp. (0748) 21065 Fax. (0748) 22114 Kode Pos. 37112
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**SURAT KETERANGAN
 LULUS UJI PLAGIASI**

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa Skripsi Mahasiswa:

Nama : Ariffsa
 NIM : 1810203026
 Judul : Tadris Bahasa Inggris

Pembimbing 1 : Dr. Nur. Rahmatul

Pembimbing 2 : Herayati, M. Pd

Telah diuji plagiasi dengan tingkat kemiripan dengan karya tulis lainnya sebesar
 ...30%... dan dinyatakan dapat diagendakan untuk Ujian Skripsi.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Catatan:
 Tingkat kemiripan maksimal 30 % di luar daftar pustaka



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SURAT PENETAPAN JUDUL DAN PEMBIMBING SKRIPSI

Nomor: In.3140.1/PP/00.910/2022

Berdasarkan Rapat TIM Seleksi Judul Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan tentang Penetapan Judul dan Pembimbing Skripsi Mahasiswa, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan (IAIN Kerinci) menetapkan:

- | | |
|------------------|----------------------------|
| 1. Nama | : Novri Fahrizal, M.Pd. |
| NIP | : 198811122011011007 |
| Pangkat/Golongan | : Penata Tk. Utd |
| Jabatan | : Lektor |
| Sebagai | : Pembimbing I |
| 2. Nama | : Heriyas, M. Pd |
| NIP | : 198003292020122018 |
| Pangkat/Golongan | : Penata Muda Tk. I (IIIb) |
| Jabatan | : Asisten A/B |
| Sebagai | : Pembimbing II |

Dalam penulisan skripsi:

- | | |
|---------------|---|
| Mahasiswa | : Aritsa |
| NIM | : 1810203026 |
| Fakultas | : Fakultas Tarbiyah dan Ilmu Keguruan |
| Program Studi | : Tadris Bahasa Inggris (TBI) |
| Judul Skripsi | : THE COMPARATIVE STUDY OF LEXICAL GLOSSING AND INFERENCING STRATEGIES ON STUDENTS' READING COMPREHENSION DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMA N 10 KERINCI ACADEMIC YEAR 2022/2023 |

Demikian surat penetapan ini disampaikan agar dilaksanakan sebagaimana mestinya.



DITETAPKAN DI : Sungai Penuh
 PADA TANGGAL : 25 Juni 2022

Dekan

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

Tembusan:

1. Wakil Dekan I Bidang Akademik dan Pengembangan Lembaga
2. Ketua Jurusan/Program Studi
3. Dosen Pembimbing
4. Bertinggal



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**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
Nomor 251/SPK/Tahun 2023**

**TENTANG
PENUNJUKAN TIM PENGLIJI MUNACASAH
MAHASISWA FAKULTAS TARBİYAH DAN ILMU KEGURUAN
TAHUN 2023**

DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN

- | | |
|-------------------|--|
| Menimbang | <ul style="list-style-type: none"> a. Bahwa untuk mengukur kemampuan penguasaan materi, metodologi dan relevansi dalam menyusun karya ilmiah yang logis dan objektif sesuai dengan program studi masing-masing b. Bahwa nama-nama yang tercantum dalam lampiran Keputusan ini dipandang mampu dan cakap untuk melaksanakan tugas dimaksud. |
| Mengingat | <ul style="list-style-type: none"> 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. 2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi 3. Undang-undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen 4. Peraturan Pemerintah Nomor 60 Tahun 1999 Tentang Pendidikan Tinggi. 5. Peraturan Pemerintah Nomor 37 Tahun 2009 Tentang Dosen. 6. Peraturan Menteri Agama Nomor 74 Tahun 2018 Tentang Orkestr IAIN Kerinci. 7. Keputusan Menteri Agama Nomor 12 Tahun 2017 Tentang Statuta IAIN Kerinci. 8. Keputusan Rektor Institut Agama Islam Negeri (IAIN) Kerinci Nomor 290 Tahun 2020 tentang Peraturan Akademik Institut Agama Islam Negeri Kerinci. |
| Mengperhatikan | <ul style="list-style-type: none"> 1. Rapat Fakultas Tarbiyah dan Ilmu Keguruan Tanggal 02 Januari 2023. |
| MEMUTUSKAN | |
| Menetapkan | <ul style="list-style-type: none"> 1. KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN TENTANG PENUNJUKAN TIM PENGLIJI MUNACASAH MAHASISWA FAKULTAS TARBİYAH DAN ILMU KEGURUAN TAHUN 2023. |
| Pelaksanaan | <ul style="list-style-type: none"> 1. Menunjuk dan menganggotai mereka yang namanya tercantum dalam kolom 0 (nol) sebagai tim ujian munacabah dan kolom 2 (dua) nama mahasiswa yang melaksanakan ujian munacabah sebagaimana tercantum pada lampiran Keputusan ini. |
| Kedua | <ul style="list-style-type: none"> 1. Semua biaya akibat dari keputusan ini dibebankan kepada anggaran Institut Agama Islam Negeri (IAIN) Kerinci. |
| Ketiga | <ul style="list-style-type: none"> 1. Keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk di ketahui dan dilaksanakan dengan penuh tanggung jawab. |

DITETAPKAN DI : Sungai Penuh
PADA TANGGAL : 4 Maret 2024

Dekan

Dr. Haili Candia, S.Ag., M.Pd.



Tembusan:

1. Rektor IAIN Kerinci
2. Ketua Jurusan/Program Studi
3. Arsip



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Lampiran : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
 Nomor : 294/Tahun 2023
 Tanggal : Maret 2023
 Tentang : PENUNJUKAN TIM PENJUKU MUNAQASAH MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI

No.	Nama Mahasiswa	NIM	TM	Prodi	Tim Pengjup	
					Nama	Jabatan
1.	Arifan	1810200128	11	TBR	1. Dr. Ahmad Jahn, S.Ag, S.Pd, M.Ag 2. Dr. Suhani, S.Pd, M.Pd. 3. Yosi Umayal, M.Pd 4. Noveri Pahriza, M.Pd 5. Heriyat, M.Pd	Ketua Pengjup 1 Pengjup 2 Pengjup 3 Pengjup 4



Dekan


 Dr. Hedi Candia, S.Ag., M.Pd.