

**STUDENTS' ABILITY AND PROBLEMS TO ANSWER THE
QUESTIONS OF READING COMPREHENSION
(A Study at Reading 4 in English Study Program of IAIN Curup)**

THESIS

**This Thesis is submitted to fulfill the requirement
For 'Sarjana' degree in English Language Education**



By

AZIZAH

NIM: 16551061

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
INSTITUTE COLLEGE FOR ISLAMIC STUDIES
(IAIN) CURUP
2020**



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH
Jalan Dr. AK Gani, No 01 Kotak Pos 108 Telp (0732)21010
Curup – Bengkulu 39119

Hal : Pengajuan Ujian Skripsi
Kepada
Yth. Rektor IAIN Curup
Di-
Curup

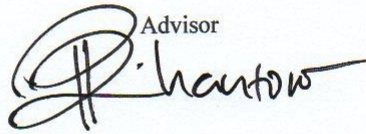
Assalamu'alaikum Warahmatullahi Wabarokatuh

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara *Azizah* yang berjudul "*Students' ability and problems to answer the questions of reading comprehension (A case at reading 4 in English Study Program of IAIN Curup)*". Sudah dapat diajukan dalam sidang Munaqasah Institut Agama Islam Negeri (IAIN) Curup.

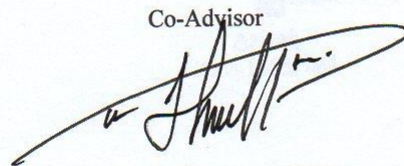
Demikian permohonan ini kami ajukan, atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarokatuh.

Curup, Oktober 2020

Advisor


Prihantoro, S.S.,M.Pd
NIP.19750820 2008 01 1004

Co-Advisor


Henny Septia Utami, M.Pd
NIDN.2016098903

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) CURUP

STATEMENT OF OWNERSHIP

The researcher who sign below:

Nama : Azizah

NIM : 16551061

Department : Tarbiyah

Study Program : English Study Program

State that the thesis is entitled Students' ability and problems to answer the questions of reading comprehension (A Case at Reading 4 in English Study Program of IAIN Curup) is pure and never proposed in IAIN Curup and other University.

This statement was made by truly. If in the next day there are a lot of mistakes, the writer ready to responsibility with the regulation.

Curup, Oktober 2020
The Researcher



Azizah
NIM.16551061



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) CURUP

Jalan Dr. AK Gani N0. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 38112

APPROVAL

Nomor : /In.34/FT/PP.00.9/10/2020

Name : Azizah
NIM : 16551061
Departement : English Study Program
Title : Students' Ability and Problems to Answer the Questions of
Reading Comprehension (A Case at Reading 4 in English Study
Program of IAIN Curup)

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date : Thursday, October 22nd 2020
Time : 13.30 p.m – 15:00 p.m
At : Munaqasyah Room 1 IAIN Curup

Has been received to fulfill partial requirements for the degree of Strata 1 in English Study Program of Tarbiyah Faculty of IAIN Curup.

Examiners :

Head

Prihantoro, SS., M.Pd
NIP 19750820 200801 1 004

Examiner I

Eka Apriani, M.Pd
NIP 19900403 201503 2 005

Secretary

Henny Septia Utami, M.Pd
NIDN 2016098903

Examiner II

Paidi Gusmuliana, M.Pd
NIP 19840817 201503 1 004

Dean of Faculty Tarbiyah



Dr. H. Ifnaldi, M.Pd.
NIP 196506272000031002

PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled “Students’ ability and problems to answer the questions of reading comprehension (A Case at Reading 4 in English Study Program of IAIN Curup)”.

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Curup, Oktober 2020

The Researcher

Azizah

NIM.16551061

ACKNOWLEDGEMENT

Assalammu'alaikum Wr.Wb

In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled “**Students’ ability and problems to answer the questions of reading comprehension (A Case at Reading 4 in English Study Program of IAIN Curup)**”. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

1. Mr. Dr. Rahmat Hidayat, M.Pd., M.Ag as the Rector of IAIN Curup.
2. Mr. Dr. H. Ifnaldi as the Dean Faculty of Tarbiyah IAIN Curup
3. Mrs. Jumatul Hidayah, M.Pd as the Head of English Study Program IAIN Curup
4. My big thanks to Mr. Prihantoro. S. S., M.Pd as my advisor and Ms. Henny Septia Utami, M.Pd as co-advisor who have given many correction, useful suggestion, and also guidance to complete this thesis. Thank you very much for the valuable time that spent to guide me finishes this thesis.

5. Mr. Sakut Anshori, S. Pd. I., M. Hum as my academic advisor who had given the researcher chance to do this research and also thanks for knowledge, support and motivation.
6. Ms. Rully Morgana, M.Pd as my Instrument's validator and lecture who help support my thesis.
7. All lectures and staff of IAIN Curup the researcher would like to say thank you very much for them toward beneficial knowledge, insight and their unconditional supports.
8. All of eighth semester who had been good respondent and gave their contribution this research.

The researcher realized this thesis still needs suggestions in order to make this thesis is more valuable. May Allah SWT gives the best reward and bless us. Aamiin ya robbal'alamin. Wassalamu'alaikum Wr.Wb.

Curup, Oktober 2020
The Researcher

Azizah
NIM.16551061

MOTTO AND DEDICATION

MOTTO

“LOVE YOURSELF FIRST, AND EVERYTHING WILL BE OKAY”

“BE SO BUSY, IMPROVING YOURSELF. THAT YOU HAVE NO TIME TO CRITICIZE
OTHERS”

“DO NOT UNDERESTIMATE YOUR SELF”

DEDICATION

This thesis is dedicated to:

1. My best father Mr. A. Pikri and my best mother Mrs. Railah, Thank you for prayers, support and the best love for me.
2. My beautiful sister Sefty Rottina and my beloved brother Luvy Akbar, who always be my support and prayer for me.
3. My lovely, my best sisters: Febbry Anggraini, Ina Ita Bella, Selvi Shintia, Ike Nursyafitri, Dwi Utari Fransiska, Ade Gusrianti Utami, Ade Eka Wahyu Utami, Jelita Leona Putri.
4. Wak Squad: Nova Nur Annisa, Intan, Poppy Aprilia, Lasteri, Levi Cahaya, Amelia, Nurjannah, Marissa, Messi, Anggun.
5. OSAD : Okta Maulisa, Siti Fatimah and Diana Nopita Sari
6. KKN Squad Kota Pagu: Fitri, Wulan, Widya, Yeyen, Hasanah, Pobby, Ropi, Hayat.
7. All of TBI students 2016.

ABSTRACT

Azizah. 2020. “Students’ ability and problems to answer the questions of reading comprehension”

Advisor : Prihantoro, S. S., M. Pd

Co-advisor : Henny Septia Utami, M. Pd

The present research focused on students’ ability to answer the questions of reading component and the students’ problem to answer the questions of reading components. An instrumental quantitative method was employed to reveal the data oriented to the aforementioned focuses. The researcher gives the test and questionnaire to students eight semester of English Tadris Study Program. Test and questionnaire were exerted to garner the data which were further analyzed. During soliciting up to reporting the data, a range of strategies to pursue the data credibility, transferability, dependability and conformability were also applied. The result indicate a half of the students have a good ability to answer the questions of reading components. Based on percentage of test, the data shows that the students who could answer the questions of main idea have a percentage of 65. 30%, the students who could answer the questions of supporting details have a percentage 57. 14%, the students who could answer the questions of vocabulary have a percentage 56. 98%, the students who could answer the questions of reference have a percentage 62. 04% and the students who could answer the questions of inference have a percentage 59. 04%. From the result of test, the highest percentage is main idea and the lowest percentage is vocabulary. Based on percentage of questionnaire, the data shows that the students’ who have problems to answer the questions of reading comprehension. The highest percentage is 38. 59%, the students do not know how to identifying supporting details in the passage. Then, the lowest percentage is 8. 23%, the students do not know how to making inference.

Keyword: Ability, Reading Comprehension

LIST OF CONTENT

TITLE OF PAGE	i
SUPERVISORS' APPROVAL	ii
STATEMENT OF OWNERSHIP	iii
PREFACE	iv
ACKNOWLEDGEMENT	v
MOTTO AND DEDICATION	vii
ABSTRACT	viii
LIST OF CONTENT	ix
LIST OF TABLE AND DIAGRAM	xi
LIST OF APPENDIX	xii
CHAPTER I INTRODUCTION	
A. Background of the Research	1
B. Research Questions	5
C. Objective of the Research	5
D. Significance of the Research	5
E. The Limitation of the Research	5
F. Operational Definition	6
G. Organization of the Thesis	6
CHAPTER II LITERATURE REVIEW	
A. Review of Related Literature	8
a. Reading Ability	8
b. The Important of Reading	11
c. Kind of Reading	13
a) Intensive reading	13
b) Extensive reading	21
c) Aloud reading	22
d) Silent reading	22
B. Review of Related Finding	24
CHAPTER III METHODOLOGY OF THE RESEARCH	
A. Kind of the Research	28
B. Population and Sample	29
C. Technique for Collecting Data	30
D. Instrument of the Research	32
E. Validity and Reliability	45

F. Technique for Analysis Data.....	48
CHAPTER IV FINDING AND DISCUSSION	
A. Finding of the Research	53
B. Discussion of the Research	65
CHAPTER V CONCLUSSION AND SUGGESTION	
A. Conclusion	72
B. Suggestion	72
REFERENCES	
APPENDIX	
BIOGRAPHY	

LIST OF TABLE AND PIE

Table 3.1 Population	30
Table 3.2 Likert Scale	32
Table 3.3 Instrument of the Test	34
Table 3.4 Instrument of the Questionnaire.....	36
Table 3.5 The Category of Difficulties Factors	52
Pie 4.1 Percentage the Students' ability to answer the questions of reading components	54
Table 4.1 Percentage the Students' ability to answer the questions of reading components	54
Table 4.2 The students who could answer the questions of main idea	55
Table 4.3 The students who could answer the questions of supporting details	56
Table 4.4 The students who could answer the questions of vocabulary	57
Table 4.5 The students who could answer the questions of reference	58
Table 4.6 The students who could answer the questions of inference	59
Table 4.7 The result of questionnaire.....	60
Table 4.8 The percentage and category.....	62

LIST OF APPENDIX

Appendix I	Validation Instrument Test and Questionnaire
Appendix II	Validity and Reliability
Appendix III	Test Multiple Choice and Questionnaire Likert Scale

CHAPTER I

INTRODUCTION

This chapter presents the basic account of the present research that covers the background of the research, research question, objective of the research, significance of the research, the limitation of the research and the research method.

A. Background of The Research

Reading is one of the four language skills that must be mastered by the students in learning language. In University, reading takes on a central role as an approach to learning. Reading is very important for students, especially in University who learned a foreign language because students need to comprehend all of the texts that have been read, to get information from the books and connect it with what they have known.

Reading is one of language aspects which is particularly learnt and taught to students. In the process of interpreting information, the students must use their background knowledge. So, reading comprehension also can be defined as readers, ability to construct the meaning or important ideas of the text by using their background knowledge and experiences. Reading comprehension is the goal of reading. According to Grabe, reading comprehension is a process of negotiating understanding between the reader and the writer.¹ Similarly thought from Fitrawati, Italia F and Saun S, reading comprehension is an interactive

¹Grabe. 2009. *Reading in a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press. p. 15

process between writers and readers.² The reader tries to comprehend the writers' thought in the text.

Reading ability means the students' ability in understanding conveyed by writer in printed by materials. So the purpose of reading test is to measure the students' ability in understanding the text. Therefore the text which is given to them should be a full content text which needs to be understood because there is lot of information in it. And the text should be considered by the degrees of difficulty, long-short text, content and genres.

Students who learned a foreign language need to comprehend all of the texts that have been read. In other words, reading comprehension is very important for them. The level of comprehension will affect the students' comprehension about a reading text. So the purpose of reading test is to measure the student's ability in understanding a text. Therefore the text which is given to them should be a full content text which needs to be understood because there is lot of information in it. And the text should be considered by the degrees of difficulty, long-short text, content and genres.

Reading activities are also important especially for IAIN Curup student, because through reading they will gain knowledge, information, message and so forth. Therefore, students are encouraged to read as many books possible. Reading has several kinds of reading texts such as descriptive text, recount text, narrative text, report text, news item text, and explanation text, analytical

²Italia, F., Saun, S., and Fitrawati, "An Analysis of Student's Reading Ability in Reading An Expository Text of The Fifth Semester Students in English Department of University Negeri Padang", (Journal of English Language Teaching, 7(1), 2018). p.23-31. Retrieved on September 22nd 2019 from <http://ejournal.unp.ac.id/index.php/jelt>

exposition text, hortatory exposition text, review text, procedure text, discussion text, anecdote text and spoof text. In reading text have several component, there are main idea, supporting details, vocabulary, reference and inference. Equally of them is the important component in a paragraph or text.

In reading class at English Study Program of IAIN Curup the students learn about reading. The reading has four levels, starting from third semester up to sixth semester. In reading 1-3 the students learn about vocabulary knowledge for effective reading, previewing and predicting, scanning and skimming and topics of paragraphs, using punctuation and the function, kinds of the sentences, main idea and theme, paragraph development, supporting details, plot and setting. The last, reading 4 at semester sixth learn about approach TOEFL (section reading comprehension). In reading 4 students learn about tips and trick to answer the questions which often appear on tests. But in the fact, when answer the questions some students have difficulties and got low scores.

Unfortunately, the students who have taken reading 1 until reading 3 still have difficulty to answering the questions of reading and some students got low score. Based on the result of an interview with one of the reading lecturers at English Study Program of IAIN Curup, it was found that 56.36% of 55 students got a UTS score under 75 and 51% of 55 students got a UAS score under 75 (see appendix 1). It means that the students have difficulty to answering the questions about reading.

Some students not are able to distinguish main idea and supporting details, this is subjective because of less practice. Practice can make the students

habitual in the find supporting details or main idea. More practice more perfect this is can make think strong point, and make easy to students to find the main idea and supporting details. Lack of vocabulary so can not analyze the text because the students not understanding the meaning, If the students if do not have much vocabulary it is sure they will confuse and can not analyze the text because they are not understand the meaning. By doing the practice, students can add their vocabulary because in practice students allow to open the dictionary to translate. Have much vocabulary not only useful in the reading, in the speaking, writing, and listening, vocabulary not lose important too. And not understanding about reference and inference.

Students' understanding about reading comprehension is very important because make it easy for students to get information from the texts. Beside that, reading is an essential factor that influences one's activity in communication. People consider reading as an important activity, so that people usually say that reading is the window of the world. By the reading, the students' can get the information widely without going anywhere. Based on this problems, the researchers focus on looking the student's abilities and the student's problems in reading ability, by knowing the abilities and the student's problems can be used to evaluation and improve the student's ability. In this research, the researcher concern about **Students' ability and problems to answer the questions of reading comprehension.**

B. Research Question

Based on the background of the study above, the problem of the study is as follows:

1. How is the students' ability to answer the questions of reading comprehension?
2. What extent of students' problems are in answer the questions of reading comprehension?

C. Objective of the research

Based on the research statement, this particular study aimed to finding out:

1. The students' ability to answer the questions of reading comprehensions.
2. The students' problems to answer the questions of reading comprehension.

D. Significance of the research

1. Theoretical

This research can help the teacher to improve or revise the techniques or strategy in learning reading and teaching materials in reading class and to give contribution to be more selective to use strategy in learning and evaluate applied curriculum.

2. Practical

The result of this study will help the student's to know their ability, the students difficulties to answer questions, evaluate students' abilities especially in reading and to motivate the students to get high score.

E. The Limitation of The Research

Since there are many problems that arise in the problems identification above, the writer limited the research on the students' ability to identifying

reading comprehension in texts and the students' problem to identifying reading comprehension in texts.

F. Operational Definition

1. Reading

In this research, reading is an active fluent process which involves the reader and the reading materials in building meaning. It involves skill, thinking, but considered in its broader sense it effect the entire personality. Reading ability means someone's ability to communicate or make sense of written or printed symbols and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself.

2. Reading comprehension

In reading comprehension have some components that should be concerned with reading comprehension. These components are as guide in comprehending a text, there are main idea, supporting details, vocabulary, reference and inference.

G. Organization of the thesis

The systematic of this research is a follow: Chapter (I) is the introduction of the research it tells about background of the research, research question, research objective, significance of the research, organization of the thesis and operational definition. Chapter (II) is Literature review it consist the concept of literature that has relation in this research. Chapter (III) tells about research

methodology. Chapter (IV) tells about conclusion and suggestion from the research about Students' ability to answer the questions of reading components.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Literature

1. Reading Comprehension

Reading is one of the major avenues of communication is an essential skill of English as a second or foreign language, and reading is an important skill to be mastered. With strengthened reading skill, a reader will make greater progress and attain greater development in academic area. Reading is an active fluent process which involves the reader and the reading material in building meaning. It involves skill, thinking, but considered in its broader sense it affects the entire personality.³

Reading is the activity to understanding the printed matters. The main purpose of reading is to understand what the writer tried to express through printed matters. Spears states reading as a process that begins with decoding words, it is deciphering the letters that make up individual words, reading is more than just processing the letters and sounds, because the real meaning of a text lies in the relationship the words have each other, and it is a process to understand that relationship.⁴ The reading activity is not only the activity to understand what the writer tried to show about what he or she has written, it is also the communication process between the writer and the reader. In this case, the writer tried to

³Deanne Spears, 2006. *Developing Critical Reading Skills*. New York: McGraw-Hill Inc, 7th edition, p. 2

⁴Ibid. p. 2

communicate with the reader through printed text. Harris and Smith defined reading as a form of communication.⁵ Information and ideas are exchanged between writer and reader in the act of communicating. The writer expresses his thoughts on paper with language, using whatever skills and style he has developed personally. The reader attempts to retrieve meaning from the printed page.

Reading is the process to get, to understand, to each the content of the reading by the reader. Reading is an active fluent process which involves the reader and the reading materials in building meaning. It involves skill, thinking, but considered in its broader sense it effect the entire personality.

Through reading activity, someone can be an open minded person, because in reading can got a lot of information from the text and construct a new main set in mind. This opinion also supported by Taboada and Buehl who describe the meaning of reading as the process of constructing meaning in the reader's mind through interaction and involvement with written text, a reader must be an active participant who engages to a problem solving process where thinking is influenced by the text and reader's knowledge.⁶

From the definitions above, the writer assumes reading is an important skill of English as foreign language. Reading can help the

⁵Larry A. Harris and Carl B. Smith. 1980. *Reading Instruction*. New York: Richard C. Owen Publishers. p. 39.

⁶Ana Taboada & Michelle M. Buehl. 2012. Teachers' Conception of Reading Comprehension and Motivation to Read, *Teachers and Teaching: Theory and Practice*, vol. 18. p. 102.

readers to get information. Reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is the process to understand the text content and to get information meaningfully.

Hornby defines “ability as (1) capacity or power (to do) something physical or mental; (2) cleverness; intelligence; (3) special natural power to do something well talent.”⁷ Meanwhile, in Longman dictionary, ability is defined as the mental skill or physical power to do something”.⁸ He uses ability refers to a broader set of factors which - given similar motivation and opportunities – make some people better at learning than others.

Actually, reading is not only important for supporting further study, but also for general life. For those who do not continue they study but plan to look for jobs, reading ability is also such a benefit. In many advertisements of vacancies in the newspaper for example, the ability to use English is essential, and this includes reading ability.

From the explanation above, it can be concluded that ability is someone’s competence as a result of learning. Therefore, reading ability means someone’s ability to communicate or make sense of written or printed symbols and to extract information in the text by using his

⁷Hornby, AS. 1987. *Oxford Advance Learner’s Dictionary of Current English*. Oxford: Oxford University Press.p.2

⁸Ibid.p.3

knowledge, skills, and strategies to achieve the purpose of reading activity itself.

2. The Important of Reading

One can take many benefits through reading. It is because books can teach us much; they can serve as inspirations, and they can also become old and trusted friends. In short, by reading books one can take many advantages for his daily life. The importance of reading skill for school success is immense. To give your child the best chance of excelling in school, be sure to provide him with a strong reading basic and to encourage reading at home.

McDonough and Shaw as quoted from William; classify the purposes of reading into three purposes. First, people read to get the general information. Second, people read to get the specific information. Third, people read to get pleasure or interest, although it is for enjoyment, it is still purposeful.⁹

McDonough and Shaw also stated as they quoted from Rivers and Temperley that the specific purpose in reading are (1) to get the information about a topic that students need, such as books, encyclopedia, etc. (2) to get the instruction on how to do something, such as instruction of electric devices. (3) to keep in touch with friends such as letters and email. (4) to know when or where something will take place or what is available, such as time table, schedule, etc. (5) to know what is happening

⁹Jo McDonough & Christopher Shaw. 1993. *Materials and Methods in ELT*. London: Blakweel. p. 102

or has happened, such as newspaper or magazine. (6) To get pleasure. Those purposes are the reason why students usually want to read. In other hand, Murcia also stated that there are some other specific reading purposes for the students in academic setting, they are; to search information, to learn new information, to synthesize and evaluate the information and for general comprehension.¹⁰

Reading activities are also important especially for IAIN Curup student, because through reading they will gain knowledge, information, message and so forth. Therefore, students are encouraged to read as many books possible.

Actually, reading is not only important for supporting further study, but also for general life. For those who do not continue they study but plan to look for jobs, reading ability is also such a benefit. In many advertisements of vacancies in the newspaper for example, the ability to use English is essential, and this includes reading ability.

3. Kinds of reading

According to Patel and Praveen, there are some types of reading such as intensive reading, extensive reading, aloud reading and silent reading:¹¹

¹⁰Ibid, p. 102-103.

¹¹Patel, M.F and Praveen M Jain. 2008. *English Language Teaching (Method, Tools and Techniques)*. Jaipur: Sunrise Publisher and Distributor. p. 117

1) Intensive Reading

According to Patel and Praveen, intensive reading is type of reading that focus on idiom and vocabulary exists in poem, poetry, novel or other source.¹²

Harmer defines that the reading activity focuses to learn composition of the text which is the variants of the text depends on the purpose of the reader.¹³ In other words, studying the construction of the text, which has a certain purpose by the reader, can be read intensively. In Addition, Nation articulates, “Intensive study of reading text can be a means of increasing learners’ knowledge of language features and their control of reading strategies”.¹⁴ Here, this explanation said that beside detail information that the reader gets through it, intensive reading also makes the reader improves his understanding about language features that are focus on the language that is being used.

In summary, intensive reading is reading a text that the reader must pay attention more deeply about the language features. Then, it also needs guidance to help and force the reader to understand it. Reading has some components that should be concerned with reading comprehension. According to Harmer in Sri Lestari, reading has five

¹²Ibid. p. 117

¹³Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. England: Pearson Education Limited.p.99

¹⁴ Nation, I. S. P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge: Macmillan Education.p.25

components; these components are as guide in comprehending a text, namely:¹⁵

1) Main idea

The main idea of a passage or reading text is the central thought or message. Jeffries and Mickulecky argued that main idea is the writer's idea about the topic which is formed by both the topic and idea.¹⁶ The topic refers to the subject under discussion; the main idea refers to the point or thought being expressed.

Main idea is the most important thing should be written in a paragraph or text. The reader is supposed to define and understand the main idea or the topic from the reading text. The difference between main idea and topic is the main idea is in the form of sentence while topic is usually in form of phrase; main idea is the central idea of the text. Comprehending main and supporting ideas is a skill that the readers can find what is the reading text telling about in general.

The concept of general or main idea of the text can be described within three characteristics, they are: (a) Inductive process, the process of searching the main ideas of text that is

¹⁵Lestari Sri, 2015. *An analysis of students' skill on identifying supporting details in reading text at fourth semester students of english study program in university of Pasir pengaraian*. p.5. Retrieved on September 22nd 2019.

¹⁶Mickulecky, S. Beatrice and Jeffries. 1996. *More Reading Power 2# edition*. New York: Pearson Education Inc. p.89.

assumed in the beginning lines of the text. (b) Deductive process, the process of searching the main ideas of the text that is assumed in the last lines of the text. (c) Beyond the lines, the process of searching the main ideas of the text is assumed that the ideas are not mentioned in lines (written) however, it is required from the higher understanding on the text. The way to find out the main ideas of the text can be searched by connecting the other information in the text that related to support the ideas we assume.

Main idea tells the content of the paragraph. In other word, the main idea is the important ideas that is developed by the writer throughout paragraph and sometimes are available in key words and explicit or implicit message. The main idea is the main thought of a paragraph that contains a statement, explanation, description or opinion from the author about subject. The main idea is an explanation for the title of the topic that explains from the author's point of view, it will be longer and in the form of a complete sentence. The following are examples of main idea questions:

What is the main idea of this passage?

What is the text talking about?

The main idea of this paragraph is.....

What's the author main idea of paragraph 2?¹⁷

2) Supporting details

According to Jeffries and Mickulecky supporting details is the entire information story from the text whether general or specific information (explicit or implicit information).¹⁸It means that, the writer usually tells more about main idea.

Supporting details is developed from the main idea by giving the specific definitions, example: facts, comparison, cause and effect that is related to the topic sentence. Supporting details is a supports or develops an idea by the topic sentence. Ideas in the topic sentence should be adequately discuss, therefore a paragraph often has several supporting details.

Supporting sentence or body sentence is a sentence that supports or develops an idea expressed by topic sentence in a paragraph. Ideas in the topic sentence should be adequately discussed, therefore a paragraph often has several supporting sentence. The function of supporting details including to describe or redefine the topic, analyzing data or quotations, tell the chronology of an event, make comparisons and contrast, evaluating causes and reasons.

¹⁷Phillips Deborah. 2001. *Longman COMPLETE COURSE FOR THE TOEFL TEST*. Addison-Wesley Longman, Inc: A Pearson Education Company. p. 370

¹⁸Mickulecky, S. Beatrice and Jeffries. 1996. *More Reading Power 2# edition*. New York: Pearson Education Inc.p.150

Questions about supporting details that asks for specific information contained in the reading text. Questions that ask facts in reading (who, what, where, when, and how). This type of questions asks about a small portion of the reading, not the entire reading and also asks about the explicit information expressed in the reading. Examples of supporting details questions:

This passage describe about?

According to the passage.....

It is stated.....

What does the author say about?

Which of the following is NOT supported by.....¹⁹

3) Understanding Vocabulary

Vocabulary is also an important component to reading comprehension. According to Hansen vocabulary is as “the knowledge of words and their meanings, it is “the ability to understand and use words to acquire and convey meaning.²⁰

Vocabulary is a question that asks for synonyms or looks for the equivalent of words whose meaning is closet to the word being asked. Answering this question must indeed be guessed based on the context of the sentence. Don’t just guess by relying on knowledge without paying attention to the reading sentences.

¹⁹Phillips Deborah. 2001. *Longman COMPLETE COURSE FOR THE TOEFL TEST*. Addison-Wesley Longman, Inc: A Pearson Education Company. p. 382

²⁰Hansen, M. Kristina. 2009. *Vocabulary Instruction, Reading Comprehension, and Students Retention*. p. 4.

Read the sentence where a word is asked in its entirety, then guess based on the context of the sentence. Example vocabulary questions:

What is the meaning of “.....” in line 3 paragraph 1?

The word “.....” in line 4 can be replaced by.....²¹

4) Reference

According to Aidinlou, reference is the set of grammatical resources that allow the speaker to indicate whether something is being repeated from somewhere earlier in the text.²² Reference is something that is used in providing information to reinforce a statement expressly. The reference words are it or its, she or her, he or his, this or that, and there or here. In certain cases, the rules of language that apply are not used to build a reference. In addition, to build a reference often found co-texts that accompany the reference expression. Quite often there are anaphors in a conversation that is preceded by the antecedents to build a reference.

References are used to support material from the theory or argument as outlined in the text. Reference becomes a basic for submission of arguments so that it has a strong foundation and can be accepted by the public as an opinion that can be accounted for.

²¹Phillips Deborah. 2001. *Longman COMPLETE COURSE FOR THE TOEFL TEST*. Addison-Wesley Longman, Inc: A Pearson Education Company. p. 413

²²Aidinlou, 2012. *The Effect of Textual Cohesive Reference Instruction on the Reading Comprehension of Iranian EFL Students*. Retrieved from <http://www.ccsenet.org/journal/index.php/ijel/article/view/18277>. p. 27

Pronoun is used by the writer to replace the noun just mentioned so it doesn't have to replace it with the same noun, the writer simply uses a reference. Reference words are often but not always pronouns, this word can refer to noun or noun phrase composed of several words. Characteristics of questions that ask for this word reference are as follows:

The pronoun "...” in line X refers to which of the following?

What does the word "...” in the sentence refer to?

The word "...” In the above sentence refers to.....

The word it refers to?

The word he in that sentence refers to?²³

5) Making Inference

Inference is a skill where the reader has to able to read between lines. According to Mikulecky, inference is sometime the topic of a text may not be stated anywhere directly.²⁴ The reader must look for clues and try to guess what the passage is about. It means that the conclusion reached to have an opinion based on evaluable information and evidence. The conclusion is a summary of the reading. The conclusion lies at the end of the reading.

²³Phillips Deborah. 2001. *Longman COMPLETE COURSE FOR THE TOEFL TEST*. Addison-Wesley Longman, Inc: A Pearson Education Company. p. 389

²⁴Mickulecky, S. Beatrice and Jeffries. 1996. *More Reading Power 2# edition*. New York: Pearson Education Inc. p.150.

Inference has an understanding that is the activity of making conclusions based on expressions and the context of their use. In making inference an implicate needs to be considered. Implications are indirect meanings or implied meanings that are generated by what is said (explanatory). Inference has two types there are direct reference and indirect reference. Example inference questions:

It can be inferred that.....

What is the conclusion of this text?

It can be concluded that.....²⁵

Furthermore, this research will discuss about reading comprehension components that are main idea, supporting details, vocabulary, reference and inference.

2) Extensive Reading

According to Patel and Praveen, extensive reading is types of reading involves learners reading texts for enjoyment and to develop general reading skill.²⁶

Harmer explains that “the term extensive reading refers to reading which students do often (but not exclusively) away from the

²⁵Phillips Deborah. 2001. *Longman COMPLETE COURSE FOR THE TOEFL TEST*. Addison-Wesley Longman, Inc: A Pearson Education Company. p. 399

²⁶Patel, M.F and Praveen M Jain. 2008. *English Language Teaching (Method, Tools and Techniques)*. Jaipur: Sunrise Publisher and Distributor. p. 119

classroom.” It means that, the time for reading as usual and can be done wherever the students are beside the classroom.²⁷

Later, according to Nation, extensive reading “fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read”. It means that extensive reading concentrate in meaning and the progress of understanding the book that the reader chooses. Furthermore, Nation adds “during extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text.”²⁸ Therefore, to summarize, extensive reading is a kind of reading in which the reader can focus for the value of story in a book not for the specific items of the text.

3) Aloud Reading

According to Patel and Praveen, aloud reading is reading by using loud voice and clearly.²⁹ Reading aloud also play important role in teaching of English.

Reading aloud is not useful at the secondary level because of the following reason such as it is very difficult skill. In unseen text or in other text there are many words which is students does not know

²⁷Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. England: Pearson Education Limited.p.99

²⁸ Nation, I. S. P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge: Macmillan Education.p.50.

²⁹Patel, M.F and Praveen M Jain. 2008. *English Language Teaching (Method, Tools and Techniques)*. Jaipur: Sunrise Publisher and Distributor. p. 120

how to pronounce it, if students have not prepared himself for reading, it difficulty to them.

The advantages of aloud reading such as it enables learner to develop the skill of reading very well by speaking or expressing ideas, it enables learner to develop the skill pronoun very well and makes reading very enjoyable while teacher uses reinforcement during reading. The disadvantage of aloud reading such as over crowed class is very big problem. The teacher can not provide sufficient opportunities to all students and at earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary stage.

4) Silent reading

According to Patel and Praveen, silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or though to comprehends the texts.³⁰

Silent reading is very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is dining to acquire a lot of information. Teacher has to make them read silently as and when students are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

³⁰Ibid. p. 122

Teaching silent reading is very important skill because this is stage where the knowledge of learners starts to flight. The selection of reading material should be authentic.

The advantages of silent reading such as this reading makes student very active and accurate, silent reading concentrates the attention of learners toward subject matter and students learns naturally, it saves time because this activity is done at a time. All students participate together in this activity at a time, it is very useful to develop the skill of reading fast and this skill plays main role to increase the knowledge students.

The disadvantages of silent reading such as this technique is not useful at earlier stage of language learning, through this skill on can learn the pronunciation, in this skill the learner can cheat the teacher if subject matter is not interested, and only bright and intelligent students can learn this skill but average students learn it hardly.

B. Review of Related Findings

There are some researchers conducted to find students' ability to answer the questions of reading components: the first research an analysis of students' reading ability in reading an expository text of the fifth semester students in English department of universitas negeri padang. The aim of this study was to describe the reading ability of the fifth semester students of English Department of Universitas Negeri Padang in academic year 2017/2018 in reading an

expository text. This research was a descriptive research. The data collected through a reading comprehension test. There were five indicators tested; identifying topics, finding the main idea, identifying supporting details, making inference and identifying writers' purpose. The result shows that students' ability in identifying the topics is *good*, (the mean score is 71.48), students' ability in finding the main idea is *good enough*, (the mean score is 65.70), the ability of students in identifying supporting detail is *good enough*, (the mean score is 68.65), student ability in making inference is *enough* (the mean score is 59.36) and student ability in identifying writers' purpose is *good enough* (the mean score is 68.75). Thus, the results of this research indicated the students' reading ability of the fifth semester students of English Department of Universitas Negeri Padang in academic year 2017/2018 is *good enough*, where the total mean of students' score is 66.72.³¹

The second research an analysis on the ability comprehending a reading text by the sixth year students. Reading is one of language aspects which is particularly learnt and taught to the sixth year students. Through Reading the students are supposed to get much information about many things that they have not known before. But because of their limited vocabulary, structure, and knowledge about Reading Skill Hence, They spend too much time to comprehend a sentence. On the other hand, in order to comprehend passage the students must understand a sentence well. Therefore the students should be encouraged to read a lot to improve their reading ability. The teacher should

³¹Italia, F., Saun, S., and Fitrawati, "An Analysis of Student's Reading Ability in Reading An Expository Text of The Fifth Semester Students in English Department of University Negeri Padang", (Journal of English Language Teaching, 7(1), 2018). p.1. Retrieved on September 22nd 2019

provide the students and teach them certain skills in reading in order to enable them to comprehend their reading text. The Purpose of this research is to find out the students ability of reading comprehension of the sixth year students of SDN 07 Pontianak Utara. After analyzing the collected data, the writer does hope that it will be a useful feedback to English Learning Problems. The sample of this research is the sixth year students of SDN.07 which consists of 47 students. The appropriate method use in this research is The Descriptive Method or Descriptive Study. In collecting the data, the researcher used questionnaire, interview and observation.³²

The third research An analysis of students' difficulties in comprehending english reading text on the Mts Negeri Mlinjon Klaten in academic year 2016/2017. Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing. The objective of this research is to identify the difficulties faced by the seventh grade students of mts N Mlinjon, to identify factors of causing the students' difficulties in comprehension English reading text at seventh grade of mts N Mlinjon Klaten in Academic Year 2016/2017. This research is a qualitative research. The research was conducted in May 2007. The subject of research was the seventh grade of mts N Mlinjon Klaten in Academic Year 2016/2017. The techniques of collecting the data are interview and document. The researcher uses the technique of analyzing the data from Miles and Huberman. The steps to analyzing the data for the first is data collecting, the researcher collecting the data from the teacher,

³²Olviyanti, I., Marbun, R., and Arifin, Z, "An analysis on the ability comprehending a reading text by the sixth year students", 2018. p. 1. Retried on October 24th 2019.

such as worksheet of students. The second is data reduction, the researcher classifies and reduces the data based on focus. The researcher deletes several data did not relate to the difficulties in comprehension English reading text. Third is data display, the researcher arranging the information described in order to draw the conclusion. The researcher presents the data from the difficulties in comprehension English reading text. The last is the conclusion. The result of the research shows that there are 54.66% students who have less level in understanding to look for the main idea of the text. Then, there are 66.22% students who have the average level of understanding to look for the details information of the text. Next, there are 59.09% students who have less level in understanding the vocabulary of the text. The difficulties faced by the students found in comprehension English reading text at seventh grade there is inadequate instruction presented by the teacher, lack of pupil interest, and the students limited of vocabularies. The factor of causing the students difficulties found in comprehending English reading text there are learners' background, teacher's technique, and the learners' environment.³³

The third thesis above examines about reading. But, the third research difference with my research. My research focuses on students' ability to answers the questions of reading components.

³³Kartika, S.Y., *An analysis of students' difficulties in comprehending English reading text on the Mts Negeri Mlinjon Klaten in academic year 2016/2017*, Based on the Thesis IAIN Surakarta: 2017. p. vii.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter describes the method of the research. It provides the design of this research. It consists of kind of the research, population and sample of the research, instrument of the research, technique of data collection, technique data analysis.

A. Kind of The Research

The method used in this research is quantitative research, because the writer tried to describe and to know the students' ability in reading. According to Ronald, quantitative research is an objective and systematic processes in which numerical data are used and interpreted to obtain information about the world.³⁴

Quantitative research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviors and other defined variables. In another definition according to Abslem Strauss and Juliet C, quantitative research is a kind of discovery research which is being got without statistics procedure.³⁵ Its means that the situation in field research is important aspects as the data which are collected in this research.

Based on the explanation above can be conclude that quantitative research focused on the phenomenon or problem that is raised through the social phenomena that are natural.

³⁴Ronald E. Walpole, *Qualitative and Quantitative Research for Education 5th Edition An Introduction to Theories and Methods*, (Boston : Pearson Education, Inc., 2006),p. 274

³⁵Abslem Strauss and Juliet C. 2003. *Dasar-dasar Penelitian Kuantitatif*. Yogyakarta. Pustaka Belajar. P. 4

The researcher used quantitative research because the test and questionnaire in this research was calculated using the numbers. The researcher used test to find out the data about students' ability in find the reading components in texts and the researcher used the questionnaire to get the data about students' problems to answer the question of reading components. There is one variable in this research, that is reading components that was became the topic in this research and the researcher was discussed the problems who student's get in the find of the reading components in texts.

B. Population and sample

Before the sample was collected, the researchers had to determine the population. According to Sugiono, population is geographic generalization there are: object/subject has quality and certain of characteristic that set by researcher to learning then make the conclusion.³⁶ In addition, Frankell and Wallen said that population was a group which the research of study was indeed to apply.³⁷

The participant is subject in this research which that understands and comprehends the information for the research. Population is all subject of research. The population of the research is students in reading 4 of English study program at IAIN Curup. There are 55 students as the population. The total of the students can be seen in the table below:

³⁶Sugiyono, *Metode penelitian pendekatan kuantitatif*, (Bandung: Alfabeta, 2007), p. 54

³⁷Annissa Humaira NZ, *An Analysis on Students' Speed Reading At Seventh Semester of STAIN Curup*, Based on Thesis STAIN:2017.p.28

Tabel 3.1 Population

No	Class	Students'
1	A	29
2	B	26
Total		55

In this research the students in reading class was become the sample. Sample is part of the population that represents the population that will taken. Sample in his research is all of students in English Study Program at IAIN Curup. But, only 35 students who answered the test and the questionnaire and send back the test and questionnaire to the researcher. So, only 35 were became the sample. In this research the researches use instrumentation by using reading test and questionnaire. From the population above, the researcher select the sample as the way to represent the population.

C. Technique for Collecting Data

The data collecting methods to obtain the data in the research. The aim of data the data collecting in conducting scientific research was to get material that needed by the research. In this research, the researcher used test and questionnaire.

The technique of collecting data that is used by the researcher in doing this study is:

1. Test

According to Arikunto, states that test is a series question, exercise or other means which are used to measure the skill, knowledge, intelligent, ability or talent that have by individual or group.³⁸ In this research, the writer used test. The aims of using test were to know the students' abilities to answer the questions and their problems. It was aimed to know the basic of students' skill on reading.

The researcher used test in this research as the instrument for collecting data. The purpose of giving a test was to know the students' ability in mastering English vocabularies before conducting this study. There were 50 multiple-choice questions to be tested. The test was in multiple choice forms with four options a, b, c, d. the material of the test is taken from English book which related to their subject and based on their materials.

2. Questionnaire

The questionnaire is a written collection of self-report questions to be answered by the selected research participant group.³⁹ The researcher use questionnaire to get responds from the students about the students' problems to answer the question of reading components. The questionnaire prepared by the researcher. The type of questionnaire is close-ended type because close-ended question are often good for surveys, close-ended type was used to know the students' problems to answer the questions of reading. By including

³⁸Arikunto, S. 1997. *Prosedur Penelitian Suatu Pendekatan Pratek* (edisi revisi V). Jakarta: PT. Rineka Cipta.p.127

³⁹Bambang Setyadi, *Metode penelitian Untuk Pengajar Bahasa Asing (pendekatan Kuantitatif dan kualitatif)*, (Yogyakarta: Graha Ilmu, 2006). p. 388

closed format questions in the questionnaire design, the researcher can easily calculate statistical data and percentages.

The research instrument which is used in collecting the data is a reading motivation questionnaire. The questionnaires based on indicators of reading components. Before the students fill the questionnaires, the writer gives the explanation and direction about what the students should do with the questionnaires.

The questionnaire designed by researcher used Likert Scale measuring with four options, the alternative options are:

Table 3.2 Likert Scale

Strongly agree	Agree	Disagree	Strongly disagree
4	3	2	1

Likert scale is the most common used in measuring attitude, opinion, perception of respondents toward an object. In this technique, the students just answer the question of the questionnaire.

D. Instrument of The Research

Nasution in Sugiyono states that in quantitative research, there is no any choice except to put human at the main instrument. Regarding the instrument of thr research, Lincoln and Guba in Sugiyono state that “the instrument of choice in naturalistic inquiry is the human; we shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used

extensively in earlier stages of inquiry, so that the instrument can be constructed that is grounded in data that the human instrument has product.⁴⁰

Instrument is the tool used to collect the data in the needed information.⁴¹

Instrument in this research is a reading test and questionnaire.

1. Test

The researcher test use to know the students' ability, and questionnaire to know the students' problems in reading. The researcher adopted the test from TOEFL's questions section reading, where in the test the researchers used reading text and multiple choice forms to make sure students understanding. The test instrument can be used in assessing achievement students learning outcomes, by regard to fundamental aspects such as the ability in knowledge, attitudes, and skills possessed well after completing one particular material or all material that has been taught. In making a test, the researchers made the test based on the theory that researcher used.

The test is reliable way and easy to use for getting some information. The aim of the test is to know the result of students' ability to answers the questions of reading. The form of the test in this research was multiple choices with 4 options. The test was used to know students' ability in reading.

Based on the theory especially reading, there are some criteria commonly used in measuring students' reading comprehension, among them are: main idea (topic), inference (implied detail) and reference, supporting

⁴⁰Sugiyono, 2010. *Metode Penelitian Pendidikan*. Bandung:Alfabeta.p.306

⁴¹Sonia Deva, The Effect of ERRQ Toward Students' Reading Comprehension at SMAN 1 Curup Utara Academic years 2015/2016. Based on Thesis STAIN:2016.p.30

details, vocabulary in context. The researcher prepared the instrument in the form of multiple choices questions. The blueprint of reading test can be seen in table below:

Table 3.3
Instrument of the Test

No	Reading Components	Indicators	Questions Numbers	Total
1	Main Idea	Students determine the main idea of the passage.	1, 11, 16, 21, 25, 36, 46	7
2	Supporting Details	Students can find supporting details to support the main idea.	4, 5, 7, 20, 24, 28, 40, 41, 43, 44, 45, 47	12
3	Vocabulary	Students know means each word .	2, 6, 9, 10, 13, 15, 17, 18, 19, 22, 27, 29, 30, 32, 37, 42, 48, 49	18
4	Reference	Students understanding reference in the passage.	8, 14, 23, 26, 31, 38, 50	7
5	Inference	Students can find what inference in the passage is.	3, 12, 33, 34, 35, 39	6
Total				50

The valid instrument means the instrument can be used to measure what should be measured. While, the reliable instrument means the instrument is stable. In other word, the instrument was collecting the same data when used same time and same object.⁴² The researcher chooses the one lecturer of reading in English Study Program as a judgment expert to examine the construct validity and the researcher gives the test to try out the instrument to students who were not sampled and was take the data from the result of the test. After the try out of data have been collected, the researcher used Ms. Excel to analyze the data. (see appendix II)

2. Questionnaire

After the test, researcher used questionnaire to know the students problem to answer the questions about reading components. The questionnaire in this research made by researcher. The research questionnaire consisted of several statements about what are students' problems to answer the questions of reading components in texts.

Table 3.4

Instrument of Questionnaire

No	Indicator	Sub-indicator	Items	Judgments			
				SA	A	D	SD
1	Main idea	Identifying the main idea of the entire passage	I find it difficult to identify the main idea of the entire passage. <i>(Saya mengalami kesulitan untuk</i>				

⁴²Sugiyono, *Metode Penelitian Pendidikan*. Bandung: Alfabeta. 2010. p.13

			<i>mengidentifikasi fikiran pokok dari seluruh teks bacaan)</i>				
	Identifying the main thought of each paragraph	I find it difficult to identify the main thought of each paragraph <i>(Saya mengalami kesulitan untuk mengidentifikasi fikiran pokok dari tiap paragraf)</i>					
	Identifying the main idea in a deductive way	I do not know how to identify the main idea in a deductive way <i>(Saya tidak mengetahui bagaimana mengidentifikasi ide utama secara deduktif)</i>					
	Identifying the main idea in an inductive way	I do not know how to identify the main idea in an inductive way <i>(Saya tidak mengetahui bagaimana mengidentifikasi ide utama secara induktif)</i>					
	Identifying the main idea by concluding the	I cannot conclude the entire passage in					

		entire passage	order to identify the main idea <i>(Saya tidak bisa menyimpulkan seluruh teks bacaan agar bisa mengidentifikasi ide utama)</i>				
2	Supporting details	Recognizing various forms of supporting details	I do not recognize various forms of supporting details in a passage <i>(Saya tidak mengenali berbagai bentuk informasi pendukung dalam teks bacaan)</i>				
		Identifying supporting details in the form of definitions	I do not know how to identify supporting details in the form of definitions <i>(Saya tidak tahu bagaimana mengidentifikasi informasi pendukung dalam bentuk definisi)</i>				
		Identifying supporting details in the form of facts	I do not know how to identify supporting details in the form of facts <i>(Saya tidak tahu bagaimana mengidentifikasi</i>				

			<i>informasi pendukung dalam bentuk fakta)</i>				
	Identifying supporting details in the form of descriptions	I cannot identify supporting details in the form of descriptions <i>(Saya tidak dapat mengidentifikasi informasi pendukung dalam bentuk deskripsi)</i>					
	Identifying supporting details in the form of analyses	I find it difficult to identify supporting details in the form of analyses <i>(Saya kesulitan mengidentifikasi informasi pendukung dalam bentuk analisis)</i>					
	Identifying supporting details in the form of chronological events	I find it difficult to identify supporting details in the form of chronological events <i>(Saya kesulitan mengidentifikasi informasi pendukung dalam bentuk peristiwa kronologis)</i>					
	Identifying supporting details in the form of comparisons	I cannot identify supporting details in the form of					

			<p>comparisons</p> <p><i>(Saya tidak dapat mengidentifikasi informasi pendukung dalam bentuk perbandingan)</i></p>				
		Identifying supporting details in the form of cause-and-effect information	<p>I do not know how to identify supporting details in the form of cause-and-effect information</p> <p><i>(Saya tidak tahu bagaimana cara mengidentifikasi informasi pendukung dalam bentuk informasi sebab-akibat)</i></p>				
		Identifying supporting details presented in an explicit way	<p>I do not know how to identify supporting details presented in an explicit way</p> <p><i>(Saya tidak tahu bagaimana mengidentifikasi informasi pendukung yang disajikan secara eksplisit)</i></p>				
		Identifying supporting details presented in an implicit way (the	<p>I do not know how to identify supporting details presented in</p>				

		ideas exist, but the sentences are not written)	an implicit way <i>(Saya tidak tahu bagaimana mengidentifikasi informasi pendukung yang disajikan secara implisit)</i>				
3	Understanding vocabularies	Quickly looking for the word asked in the passage	I do not know how to quickly looking for the word asked in the passage <i>(Saya tidak tahu bagaimana cara cepat mencari kata yang ditanyakan di bagian itu)</i>				
		Looking for the synonym of a word by analyzing the existing contexts	I find it difficult to looking for the synonym of a word by analyze the existing contexts <i>(Saya kesulitan mencari sinonim dari sebuah kata dengan menganalisis konteks yang ada)</i>				
		Looking for the meaning of a word by analyzing the morphological elements	I do not know how to looking for the meaning of a word by analyzing the morphological				

			<p>elements</p> <p><i>(Saya tidak tahu bagaimana Mencari arti sebuah kata dengan menganalisis elemen morfologisnya)</i></p>				
4	References	Identifying a reference in the form of a pronoun	<p>I do not know how to identify a reference in the form of a pronoun</p> <p><i>(Saya tidak tahu bagaimana mengidentifikasi referensi dalam bentuk kata ganti)</i></p>				
		Identifying a reference in the form of a noun	<p>I find it difficult to identify a reference in the form of a noun</p> <p><i>(Saya sulit mengidentifikasi referensi dalam bentuk kata benda)</i></p>				
		Identifying a reference in the form of a noun phrase	<p>I cannot identify a reference in the form of a noun phrase</p> <p><i>(Saya tidak bisa mengidentifikasi referensi dalam bentuk frase kata benda)</i></p>				
		Identifying a reference	<p>I do not know how to</p>				

		which is place before the antecedent	identify a reference which is place before the antecedent <i>(Saya tidak tahu bagaimana cara mengidentifikasi refernce yang ditempatkan sebelum anteseden)</i>				
		Identifying a reference which is placed after the antecedent	I do not know how to identify a reference which is placed after the antecedent <i>(Saya tidak tahu bagaimana mengidentifikasi referensi yang ditempatkan setelah anteseden)</i>				
5	Making inferences	Identifying implicit information by analyzing contexts	I do not know how to identify information by analyze contexts <i>(Saya tidak tahu bagaimana mengidentifikasi informasi dengan menganalisis konteks)</i>				
		Concluding some details of explicit information so that a set of implicit	I find it difficult to conclude some details of explicit information <i>(Saya merasa sulit</i>				

		information can be drawn	<i>untuk menyimpulkan beberapa detail informasi eksplisit)</i>				
--	--	--------------------------	--	--	--	--	--

The researcher chooses the one lecturer of reading in English Study Program as a judgment expert to examine the construct validity. And then analyze the item with count the correlation between item scores and total items scores of the instrument.

E. Validity and Reliability

1. Validity of the Reading Test

According to Sugiyono, validity is process of requirement to get justifiable the result of the research. A valid instrument means the instrument is appropriate to measure what should be measured.⁴³ The validity of instrument is standard was indicated where is a instrument of test what will measurability. The validity of an assessment or tool indicates the extent to which it is an adequate measure of the curriculum and objectives it represent.

Validity has two types, there are content validity and construct validity. Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given must be suitable with the curriculum. Content validity is the extent to which a test measures a representative sample of the subject meter content, the focus of content validity is adequacy of the sample and simply on

⁴³Sugiyono, *Op. Cit.*p.135

the appearance of the test.⁴⁴ The topic chosen is short functional text (invitation, advertisement, and announcement text). The topics are the representative of reading materials of School Based Curriculum as a matter of tailoring the lesson to students' need. To know whether the test has a good content validity, the items of the test discussed with the expert (advisors), the researchers' colleague, and the English teacher of IAIN Curup.

It is concerning to whether the test is actually based on the theory of which it means to know the language that is being measured. In this research the researcher focused on reading comprehension. Nuttal states that the relation validity of the instrument refers to construct validity in which the question represents five of sort reading skills, i.e. determining main idea, finding detail information, vocabulary, and reference and inference mastery.⁴⁵

Skills of reading in the test are a part of the construct validity and the item numbers are a part of the content validity. The test was compared to the table of specification to know whether the test has a good reflection of what has been taught. In this research, the researcher asked assists a lecture of English Study Program to acquire comment and feedback.

2. Reliability

Hatch and Farhady state that reliability of the test can be defined as the extent to which a test produces consistent result when administrated under

⁴⁴Hatch, E. and Farhady, H. 1982. *Research Design and Statistics for Applied Linguistic*. Los Angeles: Newbury House Publisher.p.251

⁴⁵Nuttal, C. 1982. *Teaching Reading Skills in Foreign Language*. London: Heneman Educational Book Ltd.p.85

similar conditions.⁴⁶ Split-half technique used to estimate the reliability of the test and to measure the coefficient of the reliability between odd and even group, *Pearson Product Moment* formula is described as follows:

$$r_1 = \frac{\sum xy}{\sqrt{[\sum x^2][\sum y^2]}}$$

r_1 : Coefficient of reliability between odd and even numbers items.

x : Odd number.

y : Even number.

x_2 : Total score of odd number items.

y_2 : Total score of even number items.

xy : Total number of odd and even numbers.⁴⁷

The criteria of reliability are:

- 0.80 – 1.00: high.
- 0.50 – 0.79: moderate.
- 0.00– 0.49: low.⁴⁸

To know the coefficient correlation of whole items, Spearman Brown's prophecy formula will be used. The formula can be seen as follows:

$$rk = \frac{2r_1}{1 + r_1}$$

⁴⁶Hatch, E. and Farhady, H. 1982. *Research Design and Statistics for Applied Linguistic*. Los Angeles: Newbury House Publisher.p.243

⁴⁷Lado, R., 1961. *Language Testing: The Construction and Use of Foreign Language Tests*. Longman, London.

⁴⁸Hatch, E. and Farhady, H. 1982. *Research Design and Statistics for Applied Linguistic*. Los Angeles: Newbury House Publisher.p.247

rk : The reliability of the test.

r_1 : The reliability of the half test.⁴⁹

From the data of test and questionnaire, it was found that:

1. For the test can be found reliability is 0.905314961, it means that the criteria of reliability of the test is high criteria. (see appendix II)
2. For the questionnaire can be found reliability is 0.8553554, it means that the criteria of reliability of the questionnaire is high category. (see appendix II)

F. Technique for Analysis Data

Data analysis is a review of series of activities, grouping, systematization, interpretation and verification of data so that a phenomenon has social value, academic, and scientific. The data obtained from research result is the result of student test that were analyzed quantitatively. Quantitative analysis was done using statistic which is called statistical analysis or inferential statistic. In this research, the researcher use scoring system for test and data from questionnaire.

1. Scoring system

Scoring is a result, usually expressed numerically of a test or examination. According to Thissen and Wainer, a test score is summary of evidence contained in an examinee's responses to the items of a test that are related to the construct or constructs being measured.⁵⁰

⁴⁹Ibid.p.246

⁵⁰Thissen, D. & Wainer, H. (2001). *Test Scoring*. New Jersey, NJ: Lawrence Elbaum Associates, Inc. p. 1

In scoring the result of students' test, the researcher would use Arikunto's formula.⁵¹ The ideal test highest score is 100. The researcher calculated the average of the pretest and posttest by using this formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = the score of the test

R = the right answer

N = the total of the items

2. Data from questionnaire

The researcher gets the data questionnaire from the participants. After got the data about students' problem to answer the questions, the researcher continued to analyze the data. The steps were: The first steps for analysis the data was scoring. Scoring was against the grain of questions contained in the questionnaire. In scoring, the researcher counted the number of students given answer in the item based on the questionnaire. The second steps were the researcher accounted the score of the total frequency was divided with the total questions. It was used to get the students' opinion about the students' problems to answer the question about reading.

⁵¹Arikunto, S. 1997. *Prosedur Penelitian Suatu Pendekatan Pratek* (edisi revisi V). Jakarta: PT. Rineka Cipta.p.271

In order to get the mean score, for each statement was multiplied with each value (Strongly Agree= 4, Agree = 3, Disagree = 2, strongly Disagree = 1).

The formula was described bellow:

$$x = \frac{(f SAx4) + (f Ax3) + (f Dx2) + (f SDx1)}{N}$$

Where:

x : mean score

N : the total of the items

f : Frekuensi,

SA: Strongly Agree,

A: Agree,

D : Disagree,

SD: Strongly Disagree

In scoring, the researcher counted the number of students given answer in the item based on the questionnaire. After the each students' score were calculated, then it categorized to the range score to get the data of students problem in each students.

Highest Score = 4, Lowest Score = 1

$$\text{Score Range} = \frac{\text{The highest score} - \text{The lowest score}}{\text{Max score}}$$

The next step, the researcher accounted the percentage of the each items of questionnaire based on the students answer in questionnaire. It follows the formula:

$$P = \frac{\sum \text{Score}}{\text{Max Score}} \times 100\%$$

Where:

P: Percentage,

\sum score: Total score,

Max score: Maximum score

After that, it determined the highest percentage score, the formula was:

$$\frac{\text{Total score each item}}{\text{Maximum score } \times \text{ item of each indicator}} \times 100 \%$$

After knowing the percentage in each indicator, the research want to categorize each category in problems of students' answer the questions in reading, the formula was:

$$\frac{\text{Total score each item}}{\text{Maximum score } \times \text{ item of each indicator on each category}} \times 100 \%$$

After counting the percentage, the researcher determined the interval (distance range) and interpretation of percentage in order to find out the assessment by the method of finding the percentage score interval. Firstly it determined the highest percentage score, the formula was:

$$\frac{\text{Maximum score}}{\text{Maximum score}} \times 100 \%$$

$$\frac{4}{4} \times 100 = 100\%$$

Then it determined the lowest score percentage, the formula was:

$$\frac{\text{Minimum score}}{\text{Maximum score}} \times 100 \%$$

$$\frac{1}{4} \times 100 = 25\%$$

To know the level of the criteria, the result of mean score that the researcher got was consulted to the criterion table.

Table 3.5
The Category of Difficulties Factors

Percentage	Category
81% - 100%	Very high
61% - 80%	High
41% - 60%	Fair
21% - 40%	Low
0% - 20%	Very low

Source: Riduan 2012⁵²

The table above shows that the category of difficulties factors. The first category is very high category, started from 81%-100%. Second category is high category, started from 61%-80%. Third category is fair category, started from 41%-60%. Fourth category is low category, started from 21%-40%. And the last category is very low, started from 0-20%.

⁵² Riduan, *Penelitian Untuk Guru-Karyawan dan Peneliti Pemula*, Bandung: ALFABETA, 2012, p. 8

CHAPTER IV

FINDINGS AND DISCUSSIONS

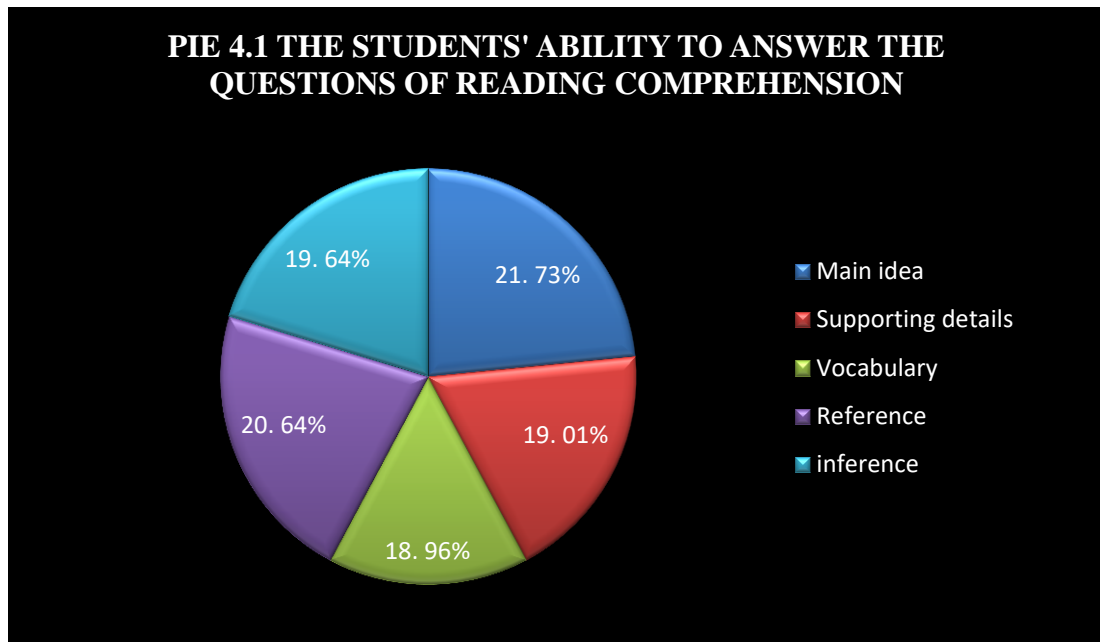
This chapter describes about students' ability and problems to answers the questions about reading. The researcher presented the findings from the test and questionnaire.

A. Findings

Based on the data of the students' response was got through reading test, the result of this research as a follow:

1. Students' ability to answer the questions of reading comprehension

After the researcher gave the test about reading components in the text which consist of 50 multiple choice questions from 10th – 18th September 2020. The researcher got the data by using Google form which involved the English study program students of eight semesters to answer the test through the Google form, since the researcher could not distribute the test to the students directly. Based on the data, the researcher tried to analyze the result of the test. Then, the researcher got the result of the test as follow:



Based on the pie above, it can be seen that the result of the test to know the students' ability to answer the questions of reading components. The pie shows that the highest percentage was main idea which included 65.30%. To describe the classification of the students' ability in percentage, see the following table below:

Table 4.1 Percentage the students' ability to answer the reading comprehension

No	Components	Percentage Students' Ability (100%)	Average
1	Main idea	65.30	21.73%
2	Supporting details	57.14	19.01%
3	Vocabulary	56.98	18.96%
4	Reference	62.04	20.64%
5	Inference	59.04	19.64%

a) Main Idea

In this research, there were 7 questions to investigate students understanding about main idea. The items were stated in number 1, 11, 16, 21, 25, 36, and 46. To describe the students' ability to answer the questions of reading components, see the table below:

Table 4.2The students' who could answer the main idea questions

No	Component	Questions Number	Percentage (100%)	Average
1	Main idea	1	71.42%	65.30%
		11	68.57%	
		16	65.71%	
		21	65.71%	
		25	68.57%	
		36	62.85%	
		46	54.28%	

From the chart above, the students who could determine the main idea were 65.30%, it means that a half of the 35 students have a good ability to determine the main idea questions.

b) Supporting Details

In this research, there were 12 questions to investigate students' understanding supporting details. The items were stated in number 4, 5, 7, 20, 24, 28, 40, 41, 43, 44, 45 and 47. The students' ability to find supporting details to support the main idea is in the table below:

Table 4.3The students' who could answer the supporting details questions

No	Component	Questions Number	Percentage (100%)	Average
1	Supporting details	4	62.85%	57.14%
		5	57.14%	
		7	71.42%	
		20	62.85%	
		24	62.85%	
		28	25.71%	
		40	51.42%	
		41	60%	
		43	65.71%	
		44	60%	
		45	57.14%	
		47	48.57%	

From the table above, the average of student's percentage in finding supporting details based on each item was about 57.14%. It means that more than a half of the 35 students have good ability in finding supporting details.

c) Vocabulary

In this research, there were 18 questions to know the students' ability of vocabulary. To describe the students' ability in knowing means each word, see the following table:

Table 4.4The students' who could answer vocabulary questions

No	Component	Questions Number	Percentage (100%)	Average
1	Vocabulary	2	68.57%	56.98%
		6	62.85%	
		9	60%	
		10	51.42%	
		13	71.42%	
		15	54.28%	
		17	11.42%	
		18	65.71%	
		19	37.14%	
		22	77.14%	
		27	34.28%	
		29	37.14%	
		30	71.42%	
		32	68.57%	
		37	68.57%	
		42	57.14%	
48	57.14%			
49	71.42%			

From the table above, can be seen that the result of student' ability to answer the questions about vocabulary. The students' percentage in knowing vocabulary based on each item was about 56.98 %. It means that more than a half of the 35 students have good ability in knowing means each word.

d) Reference

In this research, there were 7 questions to investigate the students' ability in understanding reference. The items were stated in number 8, 14, 23,

26, 31, 38, and 50. To describe the student's ability in understanding reference, see the following table:

Table 4.5The students' who could answer reference questions

No	Component	Questions Number	Percentage (100%)	Average
1	Reference	8	74.28%	62.04%
		14	54.28%	
		23	60%	
		26	77.14%	
		31	71.42%	
		38	62.85%	
		50	48.57%	

The table above shows that the students' ability in understanding about reference. The students who could understand reference were 62.04%. It means that a half of 35 students' have a good ability to understanding reference.

e) Inference

In this research, there were 6 questions to investigate the students' ability in understanding inference. The items were stated in number 3, 12, 33, 34, 35 and 39. To describe the students' ability in finding inference, see the table below:

Table 4.6The students' who could answer inference questions

No	Component	Questions Number	Percentage (100%)	Average
1	Inference	3	62.85%	59.04%
		12	51.42%	
		33	60%	
		34	71.42%	
		35	60%	
		39	48.57%	

Based on the chart above, the students' ability in finding inference was 59.04%. It means that a half of students have a good ability in finding inference.

From the analysis above can be concluding that the highest percentage is students' ability to answer the main idea questions which the percentage is 65.30% and the lowest percentage is students' ability to answer the questions of vocabulary which percentage is 56.98%.

2.The Students' Problems to Answer The Questions of Reading Comprehension

To find the students' problems to answer the questions of reading comprehension, the researcher gave questionnaire which consists of 25 items to the students. After all the 35 students gave the answer on the questionnaire given, the researcher accounted the percentage of the each items of questionnaire based on the students answer in questionnaire. Before that, the following is the result of questionnaire:

Table 4.7 The Result of Questionnaire

No	Items	Judgments				Total Score
		SA	A	D	SD	
1	The students find it difficult to identify the main idea of the entire passage.	0	19	14	2	87
2	The students find it difficult to identify the main idea of each paragraph	3	13	14	5	84
3	The students do not know how to identify the main idea in a deductive way	7	15	11	2	97
4	The students do not know how to identify the main idea in an inductive way	7	16	11	1	99
5	The students cannot conclude the entire passage in order to identify the main idea	4	13	15	3	88
6	The students do not recognize various forms of supporting details in a passage.	0	9	20	6	73
7	The students do not know how to identify supporting details in the form of definitions	4	13	16	2	89
8	The students do not know how to identify supporting details in the form of facts	5	10	16	4	86
9	The students cannot identify supporting details in the form of descriptions	4	11	17	3	86
10	The students find it difficult to identify supporting details in the form of analyses	6	18	10	1	99
11	The students find it difficult to identify supporting details in the form of chronological events	3	16	15	1	91
12	The students cannot identify supporting details in the form of comparisons	8	15	10	2	99
13	The students do not know how to identify supporting details in the form of cause-and-effect information	2	10	20	3	81
14	The students do not know how to identify supporting details presented in an explicit way	5	18	7	5	93
15	The students do not know how to identify supporting details presented in an implicit way	2	22	9	2	94
16	The students do not know how to quickly looking for the word asked in the passage	9	18	7	1	105
17	The students find it difficult to looking for the synonym of a word by analyze the existing contexts	7	16	8	4	96
18	The students do not know how to looking	4	20	9	2	96

	for the meaning of a word by analyzing the morphological elements					
19	The students do not know how to identify a reference in the form of a pronoun.	5	15	11	4	91
20	The students find it difficult to identify a reference in the form of a noun	7	14	10	4	94
21	The students cannot identify a reference in the form of a noun phrase	4	19	9	3	94
22	The students do not know how to identify a reference which is place before the antecedent	5	21	6	2	97
23	The students do not know how to identify a reference which is placed after the antecedent	5	20	9	1	99
24	The students do not know how to identify information by analyze contexts	4	16	14	1	93
25	The students find it difficult to conclude some details of explicit information	6	17	10	2	97
Total Score		116	394	298	66	2308
Maximum Score of each item						140
Max score of all item						3500

Based on the result of questionnaire above, the researcher got the mean score and the percentage of student's problem of each item as follow:

Table 4.8 the percentage and category

No	Items	Mean Score	Percentage (100%)	Category
1	The students find it difficult to identify the main idea of the entire passage.	3.48	62.14	High
2	The students find it difficult to identify the main thought of each paragraph	3.36	60	Fair
3	The students do not know how to identify the main idea in a deductive way	3.88	69.28	High
4	The students do not know how to identify the main idea in an inductive way	3.96	70.71	High
5	The students cannot conclude the entire passage in order to identify the main idea	3.52	62.85	High
6	The students do not recognize various forms of supporting details in a passage.	2.92	52.14	Fair
7	The students do not know how to identify supporting details in the form of definitions	3.56	63.57	High

8	The students do not know how to identify supporting details in the form of facts	3.44	61.42	High
9	The students cannot identify supporting details in the form of descriptions	3.44	61,42	High
10	The students find it difficult to identify supporting details in the form of analyses	3.96	70.71	High
11	The students find it difficult to identify supporting details in the form of chronological events	3.64	65	High
12	The students cannot identify supporting details in the form of comparisons	3.96	70.71	High
13	The students do not know how to identify supporting details in the form of cause-and-effect information	3.24	57.58	Fair
14	The students do not know how to identify supporting details presented in an explicit way	3.72	66.42	High
15	The students do not know how to identify supporting details presented in an implicit way	3.76	67.14	High
16	The students do not know how to quickly looking for the word asked in the passage	4,2	75	High
17	The students find it difficult to looking for the synonym of a word by analyze the existing contexts	3.84	68.57	High
18	The students do not know how to looking for the meaning of a word by analyzing the morphological elements	3.84	68.57	High
19	The students do not know how to identify a reference in the form of a pronoun.	3.64	65	High
20	The students find it difficult to identify a reference in the form of a noun	3.76	67.14	High
21	The students cannot identify a reference in the form of a noun phrase	3.76	67.14	High
22	The students do not know how to identify a reference which is place before the antecedent	3.88	69.28	High
23	The students do not know how to identify a reference which is placed after the antecedent	3.96	70.71	High
24	The students do not know how to identify information by analyze contexts	3.72	66.42	High
25	The students find it difficult to conclude some details of explicit information	3.88	69.28	High

From the table above, the highest percentage is 75% which the mean score is 4.2, on the 16th item, the students do not know how to quickly looking for the word asked in the passage. Then, the lowest percentage is on the item 6th, about 52.14% which the mean score 2.92 which show that the students have problem in recognize various forms of supporting details in a passage. Based on the result of percentage above, the high category of students' problem are on item 1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, and 25.

Based on the result above, the percentage of main idea problems is 19. 71%. The percentage of supporting details problems is 38. 59%. The percentage of vocabulary problems is 12. 87%. The percentage of reference problems is 20. 58% and the percentage of inference problems are 8. 23%. From the explanation that, can be conclude that the highest percentage is supporting details and the lowest percentage is inference.

B. Discussion

In this discussion, the researcher interprets the data of test and questionnaire based on the findings above. The researcher describes the students' ability in answer the questions of reading comprehension and the students' problems in answering the questions of reading comprehension.

1. The students' ability to answer the questions of reading comprehension

The researcher used reading theory to investigate students' ability to answer the questions of reading comprehension study of reading class as the population of this research which related the five components, there are: main

idea, supporting details, vocabulary, reference and inference. The descriptions of the students' ability can be explained as below:

Firstly, the investigate that was conducted in this research is the students' ability to answer the questions of reading components. Main idea as one of components analyzing this research. In this research instruments, there were 7 items that were used to investigate students' ability to answer the questions of reading comprehension. The items were number 1, 11, 16, 21, 25, 36 and 46.

The result of this research shows that there was (65. 30%) of the students could answer the correct answer. Jeffries and Mickulecky argued that main idea is the writer's idea about the topic which is formed by both the topic and idea.⁵³ It means that the students' should know about the topic and understand the main idea in reading to answer the questions of main idea. In conclusion, the students should know the topic refers to the subject under discussion on the text or the main idea refers to the point or thought being expressed. The students are supposed to define and understand the main idea or the topic from the reading text.

Secondly, the investigation is about students' ability to answer the questions of supporting details. In this instrument that was distributed to students, offered 12 items for investigating this problem. They are items number 4, 5, 7, 20, 24, 28, 40, 41, 43, 44, 45 and 47.

⁵³ *Loc. Cit.* Mickulecky, S. Beatrice and Jeffries. p.89.

The result of this research shows that there were (57. 14%) of the students could answer the items correctly. According to Jeffries and Mickulecky supporting details is the entire information story from the text whether general or specific information (explicit or implicit information).⁵⁴ It means that, the students should know to identifying explicit or implicit meaning to answer the questions of supporting details. In supporting details, usually the writer tells more about main idea.

Thirdly, this part of research investigated the students' ability to answer the questions of vocabulary. In this research, there were 18 items that were used to know the students ability to answer the questions of vocabulary. The result of this research shows that there was (56. 98%) of the students could answer the correctly. According to Hansen vocabulary is as "the knowledge of words and their meanings, it is "the ability to understand and use words to acquire and convey meaning."⁵⁵ Vocabulary is also an important component to reading comprehension. It means that the students must have much vocabulary, and should know to understanding the meaning of word in reading to answer the questions of vocabulary.

Fourthly, the investigation is about students' ability in reference. In this research instrument that was distributed to students, there were 7 items to investigate the students' ability. The items were number 8, 14, 23, 26, 31, 38 and 50. The result of this research shows that there was (62. 04%) of the students who could answer the question correctly. According to Aidinlou,

⁵⁴ *Ibid*, p.150

⁵⁵ *Loc. Cit.* Hansen, M. Kristina. p. 4.

reference is the set of grammatical resources that allow the speaker to indicate whether something is being repeated from somewhere earlier in the text.⁵⁶ Reference is something that used in providing information to reinforce a statement expressly. It means that the students should know about grammatical resource in reading to answer the questions of reference.

The last, the investigation is about students' ability to answer the questions of inference. In this research instrument that was distributed to students, there were 6 items to investigate the students. The result of this research show that (59. 04%) of students who could answer the question correctly. The Inference is a skill where the reader has to able to read between lines. According to Mikulecky, inference is sometime the topic of a text may not be stated anywhere directly.⁵⁷ Inference has an understanding that is the activity of making conclusions based on expressions and the context of their use. It means that the students must understand the topic of the text to conclude the text.

Based on the result, actually the interval of the students' ability is not significant. It is a short interval when the students correct answer in main idea (65. 30%), supporting details (57. 14%), and vocabulary (56. 98%), reference (62. 04%) and inference (59. 04%). However, the highest percentage among the five components is main idea which constituted (65. 30%). It means that main idea was assumed as the most ability kind of reading components.

2. The Students' Problems in Reading Comprehension

⁵⁶*Loc. Cit.* Aidinlou, 2012. p. 27

⁵⁷*Loc. Cit.* Mickulecky, S. Beatrice and Jeffries. 1996. p.150.

There are some problems that faced by the students in answer the questions of reading components. These components are as guide in comprehending a text, namely:

1) The students' problems in determining the main idea

In this part the researcher discussed what students' problems in determining main idea are. The questionnaire includes the students of English study program of eight semester have some problems in determining main idea. Based on the result of questionnaire, the researcher found five problems in answer the questions of main idea. The first, finding the difficult to identify the main idea of the entire passage the data shows that's 62.14% and its categories in high problems. Second, the students have problems in identifying the main thought of each paragraph the data shows that's 60% and its categories in fair problems. Third, the students also do not know how to identify the main idea in a deductive way the data shows 69.28% and its categories in high problems. Fourth, the students also do not know how to identify the main idea and an inductive way the data shows 70.71% and its categories in high problems. The last, the students cannot conclude the entire passage in order to identify the main idea the data shows 62.85% and its categories in high problems.

2) The students' problem in finding supporting details

In supporting details, based on the result of questionnaire, the students have problems such as the students do not recognize various

forms of supporting details in a passage the data shows 52.14% and its categorizes in fair problems, the students do not know how to identify supporting details in the form of definitions the data shows 63.57% and its categorizes in high problems, the students do not know how to identify supporting details in the form of facts the data shows 61.42% and its categorizes in high problems, the students cannot identify supporting details in the form of descriptions the data shows 61,42% and its categorizes in high problems, the students have difficult to identify supporting details in the form of analyses the data shows 70.71% and its categorizes in high problems, supporting details in the form of chronological events the data shows 65% and its categorizes in high problems, and supporting details in the form of comparisons the data shows 70.71% and its categorizes in high problems, the students do not know how to identify supporting details in the form of cause-and-effect information the data shows 57.58% and its categorizes in fair problems, the students do not know how to identifying supporting details presented in an explicit way the data shows 66. 42% and its categories in high problems, and the students do not know how to identifying supporting details presented in an implicit way the data shows 67. 14% and its categories in high problems.

3) The students' problem in knowing means each word

In this research, the result of questionnaire the students' have problems in knowing means each word there are the students do not

knowing how to quickly looking for the word asked in the passage the data shows 75% and its categorizes in high problems, the students finding the difficult to looking for the synonym of a word by analyze the existing contexts the data shows 68.57% and its categorizes in high problems and the students do not knowing how to looking for the meaning of a word by analyzing the morphological elements the data shows 68. 57% and its categories is high problem.

4) The students' problem in understanding reference

Based on the result of questionnaire, the students' have problems in understanding reference such as the students do not knowing how to identify a reference in the form of a pronoun the data shows 65% and its categorizes in high problems, the students finding the difficult to identify a reference in the form of a noun the data shows 67. 14% and its categories in high problems, the students cannot identifying a reference in the form of a noun phrase the data shows 67. 14% and its categories in high problems, the students do not know how to identify a reference which is place before the antecedent the data shows 69. 28% and its categories in high problems, and the students do not know how to identify a reference which is place after the antecedent the data shows 70. 71% and its categories in high problems.

5) The students' problem in finding inference

From the result of the research about reference, the student's have problems to finding inference. First, the students do not know how to

identifying information by analyze contexts the data shows 66.42% and its categorizes in high problems and the last finding the difficult to conclude some details of explicit information the data shows 69.28% and its categories is high problem.

Based on the questionnaire result, the researcher concludes that the most problems in answering the questions of reading components are 23 categorizes problems from 25 categorizes problems. The students do not know how to quickly looking for the word asked in the passage is the highest category.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on the previous analysis, the conclusions of this research are the students' ability in answering the questions of reading comprehension was included: the students who could answer the main idea questions were 63.30%, the students who could answer the questions of supporting details were 57.14%, the students who could answer the questions of vocabulary were 56.98%, the students who could answer the questions of reference were 62.04% and the students who could answer the questions of inference were 59.04%.
2. Based on the result of questionnaire, the problems that have been found by the researcher that the percentage of main idea problems is 19.71%. The percentage of supporting details problems is 38.59%. The percentage of vocabulary problems is 12.87%. The percentage of reference problems is 20.58% and the percentage of inference problems are 8.23%. From the explanation that, can be conclude that the highest percentage is supporting details and the lowest percentage is inference.

B. Suggestions

Based on the result of this research, the researcher recommends:

1. For the students

The students at English Study Program of IAIN Curup especially reading class, keep studying more about reading by practicing reading English text often to increase the ability in reading because practice makes perfect.

2. For the Lecturer

- a. The lecturer of reading subject should develop various kinds of teaching strategy in teaching reading to make students get better understanding in reading text especially on the components of text.
- b. The lecturer needs to provide exercises in practicing English language especially about components of the text in reading so that the students will follow what the teachers have guided, especially in practice reading in order the student's ability can be increased.

REFERENCES

- Abslem Strauss and Juliet. 2003. *Dasar-dasar Penelitian Kuantitatif*. Yogyakarta. Pustaka Belajar.
- Aidinlou, 2012. *The Effect of Textual Cohesive Reference Instruction on the Reading Comprehension of Iranian EFL Students*. Retrieved from <http://www.ccsenet.org/journal/index.php/ije/article/view/18277>.
- Ana Taboada and Michelle M. Buehl, 2012. Teachers' Conception of Reading Comprehension and Motivation to Read, *Teachers and Teaching: Theory and Practice*, vol. 18.
- Annissa Humaira NZ, 2017. *An Analysis on Students' Speed Reading At Seventh Semester of STAIN Curup*, Based on Thesis STAIN.
- Arikunto, Suharsimi. 1997. *Prosedur Penelitian Suatu Pendekatan Pratek* (edisi revisi V). Jakarta: PT. Rineka Cipta.
- Bambang Setyadi, 2006. *Metode penelitian Untuk Pengajar Bahasa Asing (pendekatan Kuantitatif dan kualitatif)*, Yogyakarta: Graha Ilmu.
- Deanne Spears, 2006. *Developing Critical Reading Skills*, New York: McGraw-Hill Inc, 7th edition.
- Grabe. 2009. *Reading in a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press.
- Hansen, M. Kristina. 2009. *Vocabulary Instruction, Reading Comprehension, and Students Retention*.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Hatch, E. and Farhady, H. 1982. *Research Design and Statistics for Applied Linguistic*. Los Angeles: Newbury House Publisher.
- Hornby, Albert Sydney. 1987. *Oxford Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press.

- Ika Olviyanti, Rismaya Marbun, and Zainal Arifin. "An analysis on the ability comprehending a reading text by the sixth year students", 2018. Retried on October 24th 2019.
- Italia, F., Saun, S., and Fitrawati, "An Analysis of Student's Reading Ability in Reading An Expository Text of The Fifth Semester Students in English Department of University Negeri Padang", (Journal of English Language Teaching, 7(1), 2018). Retrieved on September 22nd 2019 from <http://ejournal.unp.ac.id/index.php/jelt>
- Jo McDonough and Christopher Shaw, 1993. *Materials and Methods in ELT*, London: Blakweel.
- Lado Robert., 1961. *Language Testing: The Construction and Use of Foreign Language Tests*. Longman, London.
- Larry A. Harris and Carl B. 1980. Smith, *Reading Instruction*, New York: Richard C. Owen Publishers.
- Lestari Sri, 2015. *An analysis of students' skill on identifying supporting details in reading text at fourth semester students of english study program in university of Pasir pengaraian*. Retrieved on September 22nd 2019.
- Mickulecky, S. Beatrice and Jeffries. 1996. *More Reading Power 2# edition*. New York: Pearson Education Inc.
- Nation, I. S. P. 2009. *Teaching ESLEFL Reading and Writing*. New York: Routledge: Macmillan Education.
- Nuttal, Christine. 1982. *Teaching Reading Skills in Foreign Language*. London: Heneman Educational Book Ltd.
- Patel, M.F and Praveen M Jain. 2008. *English Language Teaching (Method, Tools and Techniques)*. Jaipur: Sunrise Publisher and Distributor.
- Phillips Deborah. 2001. *Longman COMPLETE COURSE FOR THE TOEFL TEST*. Addison-Wesley Longman, Inc: A Pearson Education Company.
- Riduwan, 2012. *Penelitian Untuk Guru-Karyawan dan Peneliti Pemula*, Bandung: ALFABETA.

- Ronald E. Walpole, 2006. *Qualitative and Quantitative Research for Education 5th Edition An Introduction to Theories and Methods*, Boston : Pearson Education, Inc.
- Sonia Deva, The Effect of ERRQ Toward Students' Reading Comprehension at SMAN 1 Curup Utara Academic years 2015/2016. Based on Thesis STAIN:2016.
- Sugiyono, 2007. *Metode penelitian pendekatan kuantitatif*, Bandung: Alfabeta.
- Sugiyono, 2010. *Metode Penelitian Pendidikan*. Bandung:Alfabeta.
- Thisen David. and Wainer Howard. 2001. *Test Scoring*. New Jersey, NJ: Lawrence Elbaum Associates, Inc.
- Yuni Kartika Sari. *An analysis of students' difficulties in comprehending English reading text on the Mts Negeri Mlinjon Klaten in academic year 2016/2017*, Based on the Thesis IAIN Surakarta: 2017.

**A
P
P
E
D
I
N
C
E
S**

Blueprint of Questionnaire

No	Indicator	Sub-indicator	Items	Judgments			
				SA	A	D	SD
1	Main idea	Identifying the main idea of the entire passage	I find it difficult to identify the main idea of the entire passage. <i>(Saya mengalami kesulitan untuk mengidentifikasi pikiran pokok dari seluruh teks bacaan)</i>				
		Identifying the main thought of each paragraph	I find it difficult to identify the main idea of each paragraph <i>(Saya mengalami kesulitan untuk mengidentifikasi pikiran pokok dari tiap paragraf)</i>				
		Identifying the main idea in a deductive way	I do not know how to identify the main idea in a deductive way <i>(Saya tidak mengetahui bagaimana mengidentifikasi ide utama secara deduktif)</i>				
		Identifying the main idea in an inductive way	I do not know how to identify the main idea in an inductive way <i>(Saya tidak mengetahui bagaimana mengidentifikasi ide utama secara induktif)</i>				
		Identifying the main idea by concluding the entire passage	I cannot conclude the entire passage in order to identify the main idea <i>(Saya tidak bisa menyimpulkan seluruh teks bacaan agar bisa mengidentifikasi ide utama)</i>				

2	Supporting details	Recognizing various forms of supporting details	I do not recognize various forms of supporting details in a passage <i>(Saya tidak mengenali berbagai bentuk informasi pendukung dalam teks bacaan)</i>				
		Identifying supporting details in the form of definitions	I cannot identify supporting details in the form of definitions <i>(Saya tidak bisa mengidentifikasi informasi pendukung dalam bentuk definisi-definisi)</i>				
		Identifying supporting details in the form of facts	I cannot identify supporting details in the form of facts <i>(Saya tidak bisa mengidentifikasi informasi pendukung dalam bentuk fakta-fakta)</i>				
		Identifying supporting details in the form of descriptions	I cannot identify supporting details in the form of descriptions <i>(Saya tidak bisa mengidentifikasi informasi pendukung dalam bentuk deskripsi-deskripsi)</i>				
		Identifying supporting details in the form of analyses	I find it difficult to identify supporting details in the form of analyses <i>(Saya kesulitan mengidentifikasi informasi pendukung dalam bentuk analisis)</i>				

	Identifying supporting details in the form of chronological events	I find it difficult to identify supporting details in the form of chronological events <i>(Saya kesulitan mengidentifikasi informasi pendukung dalam bentuk peristiwa kronologis)</i>				
	Identifying supporting details in the form of comparisons	I cannot identify supporting details in the form of comparisons <i>(Saya tidak dapat mengidentifikasi informasi pendukung dalam bentuk perbandingan)</i>				
	Identifying supporting details in the form of cause-and-effect information	I cannot notice supporting details in the form of cause-and-effect information <i>(Saya tidak bisa menelaah informasi pendukung dalam bentuk informasi sebab-akibat)</i>				
	Identifying supporting details presented in an explicit way	I find it difficult to identify supporting details presented in an explicit way <i>(Saya kesulitan mengidentifikasi informasi pendukung yang disajikan secara eksplisit)</i>				
	Identifying supporting details presented in an implicit way (the ideas exist, but the sentences are not written)	I find it difficult to identify supporting details presented in an implicit way <i>(Saya kesulitan mengidentifikasi informasi pendukung yang tersaji)</i>				

			<i>secara implisit)</i>				
3	Understanding vocabularies	Quickly looking for the word asked in the passage	I have a problem when I have to look for the word asked in the passage quickly <i>(Saya mengalami masalah ketika saya harus mencari kata yang ditanyakan di dalam bacaan dengan cepat)</i>				
		Looking for the synonym of a word by analyzing the existing contexts	I find it difficult to look for the synonym of a word by analyzing the existing contexts <i>(Saya kesulitan mencari sinonim dari sebuah kata dengan menganalisis konteks yang ada)</i>				
		Looking for the meaning of a word by analyzing the morphological elements	I do not know how to looking for the meaning of a word by analyzing the morphological elements <i>(Saya tidak tahu bagaimana Mencari arti sebuah kata dengan menganalisis elemen morfologisnya)</i>				
4	References	Identifying a reference in the form of a pronoun	I find it difficult to identify a reference in the form of a pronoun <i>(Saya kesulitan mengidentifikasi rujukan dalam bentuk kata ganti)</i>				
		Identifying a reference in the form of a noun	I find it difficult to identify a reference in the form of a noun <i>(Saya sulit mengidentifikasi</i>				

			<i>rujukan dalam bentuk kata benda)</i>				
		Identifying a reference in the form of a noun phrase	I find it difficult to identify a reference in the form of a noun phrase <i>(Saya kesulitan mengidentifikasi rujukan dalam bentuk frasa kata benda)</i>				
		Identifying a reference which is placed before the antecedent	I have a problem with identify a reference which is placed before the antecedent <i>(Saya mengalami masalah saat mendeteksi rujukan yang ditempatkan sebelum kata yang dimaksud (antecedent)).</i>				
		Identifying a reference which is placed after the antecedent	I find it difficult to identify a reference which is placed after the antecedent <i>(Saya kesulitan mengidentifikasi rujukan yang ditempatkan setelah kata yang dimaksud (antecedent)).</i>				
5	Making inferences	Identifying implicit information by analyzing contexts	I find it difficult to identify implicit information by analyzing contexts <i>(Saya kesulitan mengidentifikasi informasi dengan menganalisis konteks)</i>				
		Concluding some details of explicit information so that a set of implicit information can be	I find it difficult to understand implicit information in the passage by concluding some details of explicit information <i>(Saya merasa sulit untuk</i>				

		drawn	<i>mendeteksi informasi tersirat dalam bacaan dengan cara menyimpulkan informasi-informasi eksplisit)</i>				
--	--	-------	---	--	--	--	--

Validator's notes:

1. The content of this questionnaire is good, and the validator has modified some words and phrases of the items to help make them more readable. The words or phrases modified by the validator are highlighted in purple. In the aspect of content validity, this questionnaire seems to have been valid.
2. The researcher can proceed to examine the construct validity and the reliability of this questionnaire by conducting a try-out and doing further statistical analysis.

September 5th, 2020

Validator

Ruly Morganna, M. Pd

APPENDIX I

INSTRUMENT OF TEST

Name:

Class:

This text for questions number 1-10

There are two basic types of glaciers, those that flow outward in all directions with little regard for any underlying terrain and those that are confined by terrain to a particular path. The first category of glaciers includes those massive blankets that cover whole continents, appropriately called ice sheets. There must be over 50,000 square kilometers of land covered with ice for the glacier to qualify as an ice sheet. When portions of an ice sheet spread out over the ocean, they form ice shelves.

About 20,000 years ago the Cordilleran Ice Sheet covered nearly all the mountains in southern Alaska, western Canada, and the western United States. It was about 3 kilometers deep at its thickest point in northern Alberta. Now there are only two sheets left on Earth, those covering Greenland and Antarctica.

Any domelike body of ice that also flows out in all directions but covers less than 50,000 square kilometers is called an ice cap. Although ice caps are rare nowadays, there are a number in northeastern Canada, on Baffin Island, and on the Queen Elizabeth Islands.

The second category of glaciers includes those of a variety of shapes and sizes generally called mountain or alpine glaciers. Mountain glaciers are typically identified by the landform that controls their flow. One form of mountain glacier that resembles an ice cap in that it flows outward in several directions is called an ice field. The difference between an ice field and an ice cap is subtle. Essentially, the flow of an ice field is somewhat controlled by surrounding terrain and thus does not have the domelike shape of a cap. There are several ice fields in the Wrangell, St. Elias, and Chugach mountains of Alaska and northern British Columbia.

Less spectacular than large ice fields are the most common types of mountain glaciers: the cirque and valley glaciers. Cirque glaciers are found in depressions in the surface of the land and have a characteristic circular shape. The ice of valley glaciers, bound by terrain, flows down valleys, curves around their corners, and falls over cliffs.

1. What does the passage mainly discuss?
 - (A) Where major glaciers are located
 - (B) How glaciers shape the land

- (C) How glaciers are formed
 - (D) The different kinds of glaciers
2. The word “massive” in line 3 is closest in meaning to
 - (A) huge
 - (B) strange
 - (C) cold
 - (D) recent
 3. It can be inferred that ice sheets are so named for which of the following reasons?
 - (A) They are confined to mountain valleys.
 - (B) They cover large areas of land.
 - (C) They are thicker in some areas than in others.
 - (D) They have a characteristic circular shape.
 4. According to the passage, ice shelves can be found
 - (A) covering an entire continent
 - (B) buried within the mountains
 - (C) spreading into the ocean
 - (D) filling deep valleys
 5. According to the passage, where was the Cordilleran Ice Sheet thickest?
 - (A) Alaska
 - (B) Greenland
 - (C) Alberta
 - (D) Antarctica
 6. The word “rare” in line 12 is closest in meaning to
 - (A) small
 - (B) unusual
 - (C) valuable
 - (D) widespread
 7. According to the passage (paragraph 5), ice fields resemble ice caps in which of the following ways?
 - (A) Their shape
 - (B) Their flow
 - (C) Their texture
 - (D) Their location
 8. The word “it” in line 16 refers to
 - (A) glacier
 - (B) cap
 - (C) difference
 - (D) terrain
 9. The word “subtle” in line 17 is closest in meaning to
 - (A) slight
 - (B) common
 - (C) important
 - (D) measurable
 10. Which of the following types of glaciers does the author use to illustrate the two basic types of glaciers mentioned in line 1?

- (A) Ice fields and cirques
- (B) Cirques and alpine glaciers
- (C) Ice sheets and ice shelves
- (D) Ice sheets and mountain glaciers

The text below is for number 11-15

As Philadelphia grew from a small town into a city in the first half of the eighteenth century, it became an increasingly important marketing center for a vast and growing agricultural hinterland. Market days saw the crowded city even more crowded, as farmers from within a radius of 24 or more kilometers brought their sheep, cows, pigs, vegetables, cider, and other products for direct sale to the townspeople.

The High Street Market was continuously enlarged throughout the period until 1736, when it reached from Front Street to Third. By 1745 New Market was opened on Second Street between Pine and Cedar. The next year the Callowhill Market began operation. Along with market days, the institution of twice yearly fairs persisted in Philadelphia even after similar trading days had been discontinued in other colonial cities. The fairs provided a means of bringing handmade goods from outlying places to would-be buyers in the city. Linens and stockings from Germantown, for example, were popular items.

Auctions were another popular form of occasional trade. Because of the competition, retail merchants opposed these as well as the fairs. Although governmental attempts to eradicate fairs and auctions were less than successful, the ordinary course of economic development was on the merchants' side, as increasing business specialization became the order of the day. Export merchants became differentiated from their importing counterparts, and specialty shops began to appear in addition to general stores selling a variety of goods.

One of the reasons Philadelphia's merchants generally prospered was because the surrounding area was undergoing tremendous economic and demographic growth. They did their business, after all, in the capital city of the province. Not only did they cater to the governor and his circle, but citizens from all over the colony came to the capital for legislative sessions of the assembly and council and the meetings of the courts of justice.

11. What does the passage mainly discuss?
- (A) Philadelphia's agriculture importance
 - (B) Philadelphia's development as a marketing center
 - (C) The sale of imported goods in Philadelphia
 - (D) The administration of the city of Philadelphia
12. It can be inferred from the passage that new markets opened in Philadelphia because
- (A) they provided more modern facilities than older markets
 - (B) the High Street Market was forced to close
 - (C) existing markets were unable to serve the growing population
 - (D) farmers wanted markets that were closer to the farms.
13. The word "hinterland" in line 3 is closest in meaning to

- (A) tradition
 - (B) association
 - (C) produce
 - (D) region
14. The word “it” in line 6 refers to
- (A) The crowded city
 - (B) a radius
 - (C) the High Street Market
 - (D) the period
15. The word “persisted” in line 9 is closest in meaning to
- (A) returned
 - (B) started
 - (C) declined
 - (D) continued

This text below is for number 16-20

In 1972, a century after the first national park in the United States was established at Yellowstone, legislation was passed to create the National Marine Sanctuaries Program. The intent of this legislation was to provide protection to selected coastal habitats similar to that existing for land areas designated as national parks. The designation of an area as a marine sanctuary indicates that it is a protected area, just as a national park is. People are permitted to visit and observe there, but living organisms and their environments may not be harmed or removed.

The National Marine Sanctuaries Program is administered by the National Oceanic and Atmospheric Administration, a branch of the United States Department of Commerce. Initially, 70 sites were proposed as candidates for sanctuary status. Two and a half decades later, only fifteen sanctuaries had been designated, with half of these established after 1978. They range in size from the very small (less than 1 square kilometer) Fagatele Bay National Marine Sanctuary in American Samoa to the Monterey Bay National Marine Sanctuary in California, extending over 15,744 square kilometers.

The National Marine Sanctuaries Program is a crucial part of new management practices in which whole communities of species, and not just individual species, are offered some degree of protection from habitat degradation and overexploitation. Only in this way can a reasonable degree of marine species diversity be maintained in a setting that also maintains the natural interrelationships that exist among these species. Several other types of marine protected areas exist in the United States and other countries.

The National Estuarine Research Reserve System, managed by the United States government, includes 23 designated and protected estuaries. Outside the United States, marine protected-area programs exist as marine parks, reserves, and preserves. Over 100 designated areas exist around the periphery of the Caribbean Sea. Others range from the well-known Australian Great Barrier Reef Marine Park to lesser-known parks in countries such as Thailand and Indonesia, where tourism is placing growing pressures on fragile coral reef systems. As state, national, and international agencies come to recognize the importance of

conserving marine biodiversity, marine protected areas, whether as sanctuaries, parks, or estuarine reserves, will play an increasingly important role in preserving that diversity.

16. What does the passage mainly discuss?
- (A) Differences among marine parks, sanctuaries, and reserves
 - (B) Various marine conservation programs
 - (C) International agreements on coastal protection
 - (D) Similarities between land and sea protected environments
17. The word “intent” in line 3 is closest in meaning to
- (A) repetition
 - (B) approval
 - (C) goal
 - (D) revision
18. The word “administered” in line 8 is closest in meaning to
- (A) managed
 - (B) recognized
 - (C) opposed
 - (D) justified
19. The word “these” in line 11 refers to
- (A) sites
 - (B) candidates
 - (C) decades
 - (D) sanctuaries
20. The passage mentions the Monterey Bay National Marine Sanctuary (lines 13-14) as an example of a sanctuary that
- (A) is not well known
 - (B) covers a large area
 - (C) is smaller than the Fagatele Bay National Marine Sanctuary
 - (D) was not originally proposed for sanctuary status

The text below is for number 21-24

The term “art deco” has come to encompass three distinct but related design trends of the 1920’s and 1930’s. The first was what is frequently referred to as “zigzag moderne” –the exotically ornamental style of such skyscrapers as the Chrysler Building in New York City and related structures such as the Paramount Theater in Oakland, California. The word “zigzag” alludes to the geometric and stylized ornamentation of zigzags, angular patterns, abstracted plant and animal motifs, sunbursts, astrological imagery, formalized fountains, and related themes that were applied in mosaic relief and mural form to the exterior and interior of the buildings. Many of these buildings were shaped in the ziggurat form, a design resembling an ancient Mesopotamian temple tower that recedes in progressively smaller stages to the summit, creating a staircase-like effect.

The second manifestation of art deco was the 1930’s streamlined modern” style—a Futuristic-looking aerodynamic style of rounded corners and horizontal bands known as “speed stripes.” In architecture, these elements were frequently accompanied by round windows, extensive use of glass block, and flat rooftops.

The third style, referred to as either “international stripped classicism,” or simply “classical modern,” also came to the forefront during the Depression, a period of severe economic difficulty in the 1930’s. This was a more conservative style, blending a simplified modernistic style with a more austere form of geometric and stylized relief sculpture and other ornament, including interior murals. Many buildings in this style were erected nationwide through government programs during the Depression. Although art deco in its many forms was largely perceived as thoroughly modern,

It was strongly influenced by the decorative arts movements that immediately preceded it. For example, like “art nouveau” (1890-1910), art deco also used plant motifs, but regularized the forms into abstracted repetitive patterns rather than presenting them as flowing, asymmetrical foliage. Like the Viennese craftspeople of the Wiener Werkstatte, art deco designers worked with exotic materials, geometricized shapes, and colorfully ornate patterns. Furthermore, like the artisans of the Arts and Crafts Movement in England and the United States, art deco practitioners considered it their mission to transform the domestic environment through well-designed furniture and household accessories.

21. What aspect of art deco does the passage mainly discuss?
- (A) The influence of art deco on the design of furniture and household accessories
 - (B) Ways in which government programs encouraged the development of art deco
 - (C) Architectural manifestations of art deco during the 1920’s and 1930’s
 - (D) Reasons for the popularity of art deco in New York and California
22. The word “encompass” in line 1 is closest in meaning to
- (A) separate
 - (B) include
 - (C) replace
 - (D) enhance
23. The phrase “The first” in line 2 refers to
- (A) the term “art deco”
 - (B) design trends
 - (C) the 1920’s and 1930’s
 - (D) skyscrapers
24. The streamlined modern style is characterized by all of the following EXCEPT
- (A) animal motifs
 - (B) flat roofs
 - (C) round windows
 - (D) “speed stripes”

This text to question no 25-35

The first two decades of this century were dominated by the microbe hunters. These hunters had tracked down one after another of the microbes responsible for the most dreaded scourges of many centuries: tuberculosis, cholera, diphtheria. But there, remained some terrible diseases for which no microbe could be incriminated: scurvy, pellagra, rickets, beri-beri. Then it was discovered that these diseases were caused by the lack of vitamins, a trace substance in the diet. The diseases could be prevented or cured by consuming foods that contained the vitamins. And so in the decades of the 1920's and 1930's, nutrition became a science and the vitamin hunters replaced the microbe hunters.

In the 1940's and 1950's, biochemists strived to learn why each of the vitamins was essential for health. They discovered that key enzymes in metabolism depend on one or another of the vitamins as coenzymes to perform the chemistry that provides cells with energy for growth and function. Now, these enzyme hunters occupied center stage. You are aware that the enzyme hunters have been replaced by a new breed of hunters who are tracking genes-the blueprints for each of the enzymes-and are discovering the defective genes that cause inherited diseases-diabetes, cystic fibrosis. These gene hunters, or genetic engineers, use recombinant DNA technology to identify and clone genes and introduce them into bacterial cells and plants to create factories for the massive production of hormones and vaccines for medicine and for better crops for agriculture. Biotechnology has become a multibillion-dollar industry.

In view of the inexorable progress in science, we can expect that the gene hunters will be replaced in the spotlight. When and by whom? Which kind of hunter will dominate the scene in the last decade of our waning century and in the early decades of the next? I wonder whether the hunters who will occupy the spotlight will be neurobiologists who apply the techniques of the enzyme and gene hunters to the functions of the brain: What to call them? The head hunters. I will return to them later.

25. What is the main topic of the passage?
- (A) The microbe hunters
 - (B) The potential of genetic engineering
 - (C) The progress of modern medical research
 - (D) The discovery of enzymes
26. The word "which" in line 4 refers to
- (A) diseases
 - (B) microbe
 - (C) cholera
 - (D) diphtheria
27. The word "incriminated" in line 4 is closest in meaning to
- (A) investigated
 - (B) blamed
 - (C) eliminated
 - (D) produced

28. Which of the following can be cured by a change in diet?
- (A) Tuberculosis
 - (B) Cholera
 - (C) Cystic fibrosis
 - (D) Pellagra
29. The word “strived” in line 9 is closest in meaning to
- (A) failed
 - (B) tried
 - (C) experimented
 - (D) studied
30. In the third paragraph, the author compares cells that have been genetically altered by bio technicians to
- (A) gardens
 - (B) factories
 - (C) hunters
 - (D) spotlights
31. The word “them” in line 16 refers to
- (A) cells and plants
 - (B) hormones
 - (C) genes
 - (D) gene hunters or genetic engineers
32. The phrase “occupy the spotlight” in line 22 is closest in meaning to
- (A) receive the most attention
 - (B) go the furthest
 - (C) conquer territory
 - (D) lighten the load
33. The author implies that the most important medical research topic of the future will be
- (A) the functions of the brain
 - (B) inherited diseases
 - (C) the operation of vitamins
 - (D) the structure of genes
34. Which of the following best describes the author ‘stone in the last paragraph of the passage?
- (A) Critical
 - (B) Speculative
 - (C) Appreciative
 - (D) Emotional
35. With which of the following statements would the author be most likely to agree?
- (A) The focus of medical research will change in the next two decades.
 - (B) Medical breakthroughs often depend on luck.
 - (C) Medical research throughout the twentieth century has been dominated by microbe hunters.
 - (D) Most diseases are caused by defective genes.

This text for questions 36-45

In the mid-nineteenth century, the United States had tremendous natural resources that could be exploited in order to develop heavy industry. Most of the raw materials that are valuable in the manufacture of machinery, transportation facilities, and consumer goods lay ready to be worked into wealth. Iron, coal, and oil—the basic ingredients of industrial growth—were plentiful and needed only the application of technical expertise, organizational skill, and labor.

One crucial development in this movement toward industrialization was the growth of the railroads. The railway network expanded rapidly until the railroad map of the United States looked like a spider’s web, with the steel filaments connecting all important sources of raw materials, their places of manufacture, and their centers of distribution. The railroads contributed to the industrial growth not only by connecting these major centers, but also by themselves consuming enormous amounts of fuel, iron, and coal.

Many factors influenced emerging modes of production. For example, machine tools, the tools used to make goods, were steadily improved in the latter part of the nineteenth century—always with an eye to speedier production and lower unit costs. The products of the factories were rapidly absorbed by the growing cities that sheltered the workers and the distributors. The increased urban population was nourished by the increased farm production that, in turn, was made more productive by the use of the new farm machinery. American agricultural production kept up with the urban demand and still had surpluses for sale to the industrial centers of Europe.

The labor that ran the factories and built the railways was recruited in part from American farm areas where people were being displaced by farm machinery, in part from Asia, and in part from Europe. Europe now began to send tides of immigrants from eastern and southern Europe—most of whom were originally poor farmers but who settled in American industrial cities. The money to finance this tremendous expansion of the American economy still came from European financiers for the most part, but the Americans were approaching the day when their expansion could be financed in their own “money market.”

36. What does the passage mainly discuss?
- (A) The history of railroads in the United States
 - (B) The major United States industrial centers
 - (C) Factors that affected industrialization in the United States
 - (D) The role of agriculture in the nineteenth century
37. The word “ingredients” in line 4 is closest in meaning to
- (A) minerals
 - (B) products
 - (C) methods
 - (D) components

38. The word “themselves” in line 10 refers to
- (A) sources
 - (B) centers
 - (C) railroads
 - (D) places
39. According to the passage, all of the following were true of railroads in the United States in the nineteenth century EXCEPT that
- (A) they connected important industrial cities
 - (B) they were necessary to the industrialization process
 - (C) they were expanded in a short time
 - (D) they used relatively small quantities of natural resources
40. According to the passage, what was one effect of the improvement of machine tools?
- (A) Lower manufacturing costs
 - (B) Better distribution of goods
 - (C) More efficient transportation of natural resources
 - (D) A reduction in industrial jobs
41. According to the passage, who were the biggest consumers of manufactured products?
- (A) Railway workers
 - (B) Farmers
 - (C) City dwellers
 - (D) Europeans
42. The word “nourished” in line 16 is closest in meaning to
- (A) protected
 - (B) fed
 - (C) housed
 - (D) paid
43. Which of the following is NOT true of United States farmers in the nineteenth century?
- (A) They lost some jobs because of mechanization.
 - (B) They were unable to produce sufficient food for urban areas.
 - (C) They raised their productivity by using new machinery.
 - (D) They sold food to European countries.
44. According to the passage, what did the United States supply to European cities?
- (A) Machine tools
 - (B) Money
 - (C) Raw materials
 - (D) Agricultural produce
45. The word “ran” in line 19 is closest in meaning to
- (A) operated
 - (B) hurried
 - (C) constructed
 - (D) owned

The text below is for number 46-50

Endangered Species

There are three valid arguments to support the preservation of endangered species. An aesthetic justification contends that biodiversity contributes to the quality of life because many of the Line endangered plants and animals are particularly appreciated for their 5 unique physical beauty. The aesthetic role of nature in all its diverse forms is reflected in the art and literature of every culture, attaining symbolic status in the spiritual life of many groups. According to the proponents of the aesthetic argument, people need nature in all its diverse and beautiful forms as part of the experience of the world.

Another argument that has been put forward, especially by groups in the medical and pharmacological fields, is that of ecological self-interest. By preserving ajar species, we retain a balance of nature that is ultimately beneficial to humankind. Recent research on global ecosystems has been cited as evidence that every species contributes important or even essential functions that may be necessary to the survival of our own species. Some advocates of the ecological argument contend that important chemical compounds derived from rare plants may contain the key to a cure for one of the diseases currently threatening human beings. If we do not protect other species, then they cannot protect us.

Apart from human advantage in both the aesthetic and ecological arguments, the proponents of a moral justification contend that all species have the right to exist, a viewpoint stated in the United Nations World Charter for Nature, created in 1982. Furthermore, if 25 humankind views itself as the stewards of all the creatures on Earth, then it is incumbent upon human beings to protect them, and to ensure the continued existence of all species. Moral justification has been extended by a movement called “deep ecology,” the member of which ranks the biosphere higher than people because the 30 continuation of life depends on this larger per pectize. To carry their argument to its logical conclusion, all choices must be made for the biosphere, not for people.

46. Which of the following is the main topic of the passage

- (A) The beauty of the world
- (B) The quality of life
- (C) The preservation of species
- (D) The balance of nature

47. Which of the arguments support animal rights?

- (A) Aesthetic justification
- (B) Ecological argument

- (C) Self-interest argument
- (D) Moral justification

48. The word “perspective” in line 30 could best be replaced by

- (A) ideal
- (B) event
- (C) truth
- (D) view

49. The word “unique” in line 5 is closest in meaning to

- (A) strong
- (B) new
- (C) special
- (D) active

50. The word “them” in line 26 refers to

- (A) human kind
- (B) stewards
- (C) creatures
- (D) human beings

Validator’s note:

1. It seems that the test adopts a TOEFL-based reading test. Thus, it is good, and the test is valid already in the aspect of contents. For a further process of validation, the researcher can proceed to try out this test to some students (let’s say 20-30 students) in order to garner statistical data of construct validity.
2. The researcher needs to give the line codes per 5 lines {e.g. (5), (10), (15), (20), and so on} in each of the passages because some of the questions under each passage ask about vocabulary references in a way that gives a code in the form of a line number.

Validator

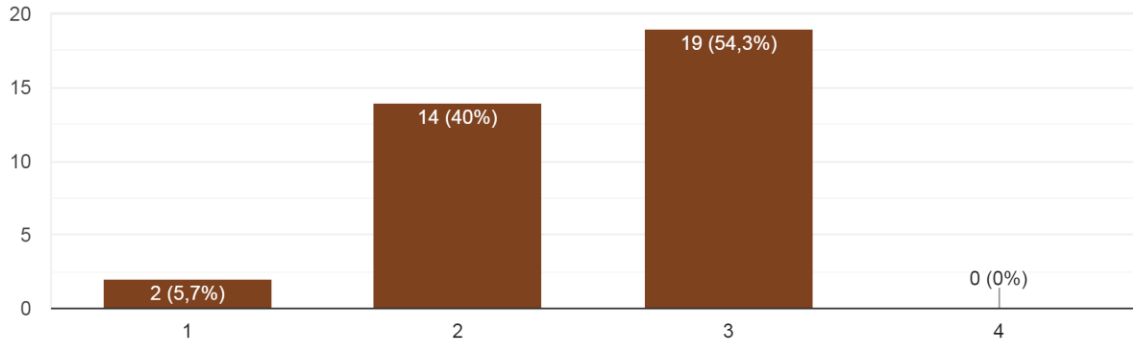
Ruly Morganna, M. Pd

APPENDIX III

The result of questionnaire

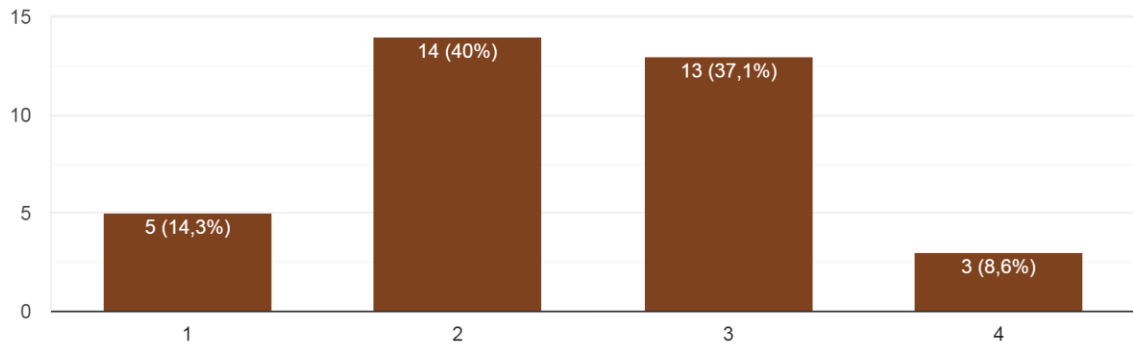
1. find it difficult to identify the main idea of the entire passage.(Saya mengalami kesulitan untuk mengidentifikasi fikiran pokok dari seluruh teks bacaan)

35 tanggapan



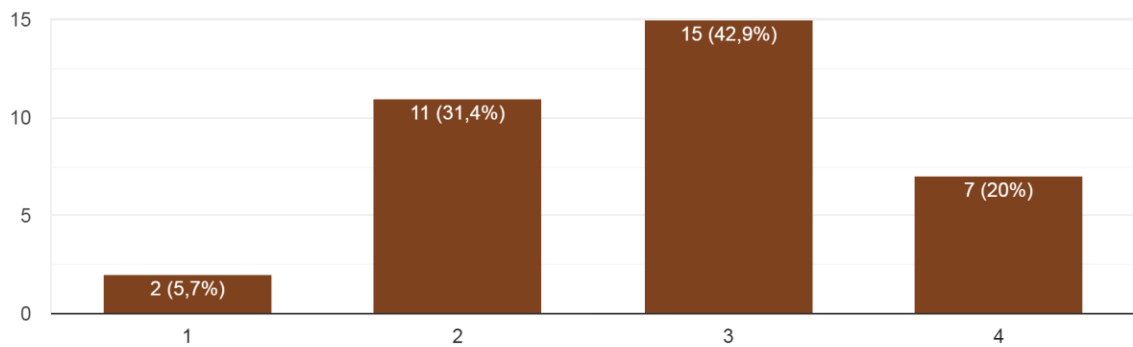
2. I find it difficult to identify the main idea of each paragraph(Saya mengalami kesulitan untuk mengidentifikasi fikiran pokok dari tiap paragraf)

35 tanggapan



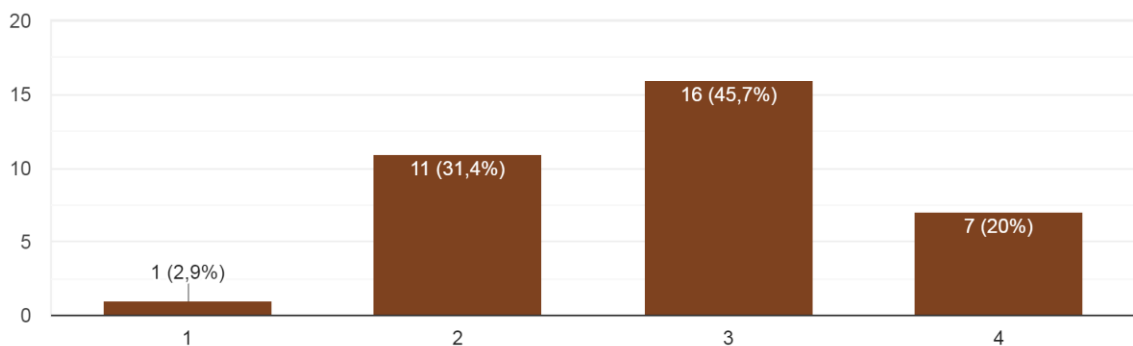
3. I do not know how to identify the main idea in a deductive way(Saya tidak mengetahui bagaimana mengidentifikasi ide utama secara deduktif)

35 tanggapan



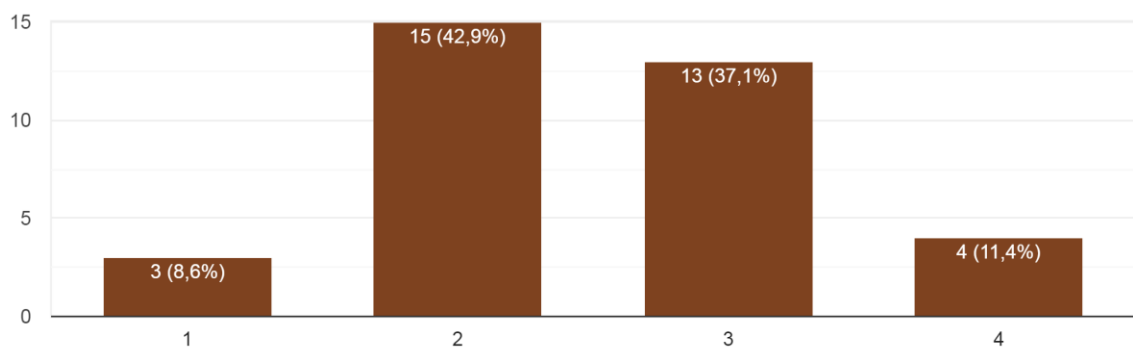
4. I do not know how to identify the main idea in an inductive way(Saya tidak mengetahui bagaimana mengidentifikasi ide utama secara induktif)

35 tanggapan



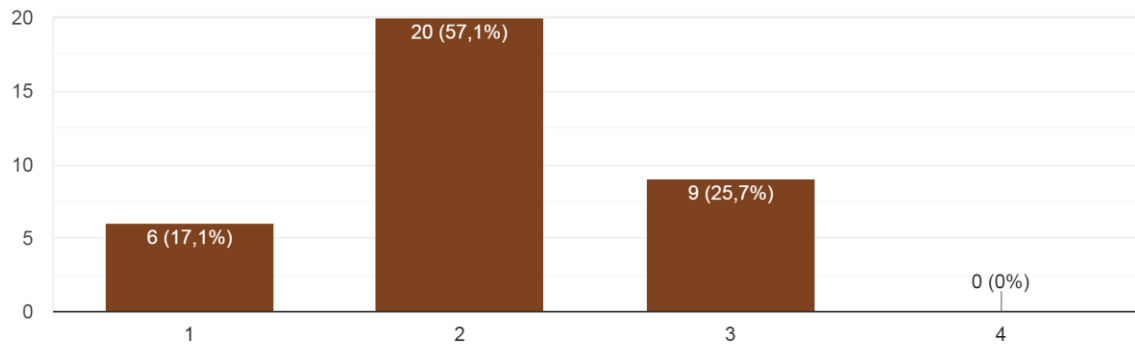
5. I cannot conclude the entire passage in order to identify the main idea(Saya tidak bisa menyimpulkan seluruh teks bacaan agar bisa mengidentifikasi ide utama)

35 tanggapan



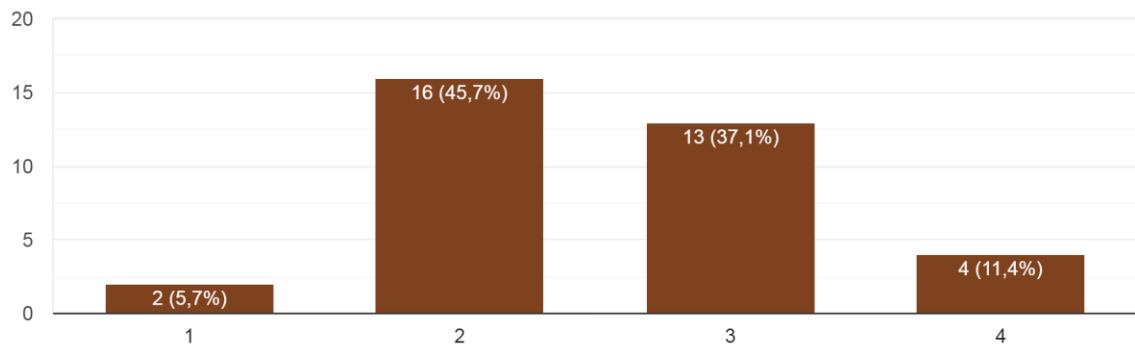
6. I do not recognize various forms of supporting details in a passage(Saya tidak mengenali berbagai bentuk informasi pendukung dalam teks bacaan)

35 tanggapan



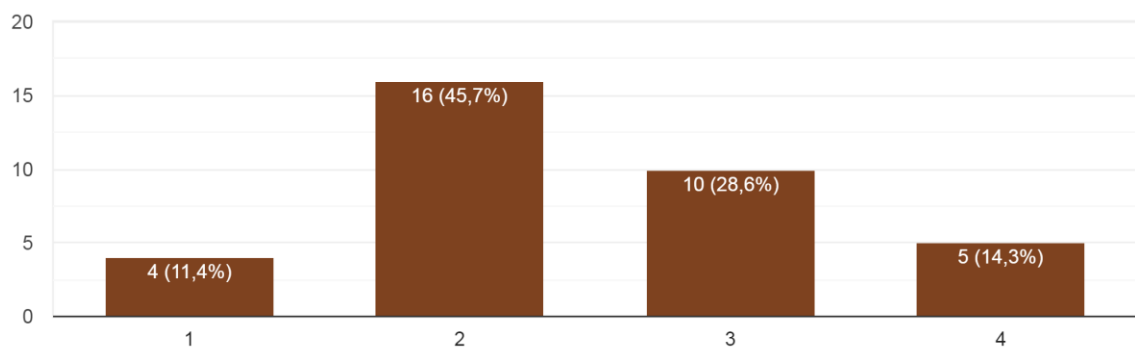
7. I cannot identify supporting details in the form of definitions(Saya tidak bisa mengidentifikasi informasi pendukung dalam bentuk definisi-definisi)

35 tanggapan



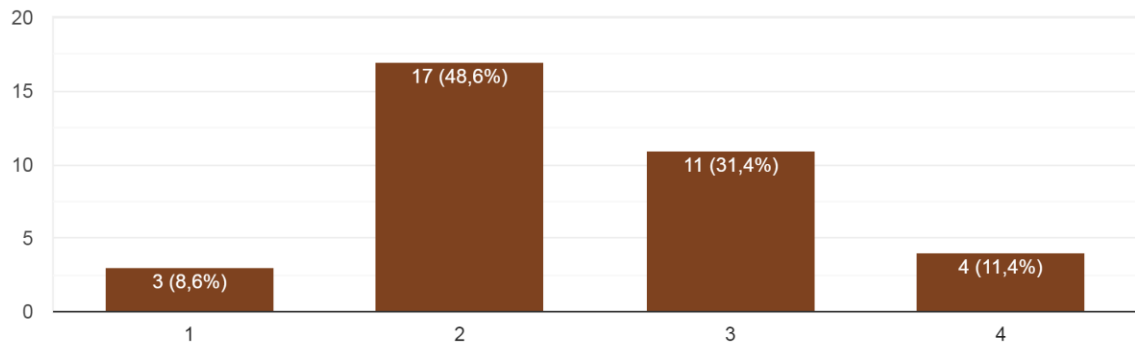
8. I cannot identify supporting details in the form of facts(Saya tidak bisa mengidentifikasi informasi pendukung dalam bentuk fakta-fakta)

35 tanggapan



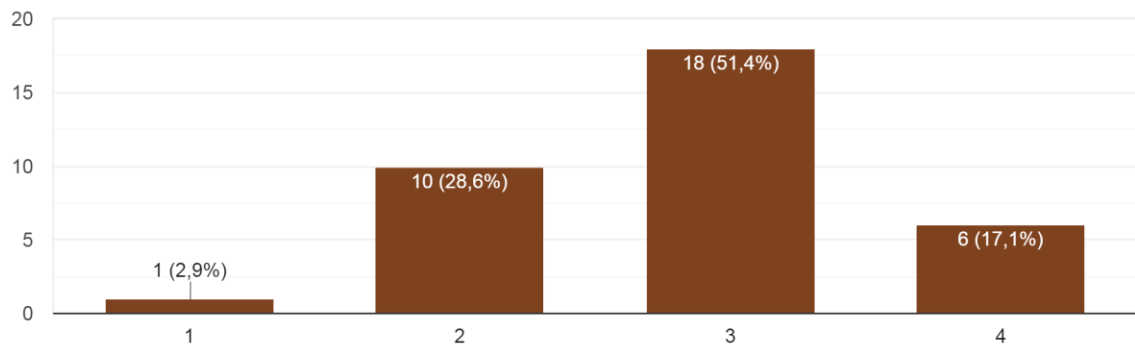
9. I cannot identify supporting details in the form of descriptions (Saya tidak bisa mengidentifikasi informasi pendukung dalam bentuk deskripsi-deskripsi)

35 tanggapan



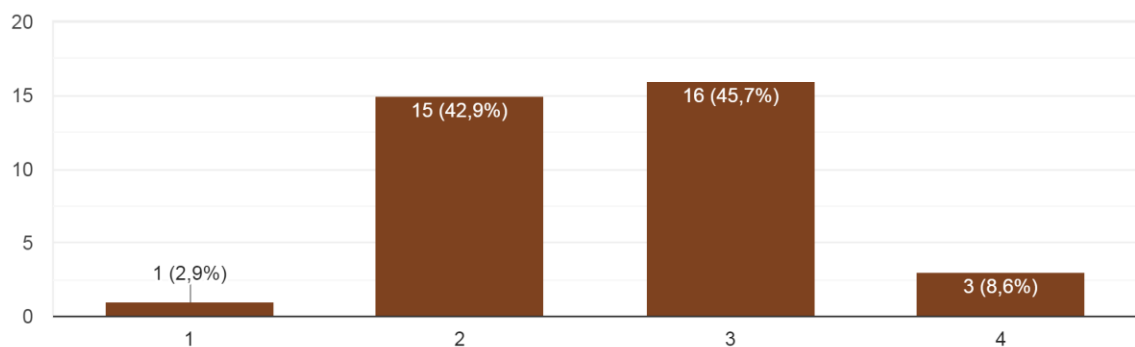
10. I find it difficult to identify supporting details in the form of analyses (Saya kesulitan mengidentifikasi informasi pendukung dalam bentuk analisis)

35 tanggapan



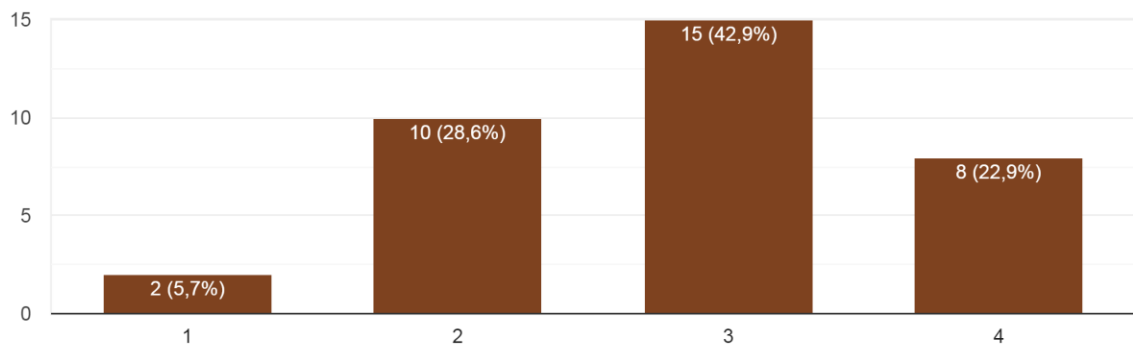
11. I find it difficult to identify supporting details in the form of chronological events (Saya kesulitan mengidentifikasi informasi pendukung dalam bentuk peristiwa kronologis)

35 tanggapan



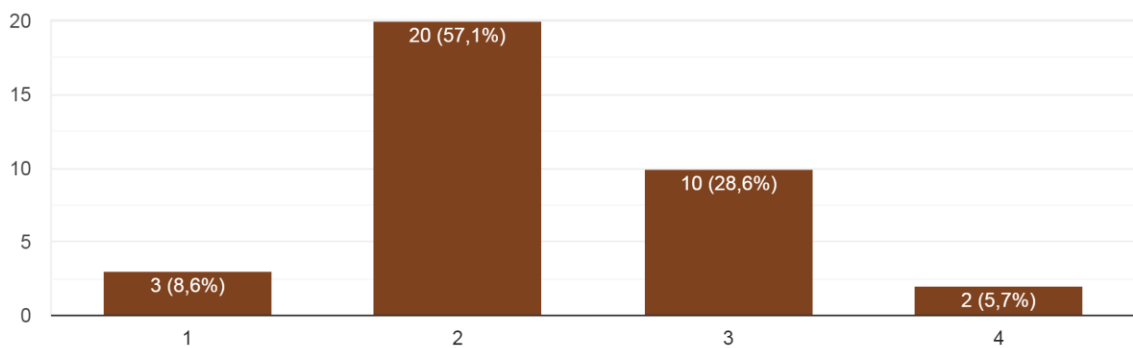
12. I cannot identify supporting details in the form of comparisons(Saya tidak dapat mengidentifikasi informasi pendukung dalam bentuk perbandingan)

35 tanggapan



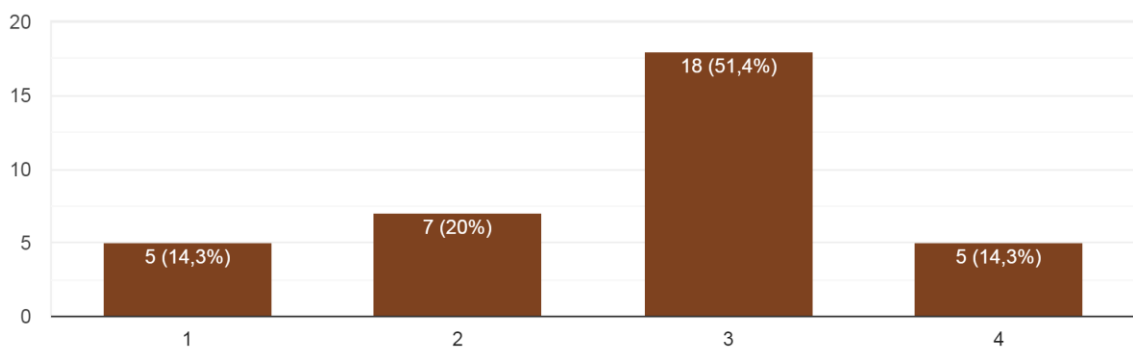
13. I cannot notice supporting details in the form of cause-and-effect information(Saya tidak bisa menelaah informasi pendukung dalam bentuk informasi sebab-akibat)

35 tanggapan



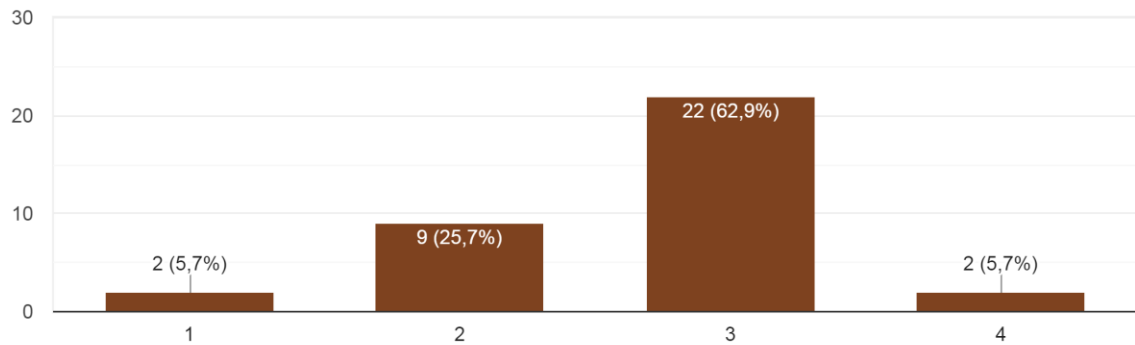
14. I find it difficult to identify supporting details presented in an explicit way(Saya kesulitan mengidentifikasi informasi pendukung yang disajikan secara eksplisit)

35 tanggapan



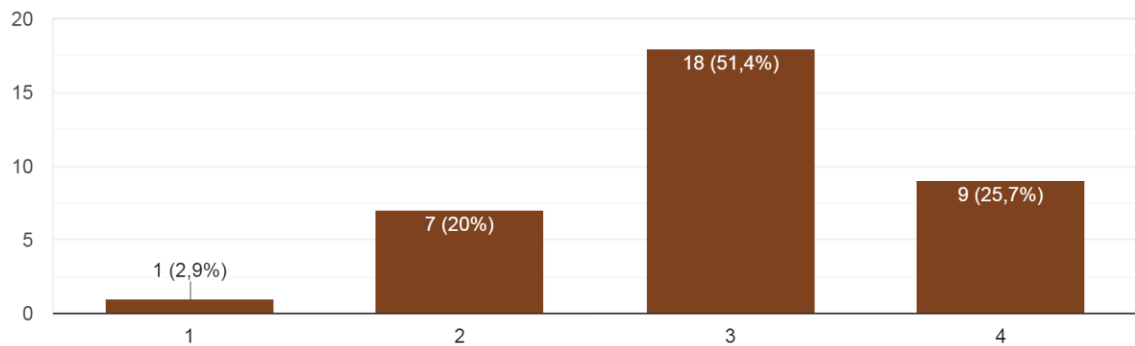
15. I find it difficult to identify supporting details presented in an implicit way(Saya kesulitan mengidentifikasi informasi pendukung yang tersaji secara implisit)

35 tanggapan



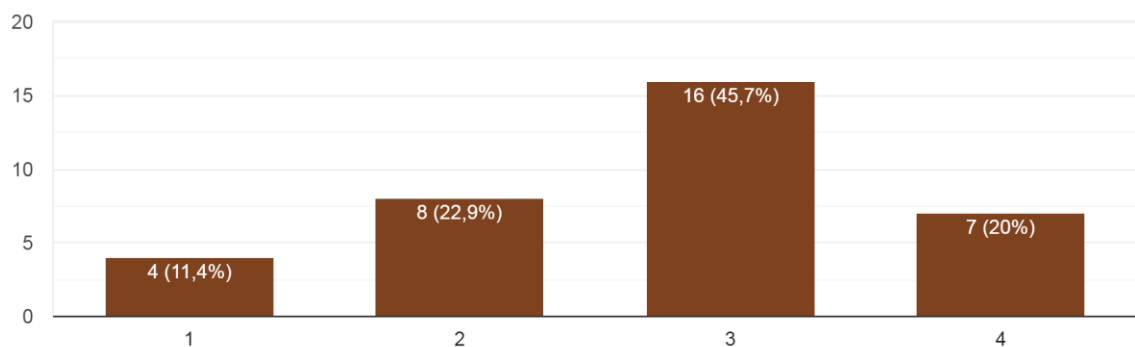
16. I have a problem when I have to look for the word asked in the passage quickly(Saya mengalami masalah ketika saya harus mencari kata yang ditanyakan di dalam bacaan dengan cepat)

35 tanggapan

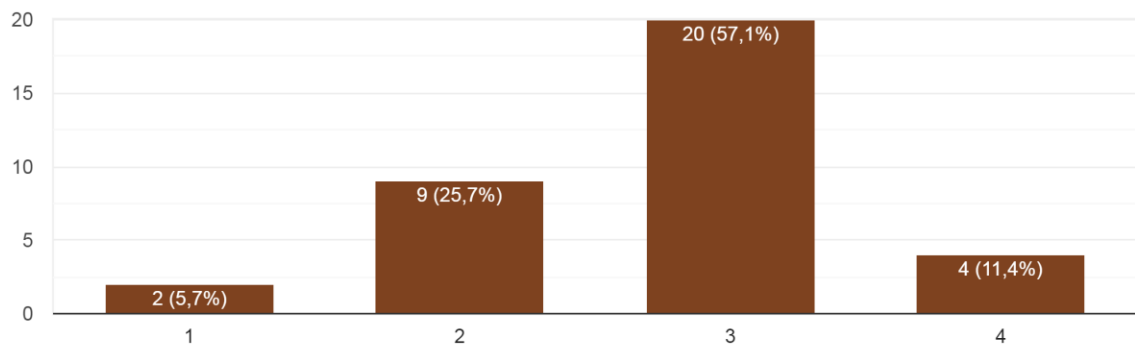


17. I find it difficult to look for the synonym of a word by analyzing the existing contexts(Saya kesulitan mencari sinonim dari sebuah kata dengan menganalisis konteks yang ada)

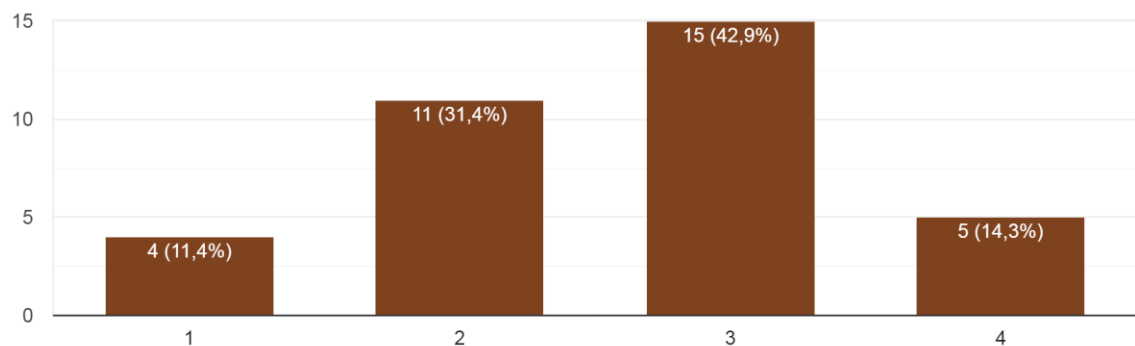
35 tanggapan



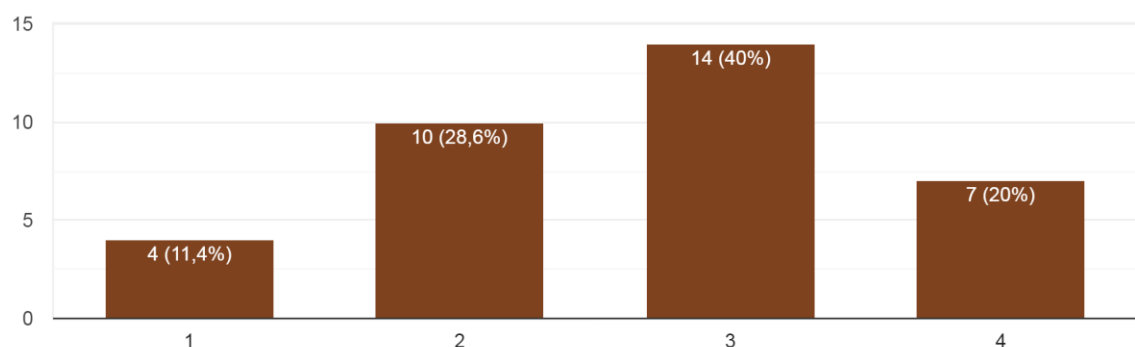
18. I do not know how to looking for the meaning of a word by analyzing the morphological elements(Saya tidak tahu bagaimana Mencari arti ... kata dengan menganalisis elemen morfologisnya)
35 tanggapan



19. I find it difficult to identify a reference in the form of a pronoun(Saya kesulitan mengidentifikasi rujukan dalam bentuk kata ganti)
35 tanggapan

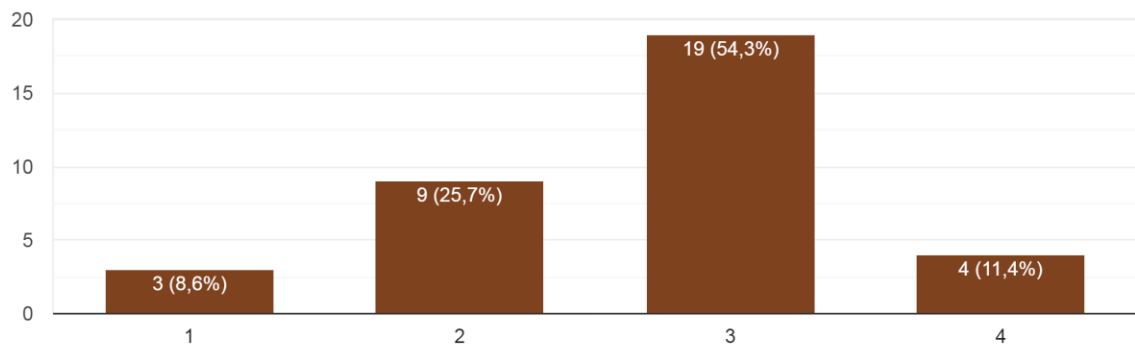


20. I find it difficult to identify a reference in the form of a noun(Saya sulit mengidentifikasi rujukan dalam bentuk kata benda)
35 tanggapan



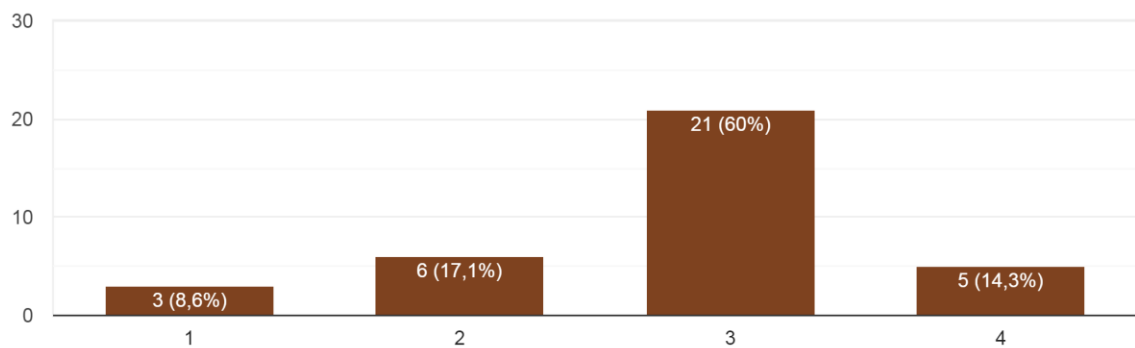
21. I find it difficult to identify a reference in the form of a noun phrase (Saya kesulitan mengidentifikasi rujukan dalam bentuk frasa kata benda)

35 tanggapan



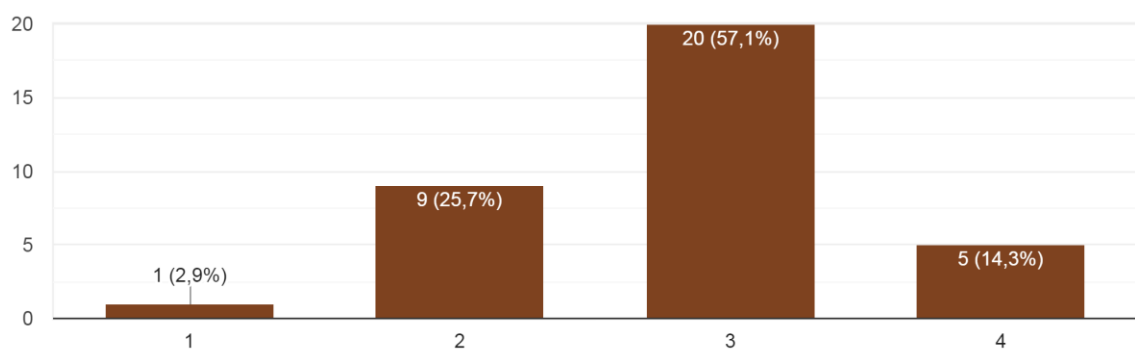
22. I have a problem with identify a reference which is placed before the antecedent (Saya mengalami masalah saat mendeteksi rujukan yang ...atkan sebelum kata yang dimaksud (antecedent)).

35 tanggapan



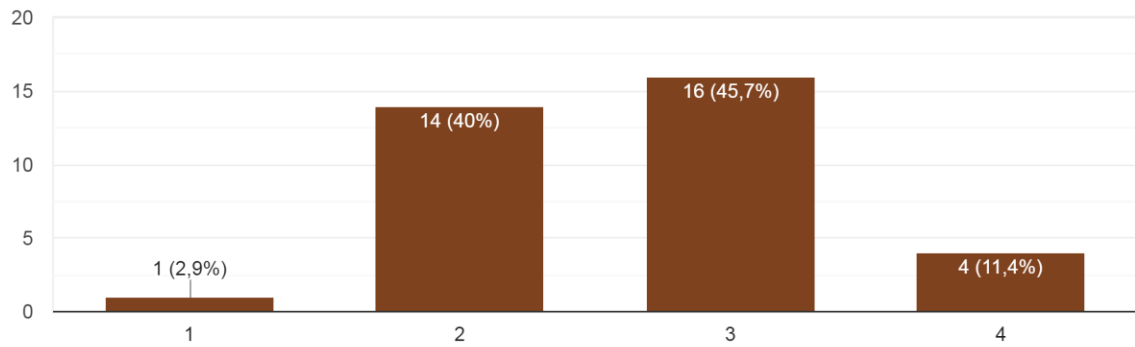
23. I find it difficult to identify a reference which is placed after the antecedent (Saya kesulitan mengidentifikasi rujukan yang ditempatkan setelah kata yang dimaksud (antecedent)).

35 tanggapan



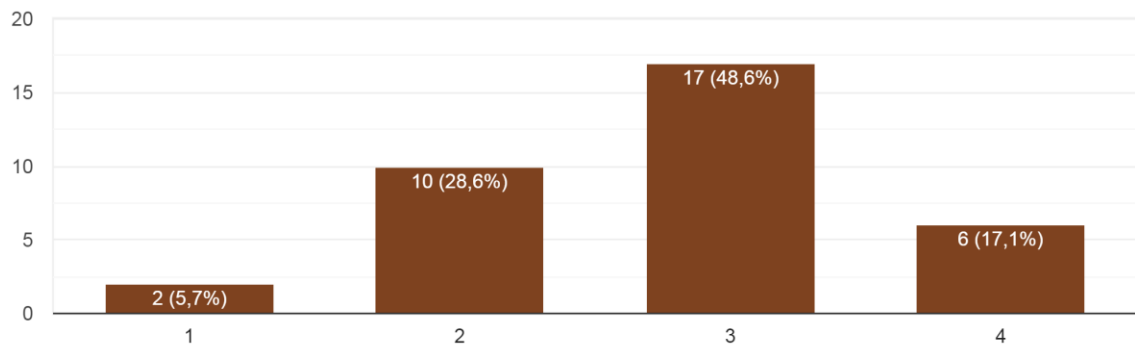
24. I find it difficult to identify implicit information by analyzing contexts(Saya kesulitan mengidentifikasi informasi dengan menganalisis konteks)

35 tanggapan



25. I find it difficult to understand implicit information in the passage by concluding some details of explicit information(Saya merasa sulit untuk mende... cara menyimpulkan informasi-informasi eksplisit)

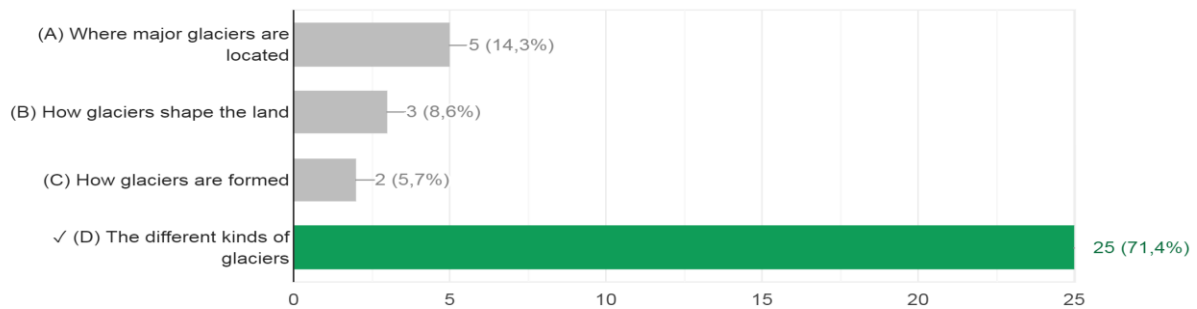
35 tanggapan



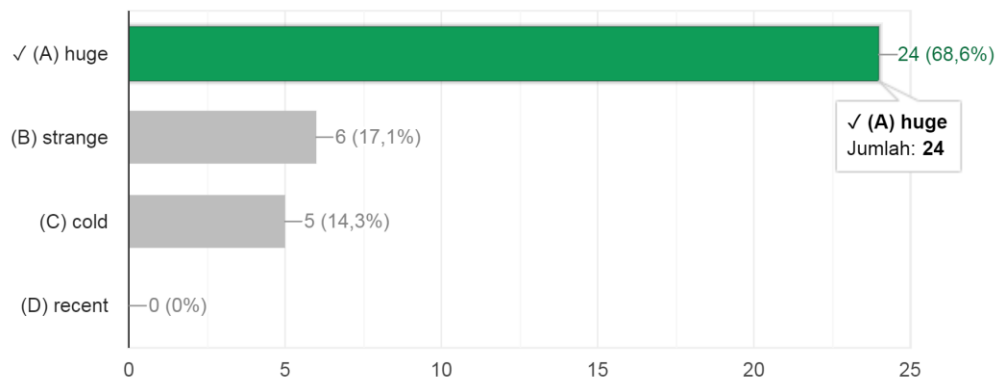
APPENDIX III

(This text for questions number 1-10.)
 flow outward in all directions with little regard for an...
 25 / 35 tanggapan yang benar

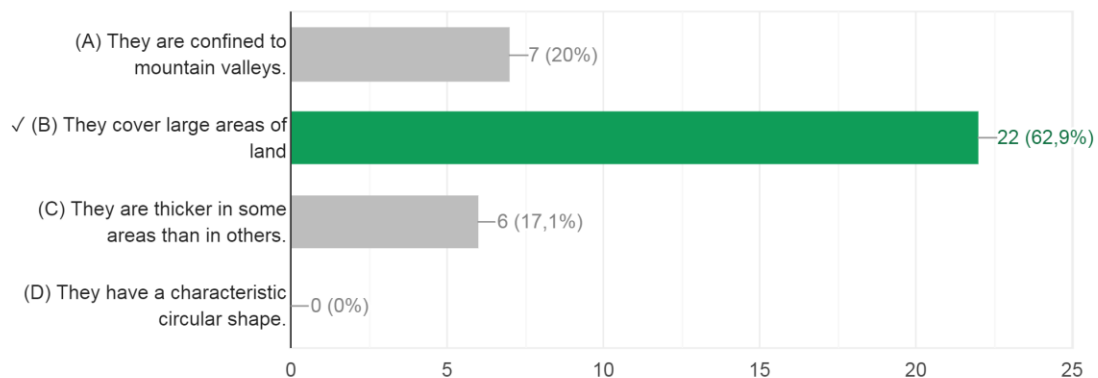
There are two basic types of glaciers, those that
 1.What does the passage mainly discuss?



2.The word “massive” in line 3 is closest in meaning to
 24 / 35 tanggapan yang benar

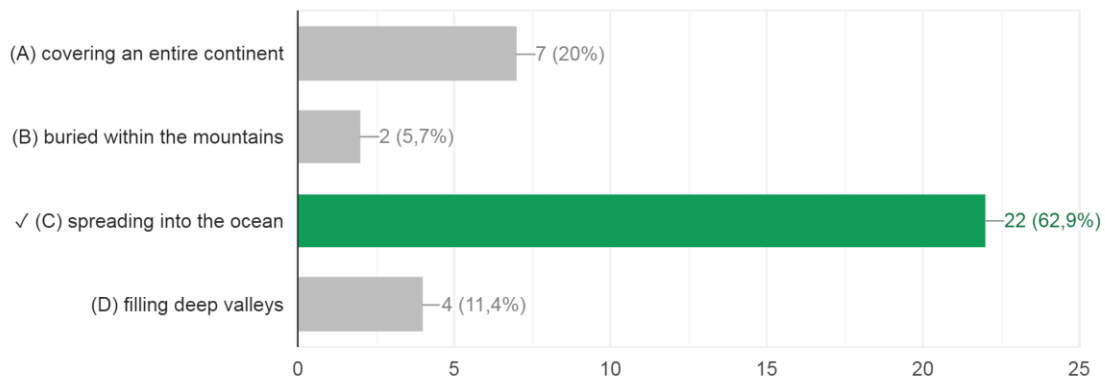


3. It can be inferred that ice sheets are so named for which of the following reasons?
 22 / 35 tanggapan yang benar



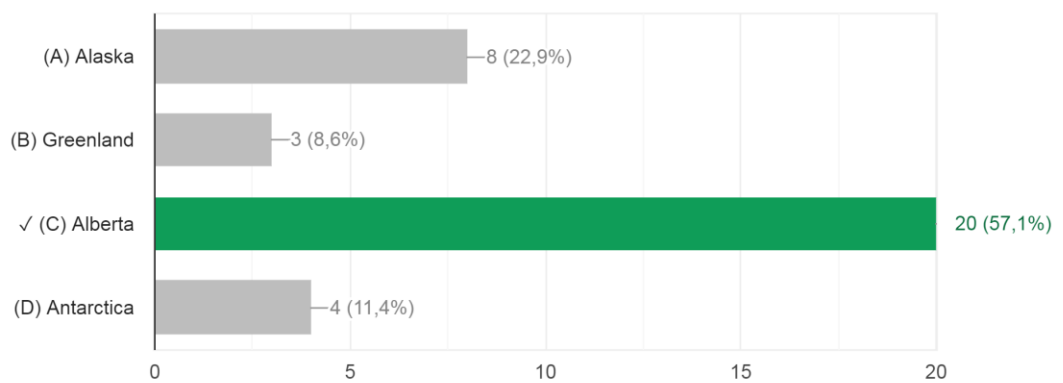
4. According to the passage, ice shelves can be found?

22 / 35 tanggapan yang benar



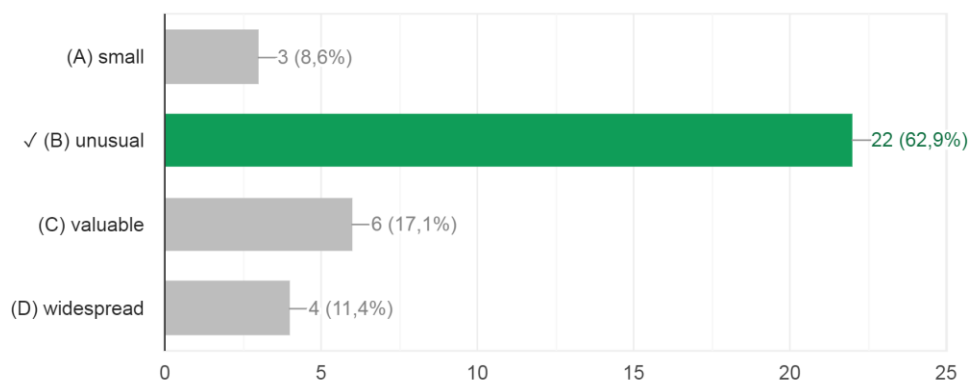
5. According to the passage, where was the Cordillera Ice Sheet thickest?

20 / 35 tanggapan yang benar



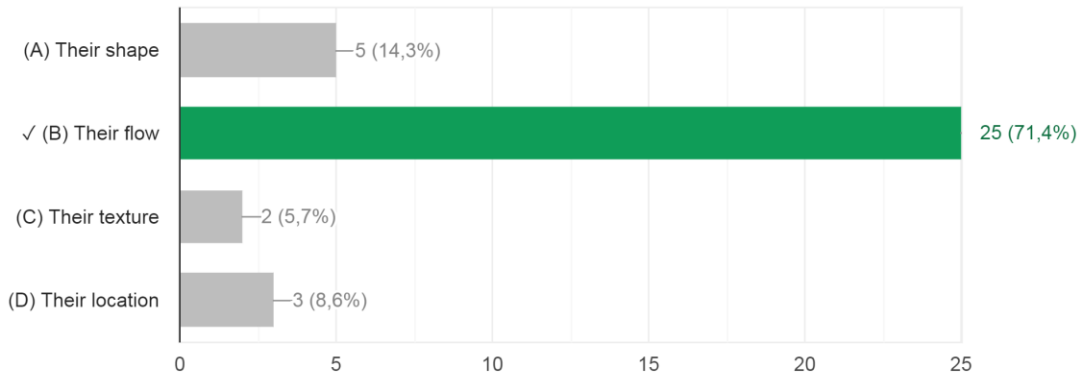
6. The word "rare" in line 12 is closest in meaning to....

22 / 35 tanggapan yang benar



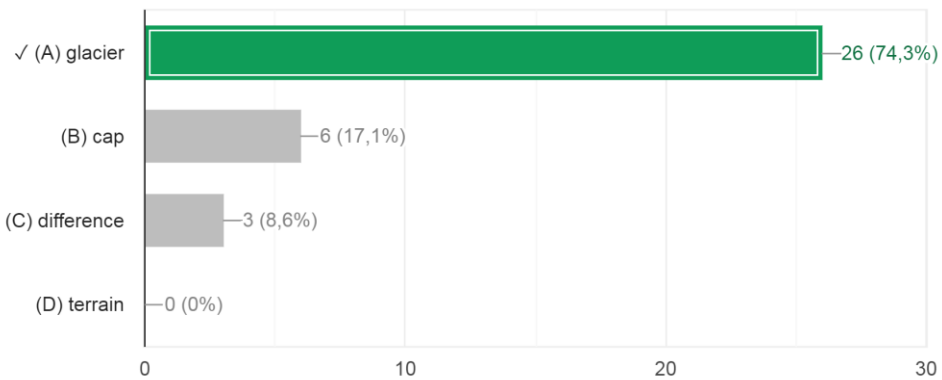
7. According to the passage (paragraph 5), ice fields resemble ice caps in which of the following ways?

25 / 35 tanggapan yang benar



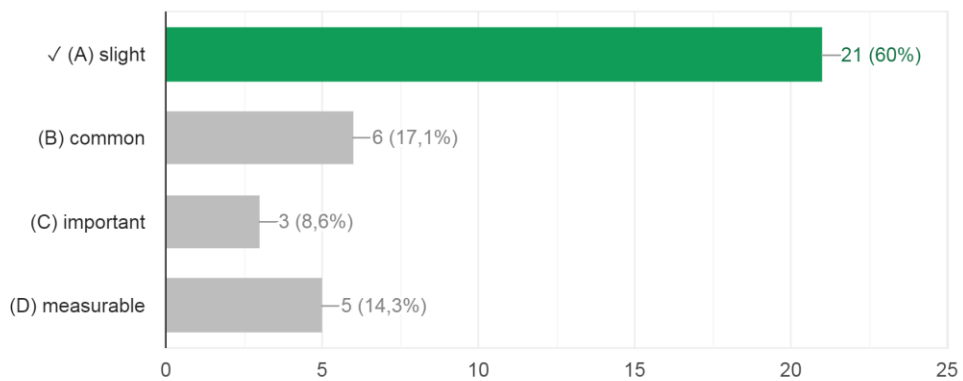
8. The word “it” in line 16 refers to?

26 / 35 tanggapan yang benar



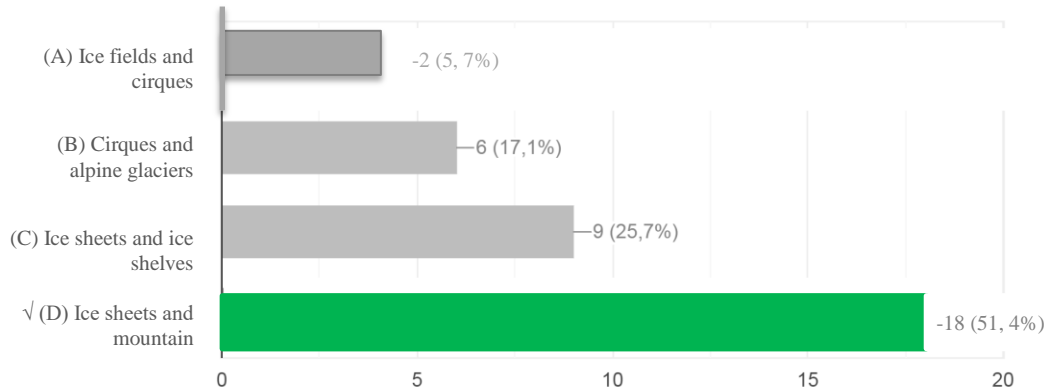
9. The word “subtle” in line 17 is closest in meaning to?

21 / 35 tanggapan yang benar



10. Which of the following types of glaciers does the author use to illustrate

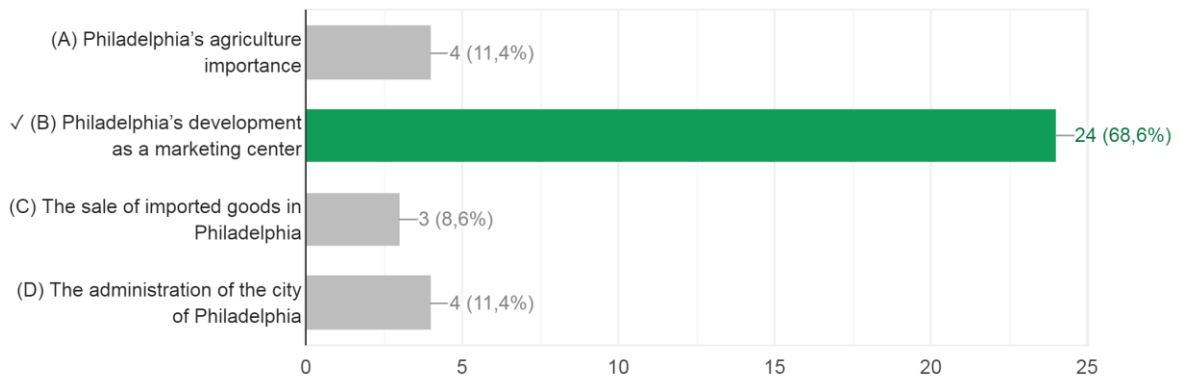
18 / 35 tanggapan yang benar



(The text below for number 11-15!)
 city in the first half of the eighteenth century, it be...

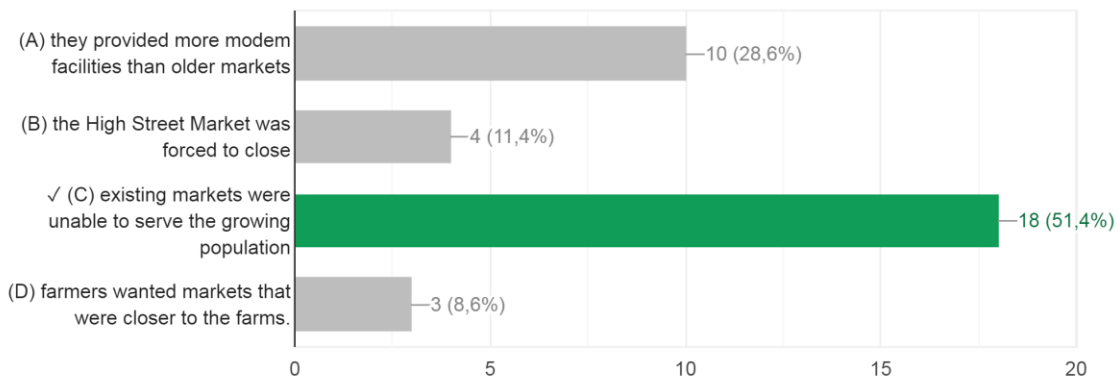
As Philadelphia grew from a small town into a
 11. What does the passage mainly discuss?

24 / 35 tanggapan yang benar



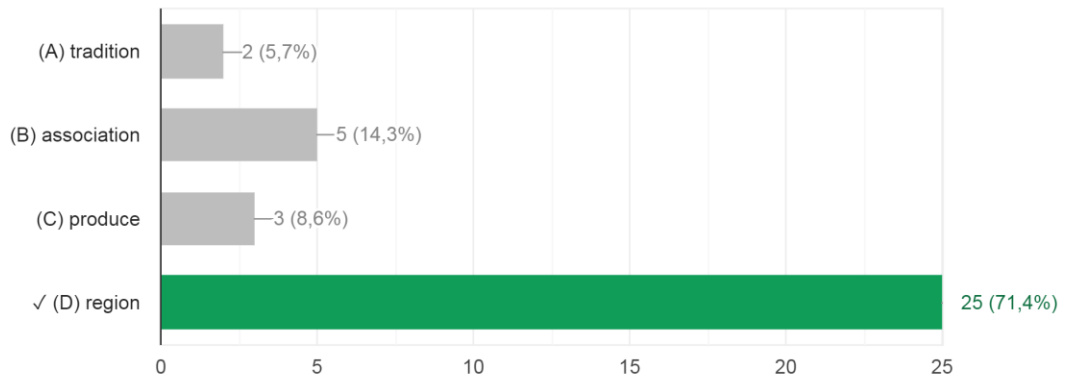
12. It can be inferred from the passage that new markets opened in Philadelphia because

18 / 35 tanggapan yang benar



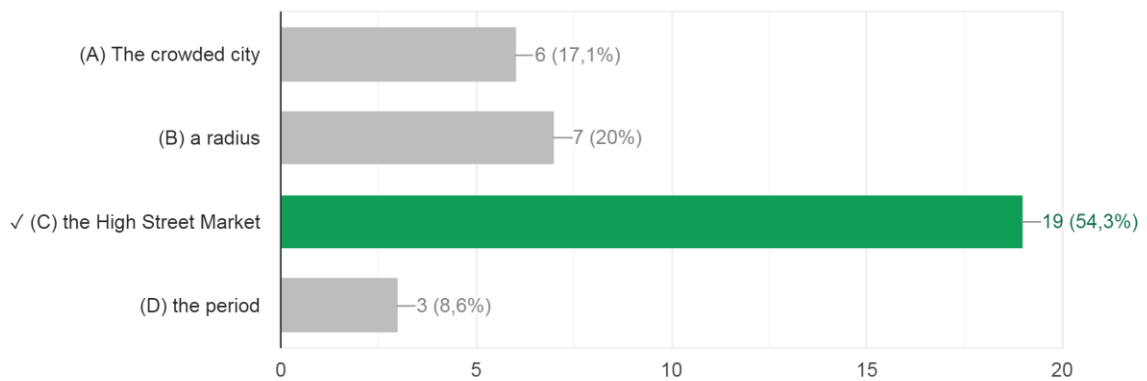
13. The word "hinterland " in line 3 is closest in meaning to?

25 / 35 tanggapan yang benar



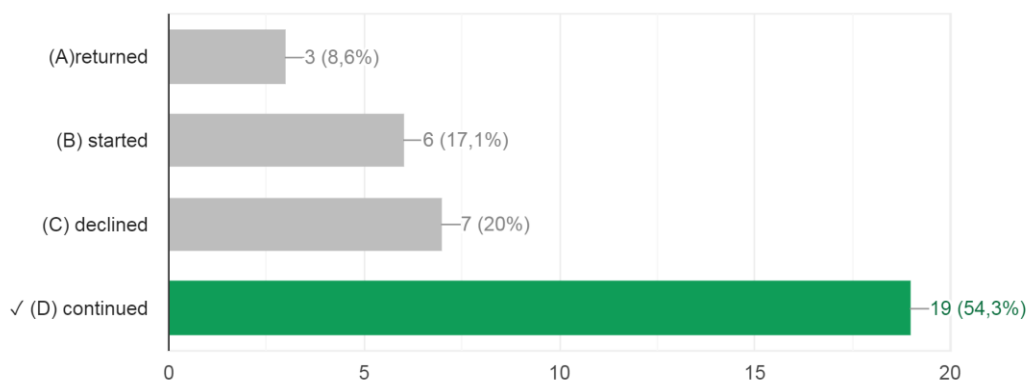
14. The word "it" in line 6 refers to?

19 / 35 tanggapan yang benar



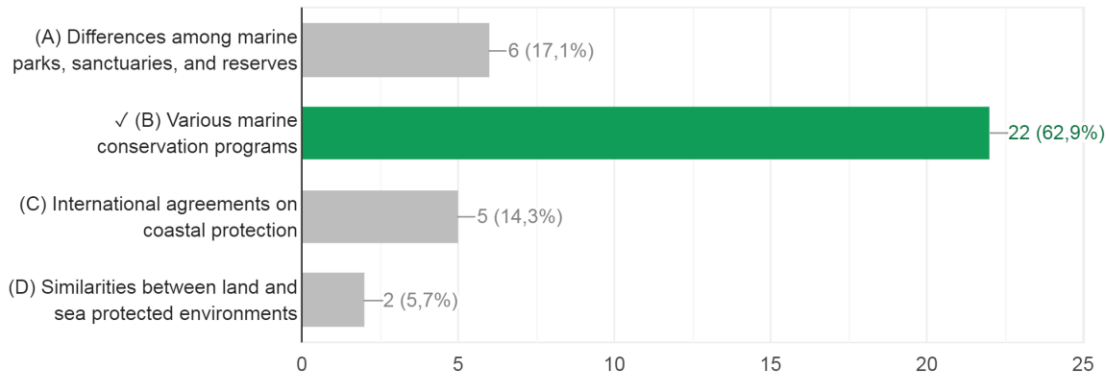
15. The word "persisted" in line 9 is closest in meaning to?

19 / 35 tanggapan yang benar

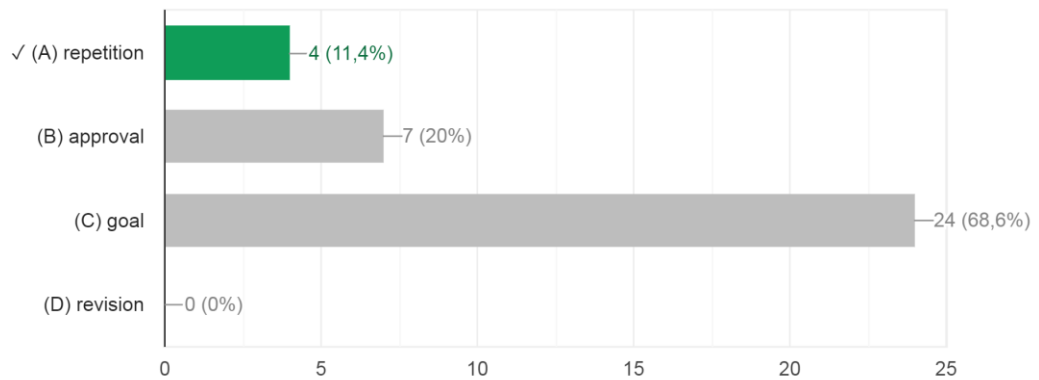


(This text below is for number 16-20!)
In 1972, a century after the first national park
in the United States was established at Yellowstone...
22 / 35 tanggapan yang benar

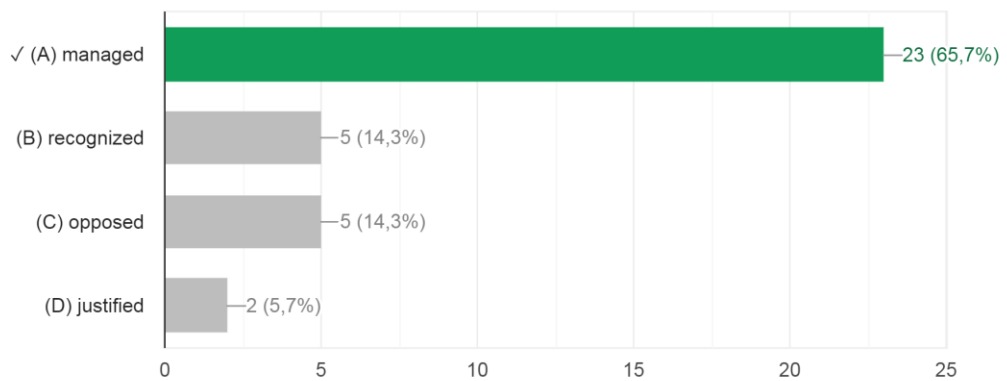
In 1972, a century after the first national park
in the United States was established at Yellowstone...
16. What does the passage mainly discuss?



17. The word "intent" in line 3 is closest in meaning to
4 / 35 tanggapan yang benar

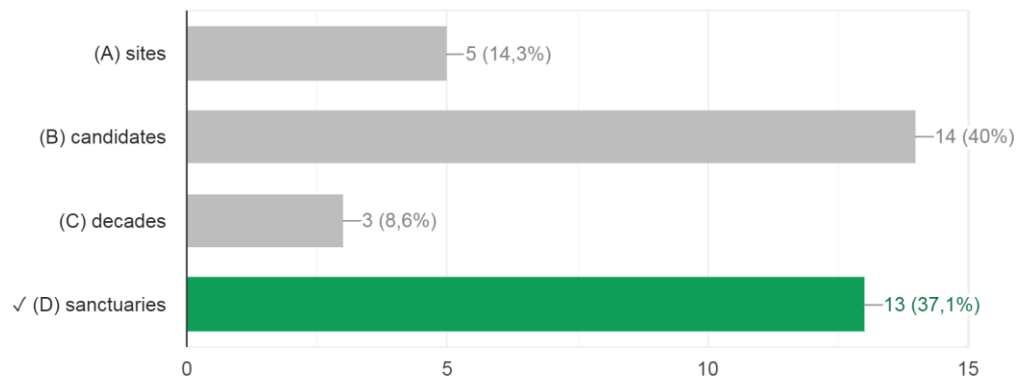


18. The word "administered" in line 8 is closest in meaning to
23 / 35 tanggapan yang benar



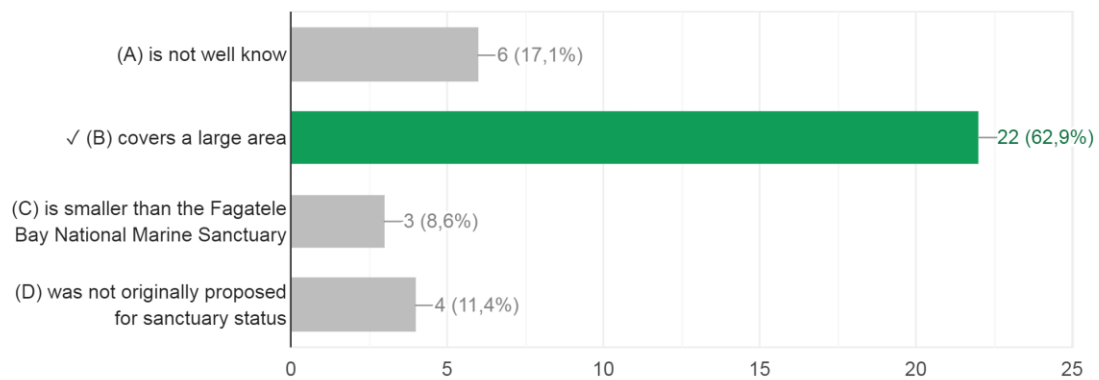
19. The word “these” in line 11 refers to

13 / 35 tanggapan yang benar



20. The passage mentions the Monterey Bay National Marine Sanctuary (lines 13-14) as an example of a sanctuary that

22 / 35 tanggapan yang benar

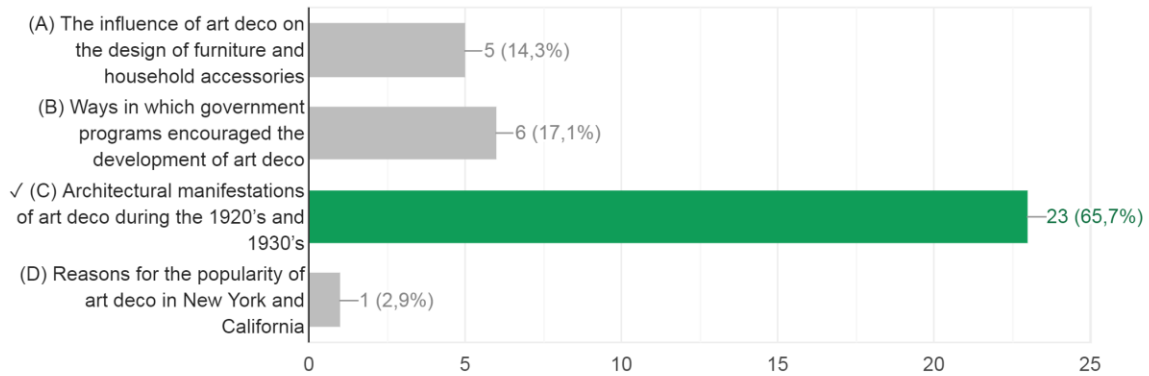


(The text below is for number 21-24!)

The term "art deco" has come to encompass

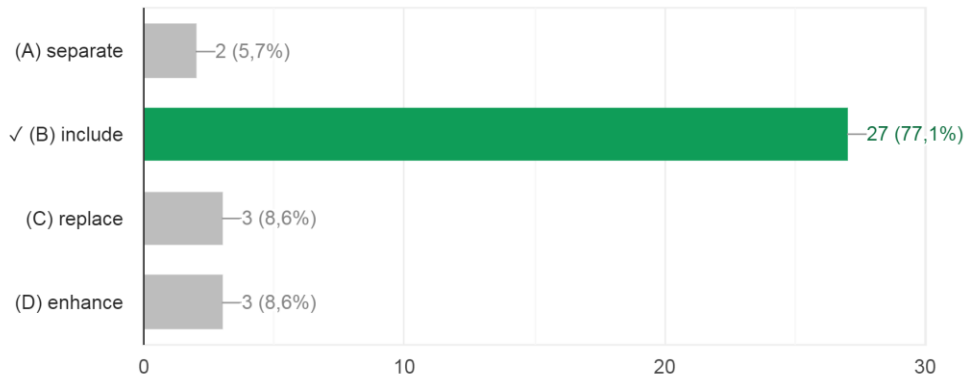
three distinct but related design trends of the 19...spect of art deco does the passage mainly discuss?

23 / 35 tanggapan yang benar



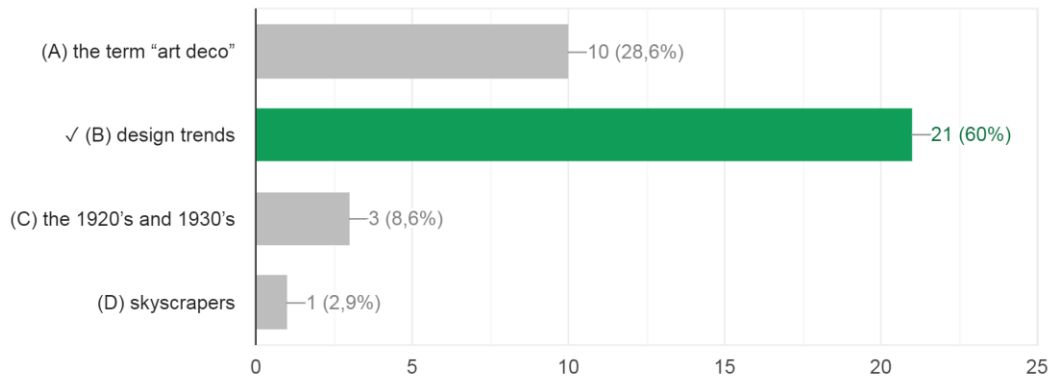
22. The word "encompass" in line 1 is closest in meaning to

27 / 35 tanggapan yang benar



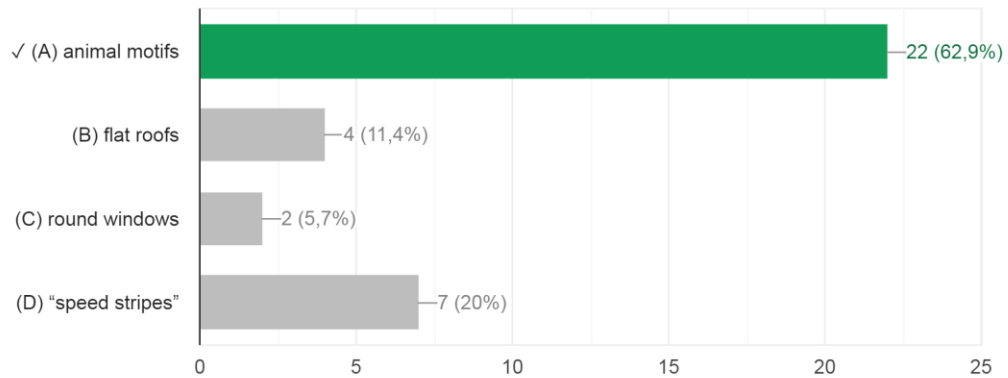
23. The phrase "The first" in line 2 refers to

21 / 35 tanggapan yang benar



24. The streamlined modern style is characterized by all of the following EXCEPT

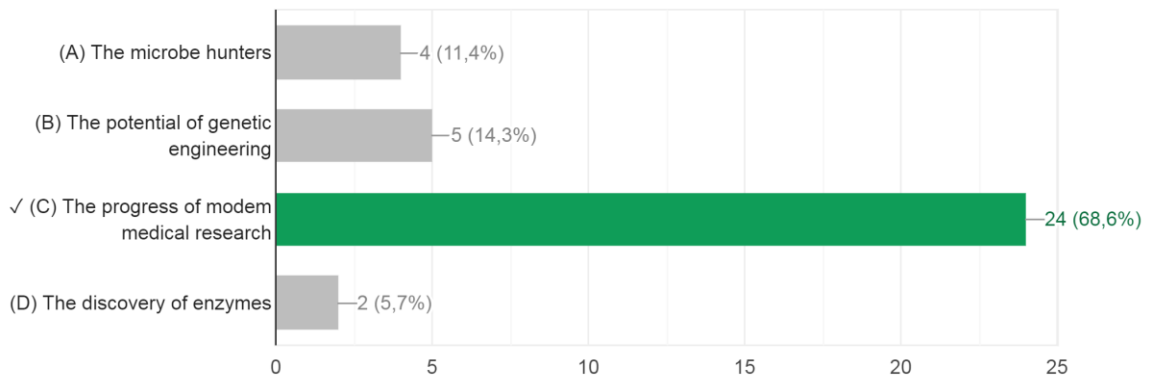
22 / 35 tanggapan yang benar



(This text to question no 25-35!)
dominated by the microbe hunters. These hunters ha...

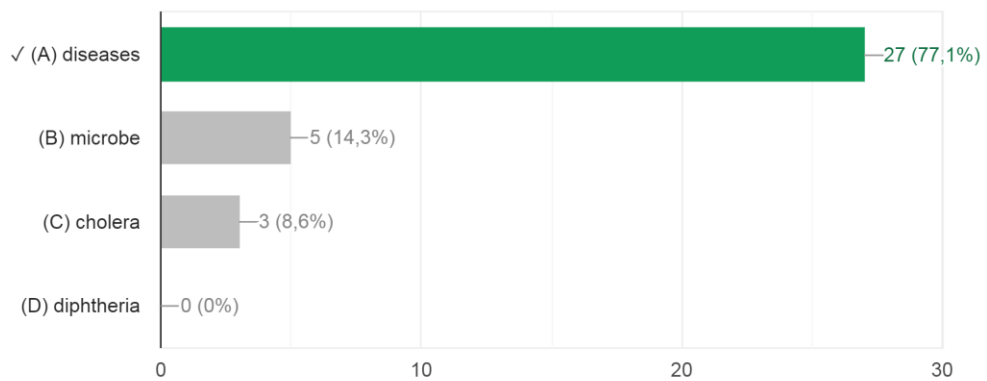
The first two decades of this century were
25. What is the main topic of the passage?

24 / 35 tanggapan yang benar



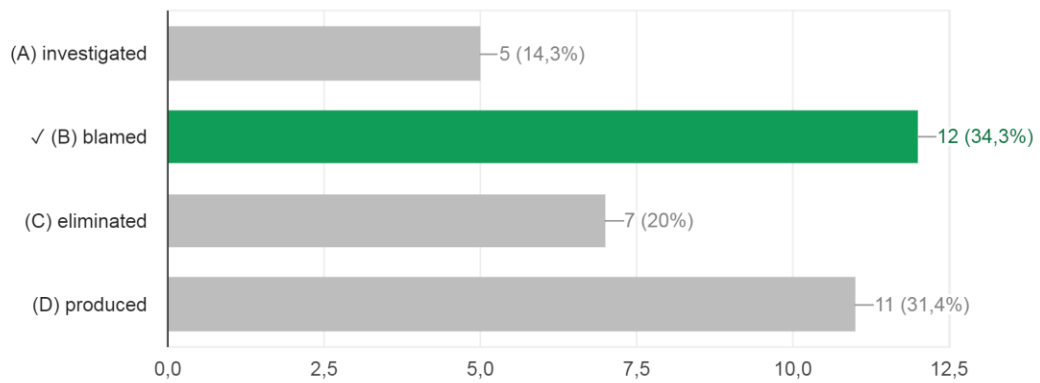
26. The word "which" in line 4 refers to?

27 / 35 tanggapan yang benar



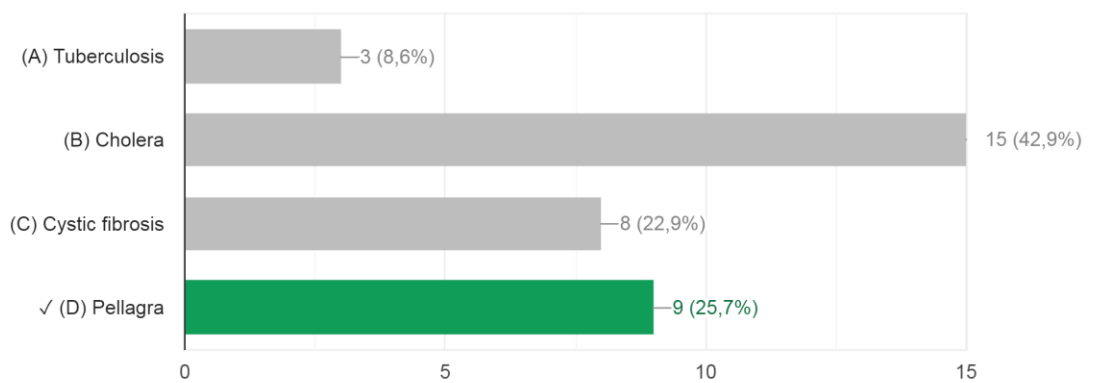
27. The word “incriminated” in line 4 is closest in meaning to?

12 / 35 tanggapan yang benar



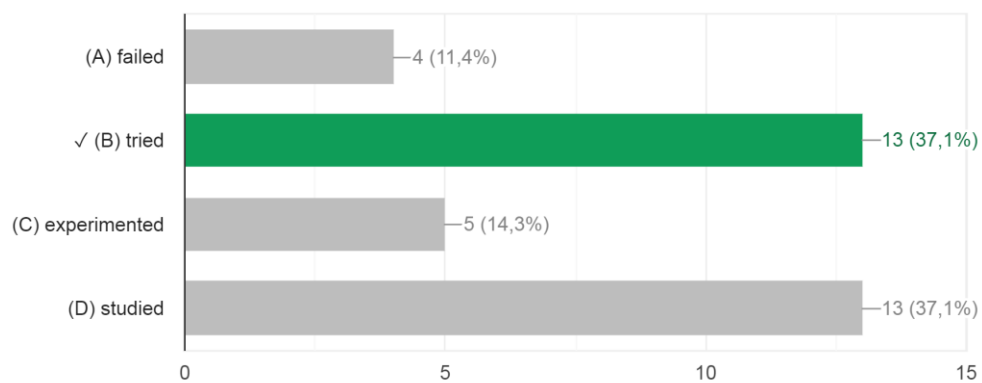
28. Which of the following can be cured by a change in diet?

9 / 35 tanggapan yang benar



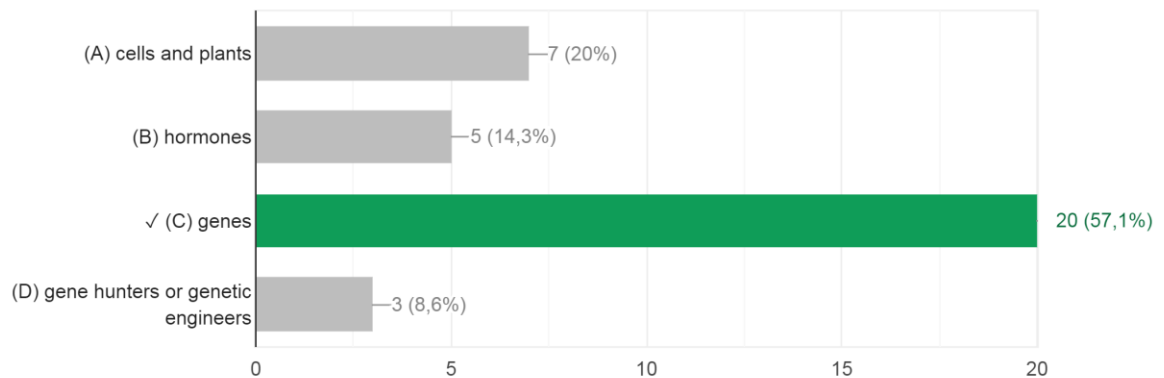
29. The word “strived” in line 9 is closest in meaning to?

13 / 35 tanggapan yang benar



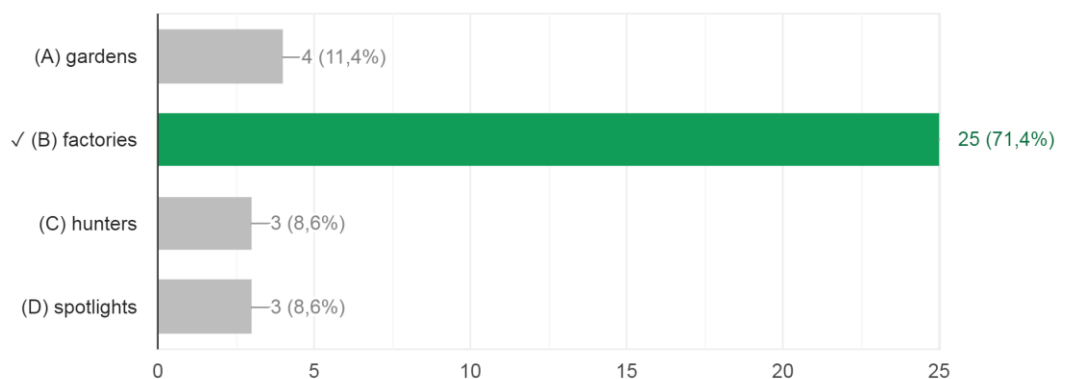
31. The word “them” in line 16 refers to?

20 / 35 tanggapan yang benar



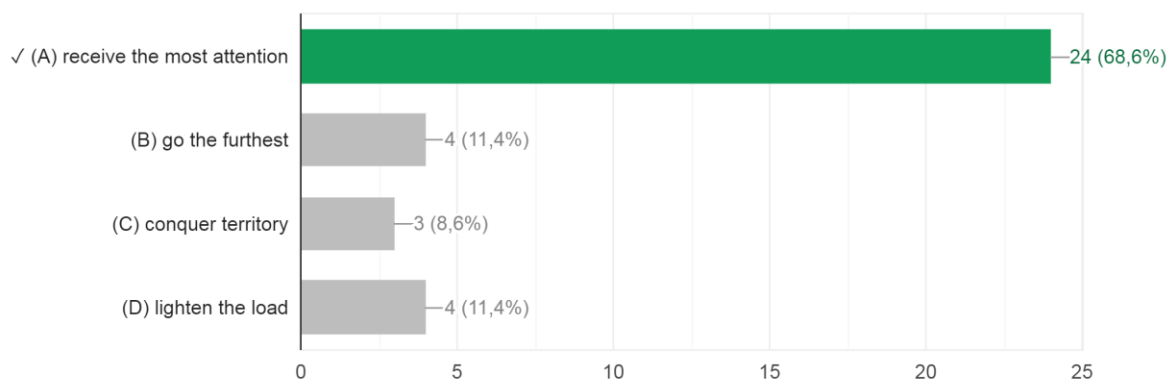
30. In the third paragraph, the author compares cells that have been genetically altered by bio technicians to.....

25 / 35 tanggapan yang benar

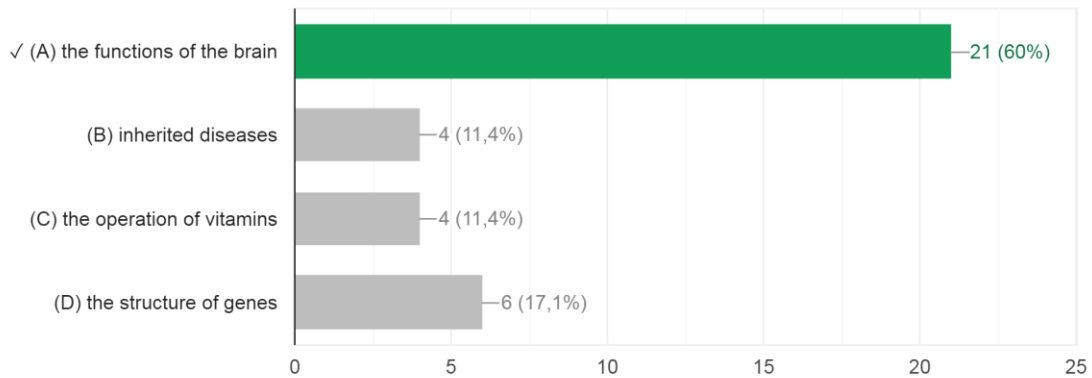


32. The phrase “occupy the spotlight” in line 22 is closest in meaning to?

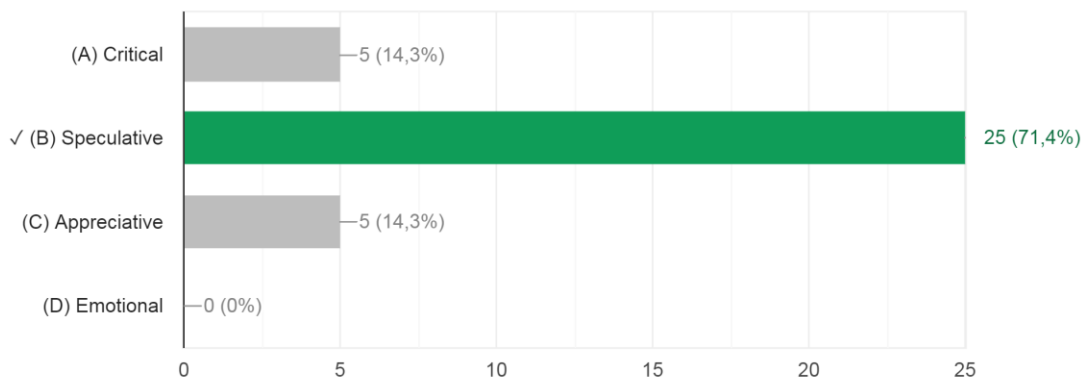
24 / 35 tanggapan yang benar



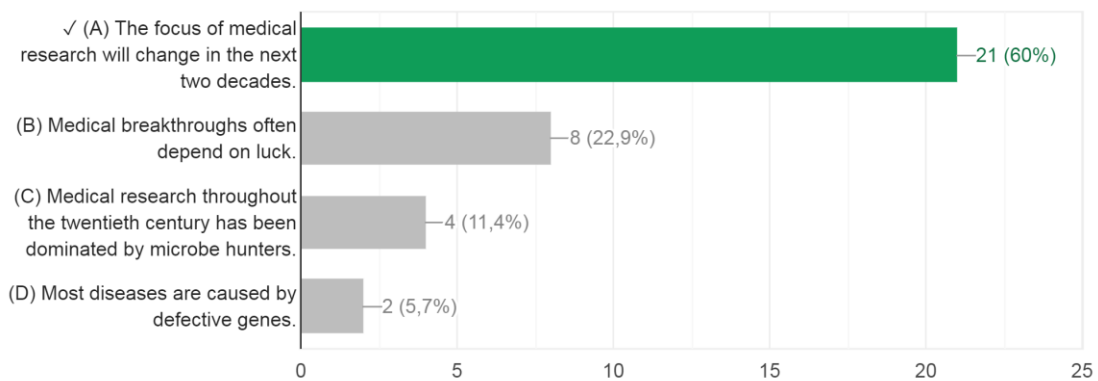
33. The author implies that the most important medical research topic of the future will be?
21 / 35 tanggapan yang benar



34. Which of the following best describes the author 'stone in the last paragraph of the passage?
25 / 35 tanggapan yang benar

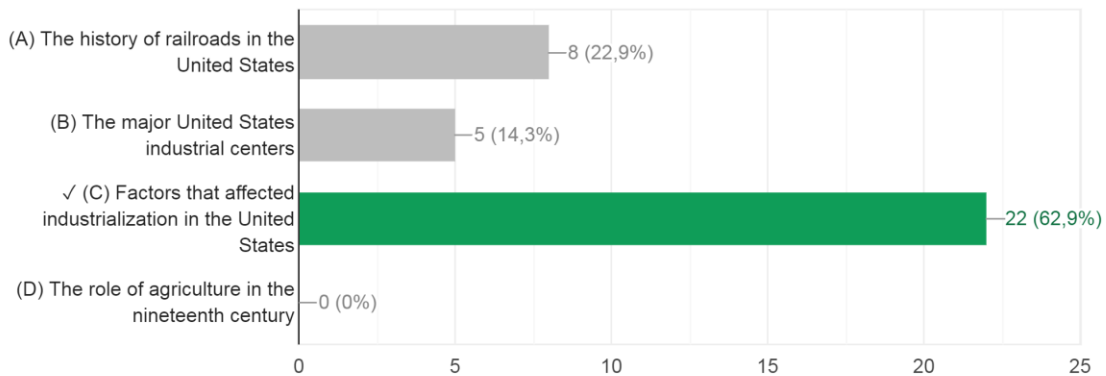


35. With which of the following statements would the author be most likely to agree?
21 / 35 tanggapan yang benar



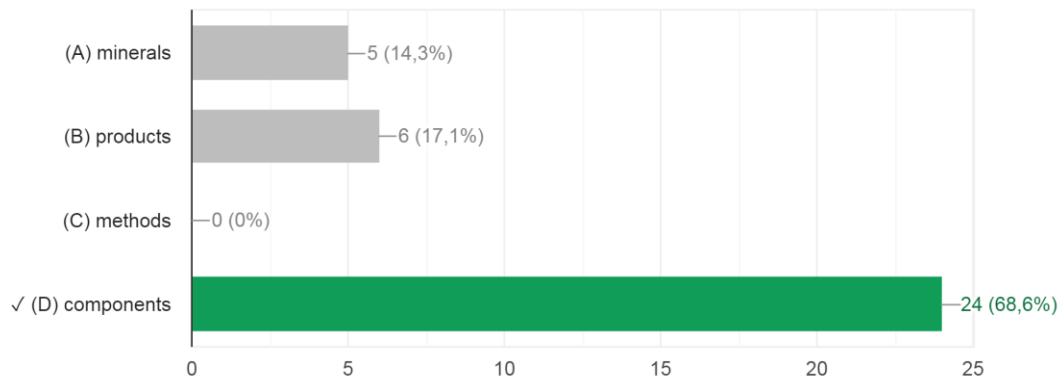
(This text for questions 36-45!) In the mid-nineteenth century, the United States had tremendous natural resources that could be exploited in order ...ket.” 36. What does the passage mainly discuss?

22 / 35 tanggapan yang benar



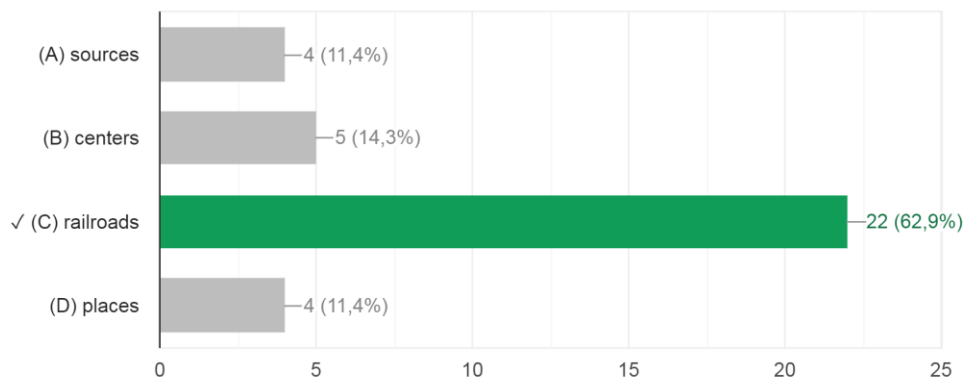
37. The word “ingredients” in line 4 is closest in meaning to?

24 / 35 tanggapan yang benar



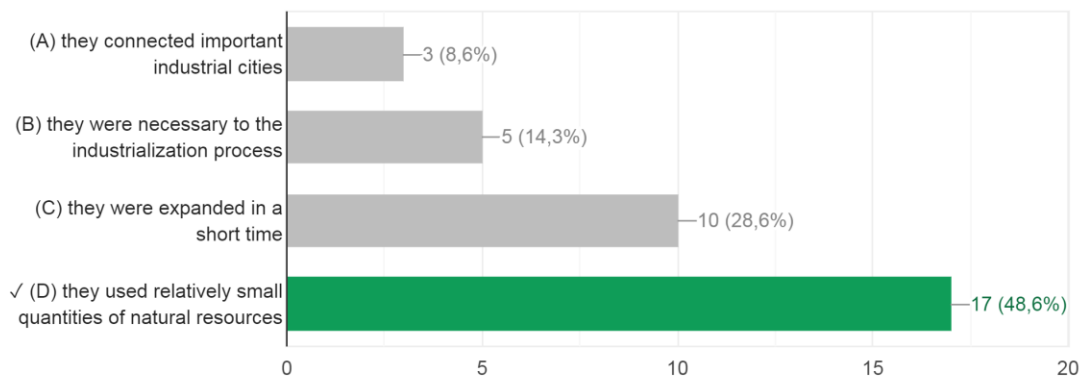
38. The word “themselves” in line 10 refers to

22 / 35 tanggapan yang benar



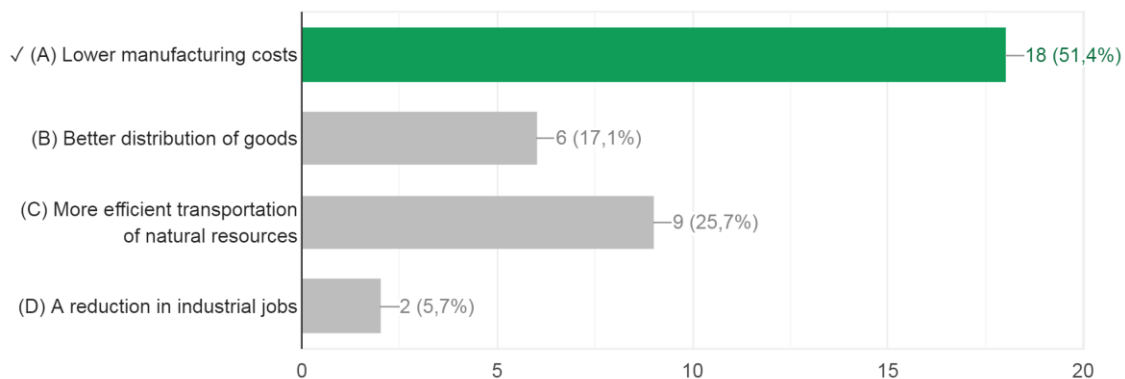
39. According to the passage, all of the following were true of railroads in the United States in the nineteenth century EXCEPT that

17 / 35 tanggapan yang benar



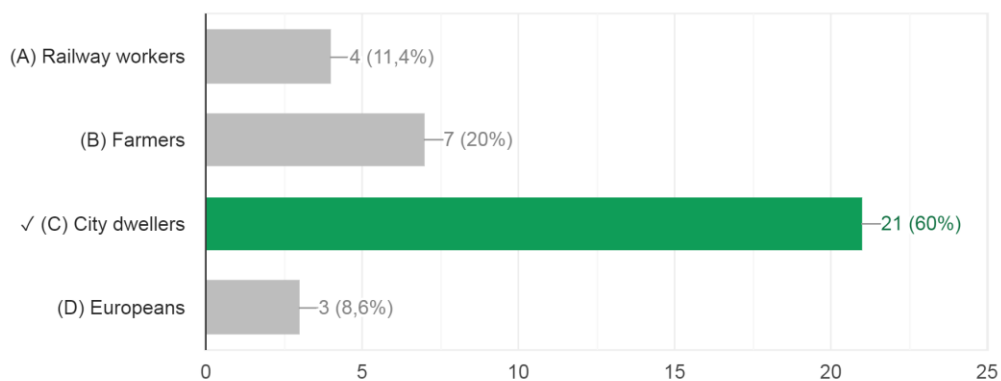
40. According to the passage, what was one effect of the improvement of machine tools?

18 / 35 tanggapan yang benar



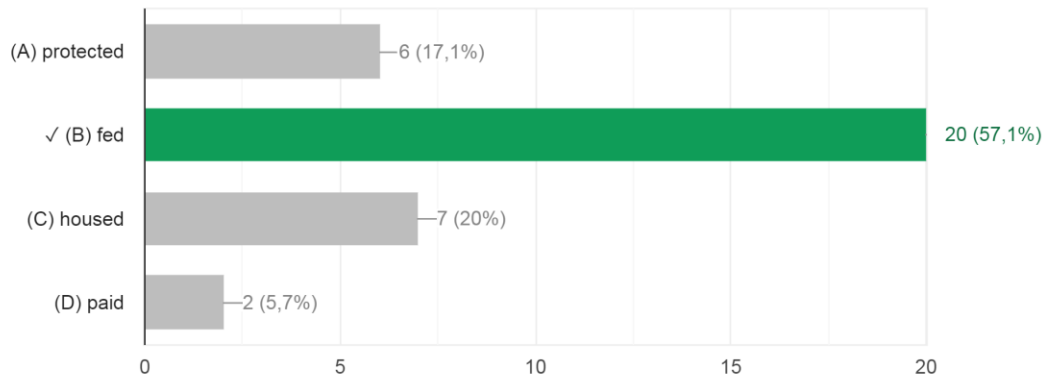
41. According to the passage, who were the biggest consumers of manufactured products?

21 / 35 tanggapan yang benar



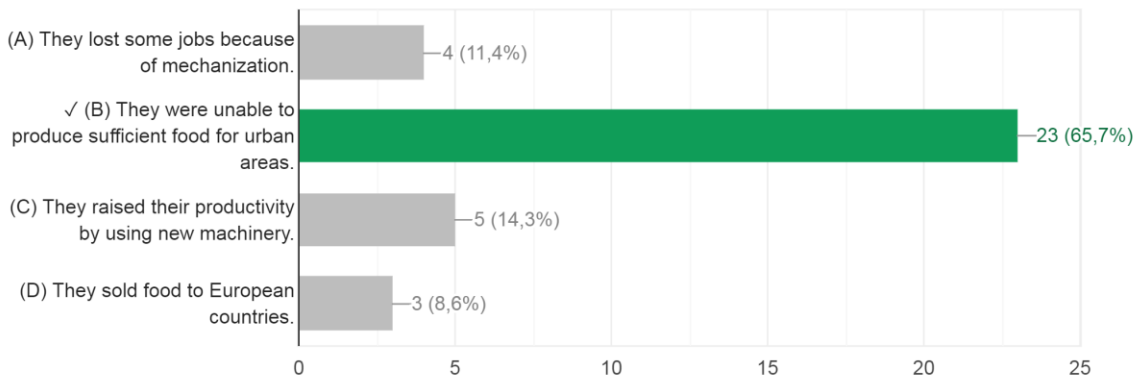
42. The word “nourished” in line 16 is closest in meaning to?

20 / 35 tanggapan yang benar



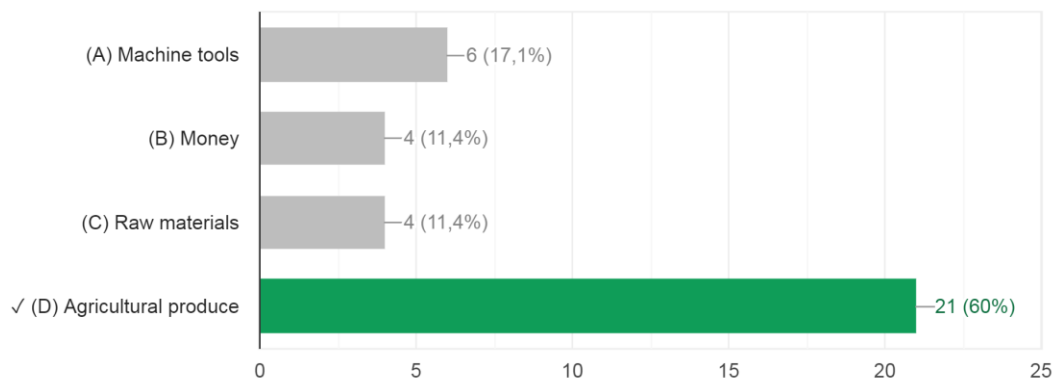
43. Which of the following is NOT true of United States farmers in the nineteenth century?

23 / 35 tanggapan yang benar



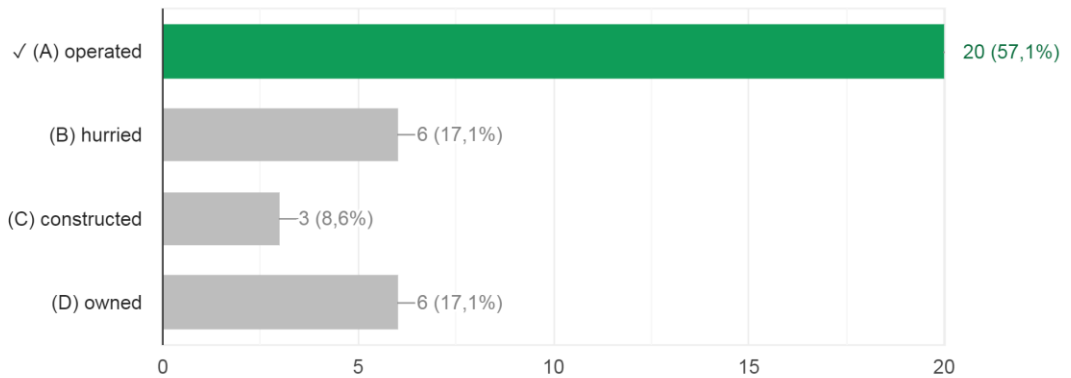
44. According to the passage, what did the United States supply to European cities?

21 / 35 tanggapan yang benar



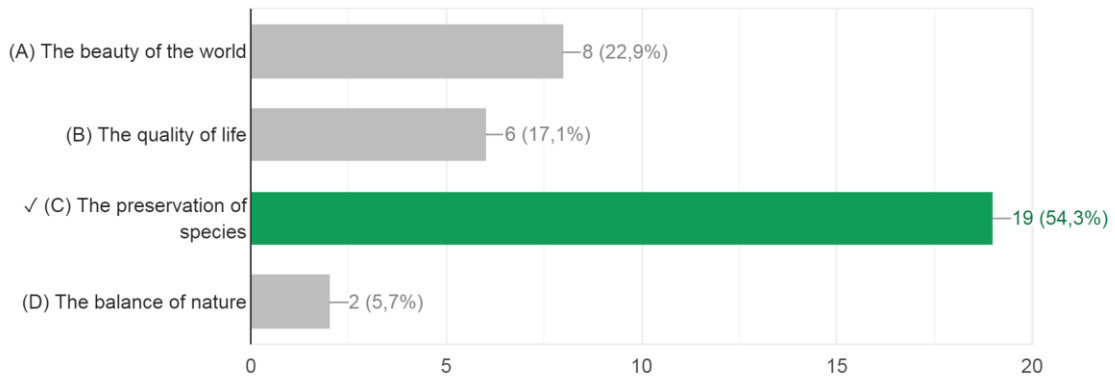
45. The word “ran” in line 19 is closest in meaning to?

20 / 35 tanggapan yang benar



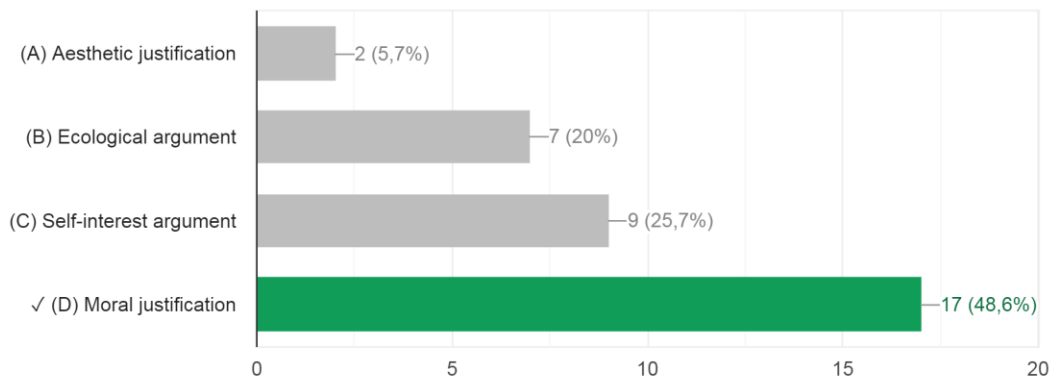
(The text below is for number 46-50!) There are three valid arguments to support the preservation of endangered species. An aesthetic justification c... of the following is the main topic of the passage?

19 / 35 tanggapan yang benar



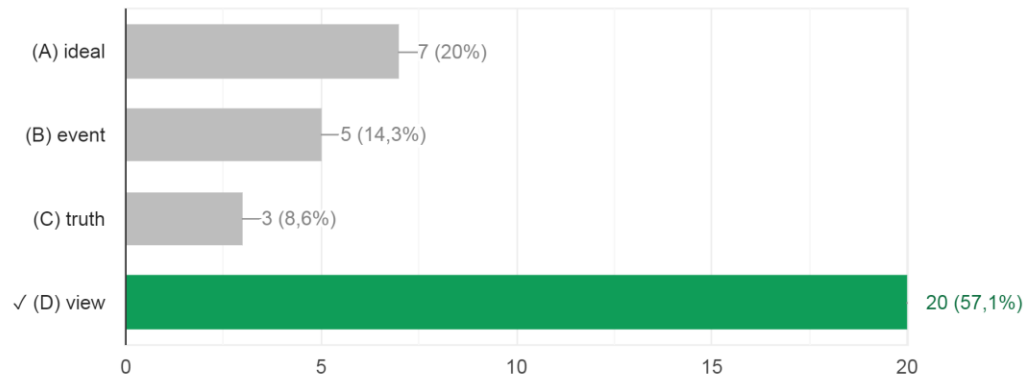
47. Which of the arguments support animal rights?

17 / 35 tanggapan yang benar



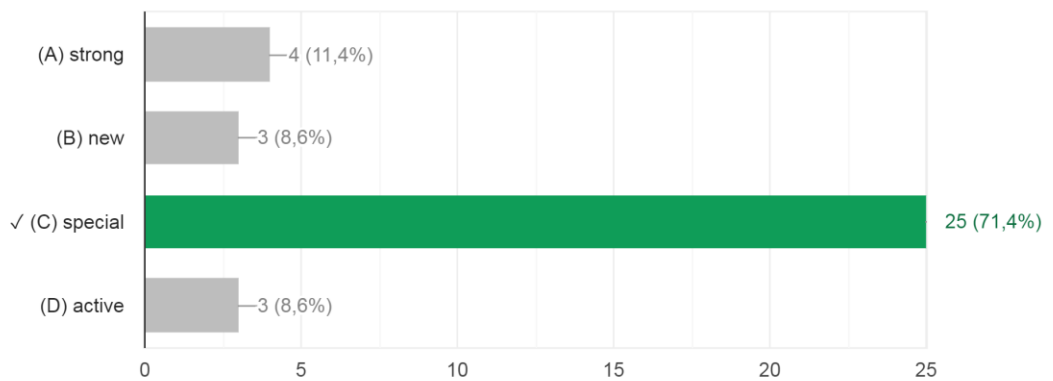
48. The word “perspective” in line 30 could best be replaced by?

20 / 35 tanggapan yang benar



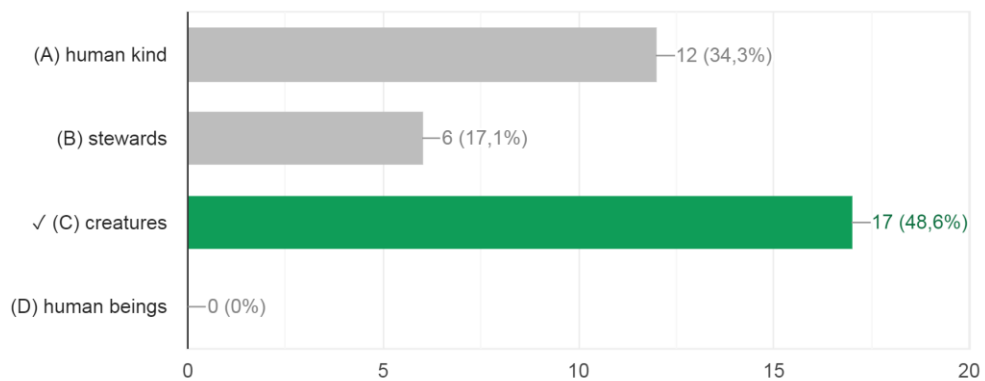
49. The word “unique” in line 5 is closest in meaning to?

25 / 35 tanggapan yang benar



50. The word “them” in line 26 refers to?

17 / 35 tanggapan yang benar





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 184 /In.34/FT/PP.00.9/12/2019

Tentang

**PENUNJUKKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** :
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
 - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
 - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
 - Keputusan Menteri Agama RI Nomor B.11/3/15447.tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
 - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 - Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

- Pertama** :
- Prihantoro, S.S., M.Pd** 19750820 200801 1 004
 - Henny Septia Utami, M.Pd** 2016098903

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Azizah

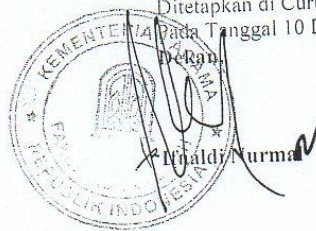
N I M : 16551061

JUDUL SKRIPSI : "Students Ability to Identifying Reading Components in the Texts". (A Case at Reading Class)

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi :
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan :
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku :
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya :
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku :

Ditetapkan di Curup,

Pada Tanggal 10 Desember 2019



Tembusan : Disampaikan Yth :

- Rektor
- Bendahara IAIN Curup
- Kabag Akademik kemahasiswaan dan kerja sama:
- Mahasiswa yang bersangkutan:



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 951 /In.34/FT/PP.00.9/10/2020
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

1 Oktober 2020

Kepada Yth. Rektor IAIN Curup

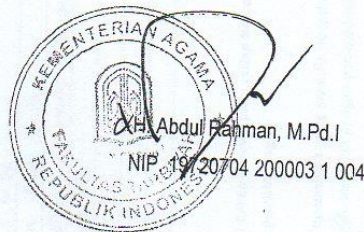
Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Azizah
NIM : 16551061
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi : Students' Ability to Answer the Questions of Reading components
Waktu Penelitian : 1 Oktober s.d 1 Januari 2021
Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,



Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK



IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : ARIZAH
 NIM : 16551061
 FAKULTAS/JURUSAN : Tarbiyah / TB
 PEMBIMBING I : Prihantoro, S.S., M.Pd
 PEMBIMBING II : Henry Septa Utami, M.Pd
 JUDUL SKRIPSI : Students' ability to answer the questions of reading components

- * Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
- * Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- * Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : ARIZAH
 NIM : 16551061
 FAKULTAS/JURUSAN : Tarbiyah / TB
 PEMBIMBING I : Prihantoro, S.S., M.Pd
 PEMBIMBING II : Henry Septa Utami, M.Pd
 JUDUL SKRIPSI : Students' ability to answer the questions of reading components

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,
 Prihantoro, S.S., M.Pd
 NIP. 19750820 200801 1004

Pembimbing II,
 Henry Septa Utami, M.Pd
 NIP. 2016098903



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	22/march 2020	Revisi background dan judul skripsi (bimbingan online)		
2	19/ agustus 2020	Revisi bab 1,2,3 (bimbingan online)		
3	25/ agustus 2020	Acc bab 1,2,3 lanjut instrument & validasi (bimbingan online)		
4	7/September 2020	Acc instrument penelitian (bimbingan online)		
5	7/oktober 2020	Revisi 1. conclusion RA no 2 2. References 3. Attach all doc. for next supervision		
6	9/oktober /2020	ACC bab 1-5		
7				
8				



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	3/februari 2020	1. konsultasi judul dan background penelitian		
2	20/februari 2020	1. revisi bab 1		
3	9/maret 2020	1. revisi bab 1 (bimbingan online)		
4	26/juni 2020	1. acc bab 1 2. lanjut bab 2.		
5	9/juli 2020	1. acc bab 1 & 2 2. lanjut bab 3		
6	29/ agustus 2020	1. acc bab 1,2,3 2. lanjut buat instrumen penelitian		
7	26/ agustus 2020	1. Lanjut ngambil data 2. buat bab 4 & 5		
8	9/ oktober 2020	acc bab 1-5.		

Students' ability and problems to answer the question of reading comprehension

ORIGINALITY REPORT

38%

SIMILARITY INDEX

38%

INTERNET SOURCES

8%

PUBLICATIONS

11%

STUDENT PAPERS

PRIMARY SOURCES

1

repository.uinjkt.ac.id

Internet Source

8%

2

media.neliti.com

Internet Source

5%

3

eprints.iain-surakarta.ac.id

Internet Source

4%

4

digilib.unila.ac.id

Internet Source

4%

5

repo.iain-tulungagung.ac.id

Internet Source

2%

6

repository.radenintan.ac.id

Internet Source

2%

7

ejournal.unp.ac.id

Internet Source

2%

8

id.123dok.com

Internet Source

1%