

**THE CORRELATION BETWEEN STUDENTS KNOWLEDGE OF
TEXT STRUCTURE AND STUDENTS READING
COMPREHENSION
(A Study at Third Grade Students' of SMPN 01 Lebong)**

THESIS

This thesis is submitted to fulfill the
requirement for Sarjana Degree of
English Tadris Study Program



Written by:

DIAH AYU SETYAWATI

NIM. 15552005

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

Hal : **Proposing of Thesis Title**

Kepada

Yth Bapak Dekan Tarbiyah IAIN Curup

Di –

Curup

Assalamu`alaikum wr.wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Diah Ayu Setyawati, 15552005** Mahasiswa IAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul **“The Contribution of Knowledge of Text Structure Toward Reading Comprehension Of The Third Grade Studens of SMPN 01 Lebong”** Sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih

Wasaalam mu`alaikum, wr.wb

Curup, 21 Agustus 2020

Advisor



Paldi Gusmuliana, M. Pd
NIP. 19840817 201503 1 004

Co-Advisor



Eka Apriani, M. Pd
NIP. 19900403 2015 03 2005



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

Jl. Dr. AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010 kode pos 39119
Website/Facebook: Fakultas Tarbiyah IAIN Curup. Email: fakultastarbiyah@gmail.com

A P P R O V A L

Nomor : 1059 /In.34/F.TAR/I/PP.00.9/ /2020

Name : Diah Ayu Setyawati
NIM : 15552005
Departement : English Tadris Study Program
Title : The Correlation Between Students Knowledge Of Text Structure And Students Reading Comprehension (A Study at Third Grade Students' of SMP N 01 Lebong)

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

Day / Date : Friday, August 28th 2020
Time : 10.30 a.m – 12.00 a.m
At : Room 1 Munaqosyah Building IAIN Curup

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

Curup, October th 2020

Examiners

Secretary

Head

Paudi Gusmufiana, M.Pd.
NIP. 19840817 201503 1 004

Examiner I

Jumatul Hidayah, M.Pd.
NIP. 19780204 200212 2 002

Eka Apriani, M.Pd.
NIP. 19900403 201503 2 005

Examiner II

Henny Septia Utami, M.Pd
NIDN. 2016098903

Dean
of Faculty Tarbiyah

Dr. H. Ifnaldi, M. Pd.
NIP. 19650627 200003 1 002

STATEMENT OF OWNERSHIP

The writer who signs below:

Name : Diah Ayu Setyawati

NIM : 15552005

Department : Tarbiyah

Study program : English Study Program (TBI)

State that the thesis is entitled "**The Correlation Between Students Knowledge Of Text Structure And Students Reading Comprehension (A Study at Third Grade Students' of SMP N 01 Lebong).**" is pure and never proposed in IAIN Curup and other university.

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

Curup, 8 October 2020

Writer



Diah Ayu Setyawati

NIM. 15552005

PREFACE

This thesis is submitted as a part of completion for the "Sarjana Degree" in Institute College for Islamic studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, he really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, 8 October 2020

Writer



Diah Ayu Setyawati

NIM.15552005

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The researcher finished this thesis entitled **“THE CORRELATION BETWEEN STUDENTS KNOWLEDGE OF TEXT STRUCTURE AND STUDENTS READING COMPREHENSION (A Study at Third Grade Students’ of SMP N 01 Lebong)**.. 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 researcher received valuable contribution, guidance, support, suggestion and motivation from others. in this chance the researcher would like to express his deepest gratitude for:

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Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect. And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah Subhaanahu Wa Ta'ala bless us and give us the easiest way for facing our future. Aamiin Ya Robbal'amin.

Wassalammu'alaikum Warahmatullahi Wabarakatuh.

Curup, 8 October 2020

Writer



Diah Ayu Setyawati

NIM.15552005

MOTTO

*When you have never made a mistake,
it means you have not tried anything.*

Ketika anda tidak pernah melakukan kesalahan, itu berarti anda tidak pernah
mencoba hal apapun.

DEDICATION

Allah, is only the reason why I can finish this thesis. Big thanks for letting me to finish this thesis as soon as my hope. There is no miracle except by You. Allah, in the name of Allah and His Messenger Prophet Muhammad Shalallahu Alaihi Wassallam, I would like to dedicate this thesis for:

My heartbeat, my lovely parents, Mr. Jumirin and Mrs. Ningsih,

My brother, Agus Riski Arianto,

My husband , Randes

My close and best friend (Rani Oktavia, Luddya Pramuningtias),

My comrade of arms in TBI (Dessy Anggraini, Tria Rahmadani, Linda Norani,

Lidya Analiza and Ilham Septiadi)

It is with pleasure that to them all I dedicate this thesis.

ABSTRACT

Diah Ayu S, 2020 : The Correlation between Students Knowledge of Text Structure and Students Reading Comprehension (A Study at Third Grade Students' of SMP N 01 Lebong).

Advisor : Paidi Gusmuliana, M.Pd

Co-Advisor : Eka Apriani, M.Pd

This thesis is focused on describe The Correlation between Students Knowledge of Text Structure and Students Reading Comprehension in learning English. The subject of the research is the third year students of SMP N 1 Lebong. This research is made because there are most of the students who have difficulties in comprehending the reading narrative text. They do not understand well about what they read although they have been taught by their English teacher, where students knowledge of text structure becomes X variable and student's reading comprehension becomes Y variable. To know the result of this thesis, the writer uses Product Moment Correlation. The result of Product Moment Correlation is 0,370. To interprate the result, the writer sees to t table under N-nr is 30-2 is 0,370, 5% is 0,361. Because the result is higher than t table, so Ho of the research is rejected and Ha is accepted. So, we can state that there is a significant correlation between students knowledge of text structure and student's reading comprehension in the third year students of SMP N 01 Lebong.

Keywords:knowledge of text structure , reading comprehension

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CHAPTER I

INTRODUCTION

A. Background Of The Research

Reading is the one of needed skill in language, it is purposed to find the information from a reading passage. A language learner should have have a good comprehension for it will help them to find the context meaning of vocabulary, in both literal and implied meaning. In addition, a good reading comprehension will show the reader's reading ability. Therefore, in order to understand the mesage from what the writers write, a good comprehension is necessary.

Reading is an active process to connect the text and readers' knowledge to build the meaning. In according to the mentioned idea, Gardner and Macntyre explain that the ability to convert written language into forms near those used in either inner thought or dialogue, called as reading comprehension.¹ In other hand, Nunan states that the eloquent process of readers combining information from a text and their own background knowledge to construct the meaning is called as reading.² Tankersley supports that reading comprehension is the process of simultaneously extracting and

¹ Gardner and Macntyre. "An Instrumetal Motivation in Language Study: Who Says It Isn'tEffective? In Second Language Acquisition". Cambridge University Press. 1978 p. 68

² David Nunan. "Practical English Teaching". Singapore: Mc Graw Hill. 2003 p. 68

constructing meaning through interaction and involvement with written language.³

There are several factors that are involved in reading comprehension, those are: Prior knowledge, Knowledge of text structure, and An active search information.⁴ In this case, knowledge of text structure is very important thing of comprehension, because the better knowledge of text structure is the better comprehension will be. The students also require to combine their knowledge of text structure when they are reading in order that they are easy to comprehend the text.

In order to accomplish students' need toward reading comprehension, School Based Curriculum (K13) prescribes reading comprehension as one of the English materials that must be taught and learned in junior high school, in reading comprehension Narrative text is one of the genres taught for the third grade students at Junior High School. That is why the researcher choose narrative text to see students' reading comprehension. SMP N 01 Lebong is one of the junior high schools in Lebong applying this curriculum in its teaching and learning process. It is located at Muara Aman, Lebong Utara. English is taught twice a week and every meeting consists of 80 minutes. It does not have special subject of reading comprehension at each meeting but

³ Tankersley, Karen. "Literacy Strategies for grades 4-12: Reinforcing the Threads of Reading". USA: Association for Supervision and Curriculum Development. 2003 p. 108

⁴ Jean Wallace Gillet et al, "Understanding reading Problems", Harper Collins Publisher. 1994 p 565 Emily Kissner. (2010) Online resource: [http// www.slideshare.net.htm](http://www.slideshare.net.htm)

the teacher teaches all components at once. Therefore, the teacher should be able to manage his time efficiently.

In SMP N 01 Lebong, the passing score of English subject is seventy and the basic competence stated in the syllabus of this school for the Third Grade is that students were able to apprehend the information of genre of texts, such as narrative, recount, and descriptive”.

This research, the writer focuses only on narrative text. Narrative text needs some special knowledge. The knowledge is about arranging the story/history in describing some event in the past, or just describing the event in fiction story. It is important to understand that there is no “official” list of text structure. Different writers have different lists of text structure.⁵

In this case, Narrative cannot be out from the discussion of learning reading. It is recognized as a thing influencing the ability of students in understanding how to read a reading text well. Moreover, as an important criterion of reading and reading parts, narrative holds some aspects of classification in this school. Text structure is one of the aspects. In text structure, students are ordered to identify the arrangement of text structure of narrative themselves.

Furthermore, text structure refers to internally organize of a passage. As the authors wrote a passage to communicate an idea, the structure to be used

⁵ 10 Emily Kissner (2010) online resource: [http// www.slideshare.net.htm](http://www.slideshare.net.htm)

was went along with the idea.⁶ On the other hand, text structure refers to the semantically and syntactically organized arrangements used to present written information.⁷ In this school, text structure is taught in some construction texts. Mukarto explain that the writers of official book in teaching students at this school say that a narrative text usually has three main parts:⁸

1. Orientation tells about the setting in time and place, and characters.
2. Complication(s) inform about problem(s) to be solved by characters.
3. Resolution explains the solution to the complication(s) and gives an end toward the story.

Besides, Mukarto, et al., add 'title' as a part of structure to be identified. It means that in this structure, there are four parts that must be known by students. They are title, orientation, complication(s), and resolution.

In as much as content information is differentially organized into distinct text types, Text structure knowledge heavily contributes to comprehension.⁹ As a reader, the students understanding of the structure of the text facilitates their comprehension. In reality, there are most of the students who have difficulties in comprehending the reading narrative text. They do not understand well about what they read although they have been taught by their

⁶ Meyer (1985) cited in Emily Kissner (2010) online resource: [http// www.slideshare.net.htm](http://www.slideshare.net.htm)

⁷ Literacy Matters, (2010) online resource: [http// www.literacymatters.org.htm](http://www.literacymatters.org.htm)

⁸ Mukarto, etal. English on Sky 2 –for Junior High School Students Year VIII- (Jakarta: Erlangga, 2007) p.123

⁹ Keiko Koda, Insights into Second Language Reading; A Cross-Linguistic Approach. New York: Cambridge University Press. 2004. p.259

English teacher. It can be seen that some of the students still have difficulty in identifying main ideas, inferences, meaning, references, and retelling the narrative text. The writer is interested in researching and analyzing the way to overcome this problem, by knowing the correlation between students' knowledge of text structure and students' reading comprehension in the class. The treatment will be held because text structure knowledge theoretically heavily contributes to comprehension in learning English.

Based on the phenomena above, the writer is interested in conducting a research entitled: **“The Correlation Between Students' Knowledge of Text Structure and Students' Reading Comprehension (A Study at Third Grade Students' of SMP N 01 Lebong.)”**

B. Research Question

Based on the phenomena mentioned previously, the researcher formulated research questions as follows:

1. How is the students' knowledge of text structure?
2. How is the students' reading comprehension?
3. How is the correlation between students' knowledge of text structure and students' reading comprehension in narrative text?

C. Limitation of the Research

There are many things that improve students' Reading Comprehension in learning English, but to avoid the mistake and misunderstanding in this research, the writer only focuses on the correlation between students

knowledge of text structure refers to generic structure of narrative text and students reading comprehension in narrative text of the Third Grade Students at State Junior High School Number 1 Lebong.

D. Operational Definition

In order to avoid misunderstanding and misinterpretation, it would be better for the writer to define a number of terms used in this study.

a. Knowledge of Text Structure

In this research, Knowledge of text structure specifically in Narrative text, is knowledge of understanding of the structure of the text as title, orientation, complication, and resolution. At SMP N 01 Lebong, knowledge of text structure is very important thing of comprehension, because the better knowledge of text structure is, the better comprehension will be. The students also require to combine their knowledge of text structure when they are reading in order that they are easy to comprehend the text.

b. Reading Comprehension.

In this research, what it is understood as reading comprehension is the active process of grasping meaning from the content of a writer idea about the topic in a passage done by managing number of skill related to decoding, word reading, and fluency and the integration of knowledge, vocabulary, and aforementioned experiences. The comprehension process itself involves constructing meaning that is reasonable and accurate by connecting what is available in the text to what the reader already

knows and think about the information served in the passage until it is understood. Related to the basic competence stated in the syllabus of this school for the third grade is that students are able to comprehend the information of genre of texts, such as narrative, recount, and descriptive.

E. Objective of Research

Based on the research question above, The objective of this research is To describe the correlation between students' knowledge of text structure and students reading comprehension.

F. Hypothesis of the Research

To answer the research question, so the writer makes a hypothesis :

1. Ho : There is no significant correlation between the students' knowledge of text structure and students reading comprehension.
2. Ha : There is significant correlation between the students' knowledge of text structure and students reading comprehension.

G. Significant of the Research

Theoritically, the result of this research is expected to be able to contribute knowledge about the correltion between studen's knowledge of text structure and student's reading comprehension in learning English that can be used by all readers.

Practically, this research is expected to give advantages and will be valuable for all readers, especially teacher, students, and the stakeholder.

- a. For Teachers

The result of this study is expected to be useful input for English teacher to get the alternative way in teaching English. By knowing the correlation between student's knowledge of text structure for the students reading comprehension can make the teacher implement that way to be more innovative in teaching learning activity.

b. For Students

The result of the study will make student easy to learn English and get the best score in learning. The students are expected to more interested in learning reading comprehension.

c. For Stakeholder

This finding can be used as new view for all stakeholder in educational environment, generally for all the school and especially for SMP N 01 Lebong.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Literature

1. Reading Comprehension

a. Definition

There are numerous definition of the term reading comprehension delivered by the expert. Klingner gave the reading definition as the activity that has a certain goal¹⁰. It is possible that people have their own purpose from reading a passage, namely to get the information, increase their knowledge, or just a hobby. Sometimes, people also tend to critique a writer's idea or writing style as their purpose of reading. It a pleasure or enrich their knowledge of the language being read also assume purpose of reading for the reader. As it stated by Nation that reading is a source of learning and a source of enjoyment¹¹. Regarding to this, the purposes of

¹⁰ Klingner, Jannete K, Sharon Vaughn, Alison Boardman. Teaching Reading Comprehension to Students with Learning Difficulties. New York: The Guilford Press, 2007. p. 104

¹¹ Nation, I.S.P. Teaching ESL/EFL Reading and Writing. New York: Routledge, 2009. p. 49

reading guide the reader to select better of text to read that match their own purpose.

Furthermore, it is also the main reason why students learn a certain language. With reading, the learners would know about any information they want to get, including a language. Stone says that reading is a fundamental goal that children must master in order to be successful in school and in life¹². However, reading was not a passive activity but rather than active process, for reading cannot be separated from thinking. Smith supported this idea by his statement that reading is a thought full activity.¹³

Learning English as a foreign language, reading is an active cognitive process of interacting to construct and find out the meaning. As what Smith stated previously that a direct relationship between print and meaning is called as reading. Nunan translated the reading to fluent process of readers mergin the information from a passage and their own expereince or

¹² Stone, Randi. Best Practices for Teaching Reading: What Award-Winning Classroom Teachers Do. California: Corwin Press, 2009. p. 39

¹³ Smith, Frank. Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read-6th ed. New York: Lawrence Erlbaum Associates, 2004. p. 27

background knowledge to construct a meaning¹⁴. Linse defined reading as a combination of skills involve the sense-making process in deriving the context of printed words¹⁵. Finally, Tankersley gave more brief definition of reading as a simultaneously process of constructing and extracting the meanin or the idea throug the combination of interaction and involvement in written language.¹⁶.

Moreover, reading is not simple. Reading is also an active process that requires a great deal of practice and skill. It is supported by Stone ho states that reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis. Then, Harrison and Salinger say that “reading is a complex activity and accomplished readers to operate a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding to what they

¹⁴ Nunan, David. Practical English Teaching. Singapore: McGraw Hill, 2003. p. 68

¹⁵ Linse, Caroline T. Practical ELT: Young Learners. McGraw-Hill, 2005.p. 69

¹⁶ Tankersley, Karen. Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading. Alexandria :Association for Supervision and Curriculum Development, 2003. p. 108

read, selecting particular aspects for considering and evaluating effects¹⁷.

Based on previously mentioned statement, the writer defined that reading is the active process of grasping context of the content from the writer's idea about the topic within the passage. Reading can't be separated with comprehension while the comprehension has the same meaning as understanding. The reader need to comprehend what the writer tells about whenever they read a text. Hence, comprehension defined as the capacity to grasp meaning from the writer's idea in a passage.

There are some experts that have shared their own definition about reading comprehension. Gardner and McIntyre defined reading comprehension as the ability to convert written language into forms near those used in either inner thought or dialogue¹⁸. Harris and Graham deciphers that reading comprehension could be a multicomponent, exceedingly complex prepeare that include numerous intuitive between

¹⁷ Harrison, Collin and Terry Salinger. *Assesing Reading 1: Theory and Practice* "International Perspectives on Reading Assesment". New York: Routledge, 1998. p. 89

¹⁸ Gardner and Maclntyre. *An Instrumental Motivation in Language Study: Who Says It Isn't Effective?* In *Second Language Acquisition*.Cambrige University Press, 1978. p. 68

readers and what they brought to the content (previous knowledge, strategy use) as well as factors related to the content itself (interest in text, understanding of text types). Harris and Graham also states that reading comprehension could be a complex preparation of developing meaning by planning a number of abilities to interpreting, word perusing, and fluency and the integration of foundation information, lexicon, and past encounters.

Based on the description above, it can be concluded that reading comprehension was a dynamic process of get a handle on a meaning from the substance of the writer's thought about the subject in a passage by coordinating a number of aptitudes related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences.

Comprehension is ability that can be differentiated into the levels. Clymer in Brasswel and Rasinski described three levels

of comprehension that are important and needed to be fostered¹⁹. They are;

a. Literal Comprehension

The primary step in reading comprehension is identifying facts directly stated in the text. This is very first level of comprehension. It is simpler than locating information in passage because the information is stated directly within the passage. Questions evaluating literal comprehension abilities that examine how well students can recognize and interpret the content that is directly stated within the passage. This statement was also strengthened by Clymer that stated “literal comprehension requires a reader to be able to retell or recall the facts or information presented in a passage”.

b. Inferential Comprehension

Inferential comprehension is a comprehension which includes using interference-making judgements regarding the interaction between or among butts of knowledge that

¹⁹ Brassell, Danny and Timothy Rasinski. Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension [Electronic Book]. Shell education, 2008. p. 16

were not clearly specified. It demands that context information to be linked to what text structure information is read or added to help the reader understanding the passage. It applied the willingness of the reader to take the information inferred or implied in a passage.

c. Critical Comprehension

Critical comprehension requires readers to make judgments about what they are reading based on an evaluation of several text-grounded factors, the determination is fact not opinion, the objectivity of the author, and whether or not the text is believable.

From statements above, it can be noted that in teaching reading comprehension the materials should be suitable for the level of students themselves. The teacher has to know students' ability in comprehending the text by considering this level. The material of learning will be better if the aim of the learning is to improve students' level of comprehension.

b. Factors Affecting Comprehension Skill

Teacher must consider the influences that affect the reading process of their students under their attempts to help the students understand the reading practice. There are also several aspects that affect students in their reading as part of the reading process. Some researchers have identified the range of reasons impacting the capacity to learn. There are five causes, according to Dawson and Bamman that influence the ability to understand, namely :²⁰

1) Intelligence

Students have different intelligence, but they would be able to generate different understandings. The amount of concepts that they understand the complexity of their knowledge will depend to a large degree on their overall desire to learn. Awareness of text form shows how the intellect of students is.

²⁰ Dawson, Mildred A. and Henry A. Bamman. *Fundamentals of Basic Reading Instruction*. New York: David McKay Company, 1967. pp. 220-223

2) Experience

Students with little knowledge may have trouble recognizing the many concepts and practices that other students are acquainted with when they go to classes.

3) Mechanics of reading

Comprehension would be easy for students if they have all perfected the skills of word assault and word sense, and if they have learned how to treat material books properly. Obviously, in each pupil there must be a fine balance between close attention to word attack skills and understanding skills.

4) Interest and interest span

It's a truth that we'll react quickly to what we're reading if we're interested in, or at least acquainted with, the topic. Interest period is linked to personality factors; a disturbed pupil who has had several unfortunate encounters

at home or at school may not be able to keep up when it is important to grasp reading passages.

5) Skills of comprehending

Another apparent aspect that determines the depth and the amount of understanding is the ability with which the students have developed the target. As other literacy abilities, the ability to grasp what we learn steadily grows from basic to nuanced abilities.

From description above, the teacher should consider these factors that affect comprehension skill for every students to be successful in improving their ability in reading comprehension. These factors are better to be implemented in every material in every teaching process.

Making connections is the key to comprehension. We don't comprehend unless we make connections and are able to process the words that we read at the thinking level". Moreover, Dorn and Soffos said that "if we do not have the background experience to relate to the reading event, the message can be meaningless. Comprehension results from the mind's ability to make links and

ask questions regarding the particular reading event”²¹. From the explanation above, it is clear that comprehending text is not easy to do. It needs some special skill and knowledge. Many readers are not able to catch the author’s idea because of the limitation of thinking and analyzing the meaning of words and sentences.

c. Reading Comprehension Aspects

According to Nuttall (1982) there are five aspects of reading, that students should consider to understand the passage well. They are deciding the key concept, locating the detailed facts, context, inference, and vocabulary. Therefore, in order to help students to comprehend the passage, the student should at least grasp those five aspects of reading comprehension.

1) Main Idea

Finding the main idea of a paragraph is one of the most important specific comprehension skills. The main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know about. Therefore, the main

²¹ Dorn, Linda J and Carla Soffos. Teaching for Deep Comprehension: A Reading Workshop Approach. Stenhouse Publishers, 2005. p. 6

idea is the important idea that the author develops throughout the paragraph. The example of finding main idea can be illustrated into a question as follows:

"What words state the main idea of the text?"

2) Specific Information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect statistics and quotation. The question of finding supporting detail is as follows:

"Who is the character of the text?"

3) Reference

References are words or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader to find the meaning in the text. The following question is the example:

"... He is the best badminton player in our family" (last line). The bold word refers to..."

4) Inference

An inference is an educational guess or estimation of the unknown, depending on the evidence and knowledge available. The reader will be able to do this by making use of the context in which the word occurred to give him an idea of the meaning of the word. The query with the context of the inference may be:

“What is the purpose of this text?”

5) Vocabulary

Vocabulary is a stock of vocabulary used by people or even persons. As far as these claims are concerned, language is important for someone who needs to talk or to read product claims. The question consisting vocabulary aspect can be drawn as follows: “Peter is interested in sports very much.” The bold word is the synonym of ...

According to those five facets of Nuttall's (1982) reading comprehension, the main concept is to locate detailed knowledge, context, inference and vocabulary. This study

would use these aspects to assess student understanding and English content.

d. Knowledge of Text Structure

There are some factors that are involved in reading comprehension, those are: Prior knowledge, Knowledge of text structure, and An active search information.²² Knowledge of text structure is understanding of the structure of the text facilitates their comprehension. The narrative text usually used in stories and has a structural organization that involves a beginning, a middle , and an end of the plot. Around this organizational framework, multiple story episodes were constructed, including characters, context, dilemma, aim, response, and resolution / solution. In this situation, knowledge of the text structure is very important to understanding, since the greater knowledge of the text structure, the better understanding. Students will need to combine their understanding of the text structure while reading to make it easier for them to interpret the text.

²² Jean Wallace Gillet et al, Understanding reading Problems, Harper Collins Publisher. 1994

Knowledge of text structure is critical for reading to learn. By defining the hierarchical structures of the passage, students would be able to analyze how the authors coordinate the ideas and decide which kinds of structures are used to correlate ideas.²³ Therefore, a better knowledge of text structure is necessary to comprehend meaning and to catch the idea of the text.

In as much as content information is differentially organized into distinct text types, Text structure knowledge heavily contributes to comprehension.²⁴ As students read, their understanding of the structure of the text facilitates their comprehension.

According to Diane and Shelley, the text form directs readers in interpreting the upcoming quality of the text in reading the text. For example, when reading narrative text, readers with knowledge of narrative text structure expect reading about characters, plots, and environments. After reading the character introduction, they become curious about the plot (e.g. what happens to characters in a

²³ www.literacyleader.com/?q=textstructure. Retrieved August 20 2013.

²⁴ Keiko Koda, *Insights into Second Language Reading: A Cross-Linguistic Approach*. New York: Cambridge University Press. 2004. p.25

particular setting). In order to make use of the awareness of the text structure in the reading of a specific genre, readers must become familiar with its structure.

e. Narrative Text Structure

There are some texts that are taught in junior high school, such as recount, narrative, procedure, and expository in form of monologue or essay. The narrative text is used in stories and has a structural organization that involves a beginning, a middle, and an end of the plot. A variety of plot episodes, including characters, environment, dilemma, aim, intervention, and resolution / solution, can be constructed around this organizational framework. Moreover, narrative is a text that tells the story of incidents that have taken place in the past, and consists of problem-solving, such as folk tale, mythology, and fable. The main characteristics of narrative text are as follows:

a. The text structure of narrative text are as follows:²⁵

1. Title : it functions as representative of writing content.

²⁵ Kalayo hasibuan and Fauzan Ansyari, Teaching English as a Foreign Language (TEFL), Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p. 130

2. Orientation : it sets the scene and introduces the characters, setting time and place.

1) The characters, a story typically contain a variety of characters, each with a different role or purpose.

However, no matter how many protagonists the plot has, there is always always a villain and antagonist.

a. Central Characters: These characters are crucial to the evolution of the plot. The story is revolved around them.

b. Protagonist: The protagonist is the main character in the plot. The protagonist has simpler aim to achieve, or a conflict to solve. While the characters don't necessarily need to be heroic, they must command the audience's emotional participation.

c. Antagonist: Enemies challenge the characters, standing between them and their ultimate aims. Antagonist may be portrayed in the form of any person, location, thing or circumstance that is a significant obstacle to the protagonist.

- 2) The setting, Setting is the the time and place of your story. Settings can be very precise, but they can also be more broad and descriptive. A strong, well-established setting generates the expected atmosphere and provides the context and environment for your plot.
3. Complication : Complication consists of a paragraph explaining the beginning of the problem. The beginning of this problem also begins a series of plot (story line) which will then continue to conflict, climax, and anti-climax stories. Generally, the complication contains the interaction between the perpetrators of the event.

The complication is divided into three types; physical conflict, social conflict, and internal or psychological conflict.

- 1) Physical conflict usually deals with a man struggle to his phsycal word
- 2) Social conflict mostly is about a man against his society.

- 3) internal or psychological conflict about the conflict which happen inside the characters.
 4. Resolution: the narrator found the solution to the dilemma that has happened.
- b. Grammatical features of narrative text are follows:
1. Use simple past tense.
 2. Use particular noun that purposed to describe the particular people, animals, and everything the story has.
 3. Use of adjectives to construct noun groups for describing the people, animals, or everything in the story.
 4. Using conjunction and time connection to timelining the event through time.
 5. Using adverbial phrases to locate the spesific events.
 6. Use of stative and non stative verb to point out what is it felt, thought, and said by the character.

B. The Correlation of Students' Knowledge of Text Structure of Narrative Text

Angella stated that, the ability to recognize what the relevant material within a text is an essential factor that affect how the

reader build the meaning.²⁶ Awareness of text structure may be a helpful mean in recognizing the key points in a selection process. In this situation, the students are ordered to define the structure of a text. Especially in narrative text. There are orientation, complication, resolution, and title.

- a) Title, A title is usually taken place at top of text. In this case, title of narrative text is on the top of text themselves.
- b) Orientation, is usually taken place at first paragraph, it can be looked at as the example of orientation from the story entitled "Beauty and the Beast" below:

*Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staff and servants.*²⁷

The paragraph above tells about setting a time 'once upon a time...', setting place, 'he lived in a beautiful castle...', it also tells about character, 'he was good looking and very rich.'

- c) Complication, is usually taken place at the middle of text,

²⁶ Angella, Op.Cit p. 70

²⁷ Mukarto, et.al. English on Sky 2- for junior high school students year VIII. Jakarta:Erlangga 2007. p. 124

we can look at the example of orientation from the story entitled "Beauty and the Beast" below:

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

One day an old man named Maurice was travelling pass the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him. After some time, Maurice daughter, belle, began to worry about him.

She started to look for him. Finally she arrived in the castle and she foun her father there. She asked the beast to let her father go but he refused. Belle, then agreed to stay in the castle so that her father could go home.

The paragraphs above tell us the problems that were appeared and became complications. We can look at the sentence: *The prince didn't like her and sent her away; She cast*

a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture; When the beast saw him, he captured him.; She asked the beast to let her father go but he refused.

- d) Resolution, is usually taken place at the end of text, we can look at the resolution paragraph below:

While Belle was staying at the castle, the beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after he declared her love for him the spell was broken. The beast and his servant became human again. Then the Beast and Belle got married. They lived happily ever after.

The paragraph above tells about the solution from the problem that appeared at previous paragraphs. It can be identified from the sentences: *While Belle was staying at the castle, the beast slowly changed. He was not mean anymore.*Etc.

The paragraph also tells ending of the story: *The beast and his servant became human again. Then the Beast and Belle got married. They lived happily ever after.*

C. Previous Related studies

There are several findings that related with this research. The first is by Juarsih, in 2012 an alumnus of State Islamic University of Sultan Syarif Kasim Riau, conducted “The Correlation between Prior Knowledge and Reading Comprehension of The Second Year Students at SMPN 21 Siak”. The design was correlational research. She found that mean of prior knowledge is 67, 8000 and mean of reading comprehension is 64, 4000, and the score of correlation coefficient $0.473 > 0.361$. The result of this research H_0 (Hypothesis Null) is rejected and H_a (Hypothesis Alternative) is accepted in other words, prior knowledge has the significant correlation with reading comprehension at the

second year students of SMPN 21 Siak. It can be seen that the sig.(2- tailed) is $0.008 < 0.05$.²⁸

The second finding was written by Fathromi Ramdlon, in 2012 an alumnus of State Islamic University of Sultan Syarif Kasim Riau, conducted “The Students’ Ability in identifying Text Structure of Narrative Paragraphs of the Second Year at SMPN 5 Siak”. The architecture was a descriptive analysis. He concluded that the majority of second year students of SMPN 5 Siak are already able to distinguish well the sections of the text form of the narrative paragraph. It is related to influences that affect the willingness of students to read the narrative paragraph, of which the affect rate is included in the mild influence.²⁹

In this research, the researcher wants to know the correlation between students knowledge of text structure and students reading comprehension. This research has a relation with the

²⁸ Juarsih. “The Correlation Between Prior Knowledge and Reading Comprehension at the Second Year Students of SMPN 21 Siak”. (Unpublished Undergraduate Thesis, Pekanbaru: UIN Suska Riau, 2012).

²⁹ Fathromi Ramdlon. “The Students’ Ability in identifying Text Structure of Narrative Paragraphs of the Second Year at SMPN 5 Siak” (Unpublished Undergraduate Thesis, Pekanbaru: UIN Suska Riau, 2012).

three findings above, but the researcher analyze the data by using Product Moment Correlation.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

This research was included in a correlational research with regression analysis, and it is as one of quantitative research. This research was aimed to disclose the contribution of knowledge of text structure to reading comprehension in narrative text. There were two variables in this research; The students' knowledge of text structure that symbolized by X was as independent variable and as dependent variable was the students' reading comprehension in narrative text that is symbolized by Y.

As Gay says that correlation research attempts to determine whether, and to what degree, a relationship exist between two or more variables. She says that the purpose of this research is to determine relationship between variables or how to use these relationships to rank prediction quantitatively.³⁰

B. Variable of The Research

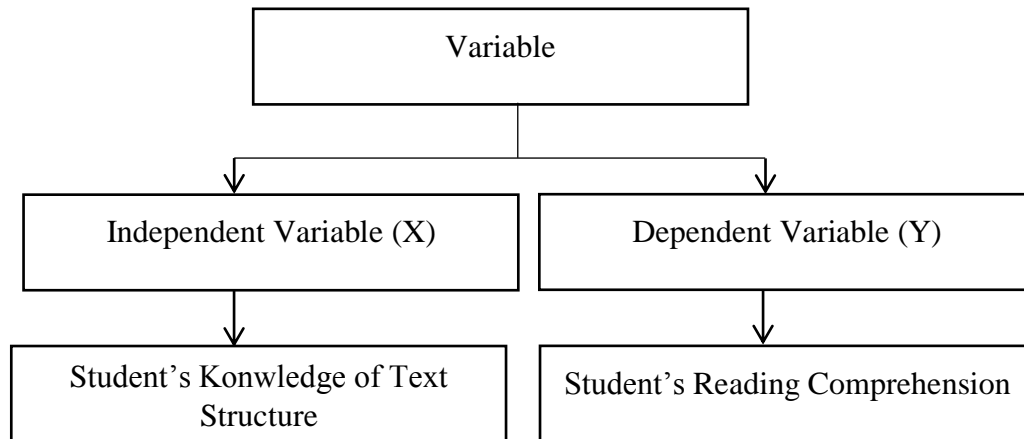
Based on the explanation in the design of the study above, this study possesses two variables, one independent variable and one dependent variable. Independent variable is the variable influenced by dependent variable. In this research, the independent variable is the students knowledge

³⁰ L.R. Gay and Peter Airasian, Educational Research Competencies for Analysis and Application Sixth Edition (New Jersey: Pearson Education, 2000), p. 12

of text structure (X) and dependent variable is student's reading comprehension(Y).

This figure below shows the variable of this research.

Figure 3.1
Independent Variable & Dependent Variable



C. Population and Sample

According to Suharsimi Arikunto, population is all of research subject.³¹

In this research, the population taken was all the third year students of SMPN 01 Lebong. They were 207 students as population. Hendro Pamujo in Suharsimi Arikunto says that sample is a part of population that is as representative of population. There were seven classes of this grade in this school. The writer administered some of them to as samples of this study (random sampling). In this case, the writer used the theory of Arikunto, where

³¹ Prof. Dr. Suharsimi Arikunto, *Prosedur Penelitian, -Suatu Pendekatan Praktik-*, Jakarta: Penerbit Rineka Cipta, 2006 p. 130

if the population up of hundred, the research can be done by taking 10-15% or 20-25% or more, depending on at least:

1. The ability of researcher is seen from the side of time, energy, and cost.
2. The length of the research area is from every subject because this case is related about the amount of the data.
3. The amount of the risk encountered by the research to the big risk research, of course the bigger sample will be better.
4. The data taken is homogeny so that the sample needs to be taken.³²

For this research, the writer took 15% (30 students) of population as sample. The calculation is as follows:

$$\text{Sample} = 15\% \times \text{population} = 15\% \times 207 = 31.5 = 31$$

The population in this research can be seen in the table below.

Table 3.1.The Number of Population

| No | Classes | Number of the Students | Sample 15% |
|----|---------|------------------------|------------|
| 1 | 9 A | 30 | 4 |
| 2 | 9 B | 30 | 5 |
| 3 | 9 C | 30 | 4 |
| 4 | 9 D | 30 | 4 |
| 5 | 9 E | 29 | 5 |
| 6 | 9 F | 29 | 4 |

³² Ibid p. 134

| | | | |
|---|-----------------------|-----|----|
| 7 | 9 G | 29 | 5 |
| | Total of the students | 207 | 31 |

D. Technique of Data Collecting

To collect the data, instrument is needed to help the researcher. The most important thing in this research is collecting data that can determine the result of the research. In this research, the writer uses the test to know students knowledge of text structure and students reading comprehension. Test is a tool or procedures used to find out or measure something in the atmosphere, by means and rules that have been determined.³³

1. The students knowledge of text structure

The researcher gave the test multiple choice to the students. The test contained 15 items of test that the material was in the third of academic year.

2. The students reading comprehension

The researcher gave the test multiple choice to the students. The test contained 15 items of test that the material was in the third of academic year.

E. Instrument

1. The students knowledge of text structure

³³ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*, (Jakarta: Bumi Aksara, 2011), hlm. 53.

In order to know the students ability in identifying orientation, complication, resolution, and title in knowledge of text structure . the writer collected the data by giving them a multiple choice test. The blueprint of the test can be seen below.

Table 3.2.

The blueprint of student knowledge of text structure

| Theory | Indicators | Number of items |
|--|---|-----------------|
| 1) Orientation, it sets the scene and introduces the characters, setting time and place. | Students know the orientation of narrative text. | 4,8,10,14 |
| 2) Complication consists of a paragraph explaining the beginning of the problem | Students know the complication of narrative text. | 2,5,11, |
| 3) Resolution is the character find out the solution of the | Students know the resolution of narrative text. | 3,6,9,12,15 |

| | | |
|--|--|--------|
| problem that happened. | | |
| 4) Title, it functions as representative of writing content. | Students know the title of narrative text. | 1,7,13 |

2. The students reading comprehension

In order to know the students ability in identifying main idea, vocabulries, generic structure, reference and inference in reading text. the writer collected the data by giving them a multiple choice test. The blueprint of the test can be seen below.

Table 3.3.

The blueprint of student reading comprehension

| | Indicators | Number of items |
|---|---|-----------------|
| 1) The main idea is the essence of the paragraph, or rather what the creator is attempting to get through the reader. | The students are able to find out main ideas in narrative text. | 3,6,12 |

| | | |
|---|---|-----------------|
| <p>2) Vocabulary is stock of word used by one person or people.</p> | <p>The students are able to identify vocabularies in narrative text.</p> | <p>2,4,13</p> |
| <p>3) The structure of the narrative text focuses on a series of stages that are proposed to build a text on its own.</p> | <p>The students are able to identify generic structure in narrative text.</p> | <p>10,14,15</p> |
| <p>4) References are words or phrases in the reading material as the reference, is used either before or after.</p> | <p>The students are able to identify reference in narrative text.</p> | <p>9,1,11</p> |
| <p>Inference is an educational guess or prediction about unknown objec based on the information given or the fact</p> | <p>The students are able to make inference from narrative text.</p> | <p>5,7,8</p> |

F. Validity and Reliability of The Instrument

1. Validity

To determine whether the test that are given is valid or not, the researcher gave the test to 30 students. After the students filled the test, the researcher did the validity. The way to measure the validity of the test could use Microsoft Excel. It showed 15 questions for students knowledge of text structure and 15 questions for students reading comprehension. After that, we can take the null of r product moment with standard significant 5% is 0,361. If the null of correlation is less than 0,361 the question is invalid but if it more than 0,361 the question is valid.(See APPENDIX V & VI)

2. Reliability

After doing validity of the test the researcher determined the reliability. The researcher also used Microsoft Excel. We can see the reliability coefficient in table, If the reliability coefficient for students knowledge of text structure and students reading comprehension (r_{11}) $> 0,6$, or we can compare with r table (product moment) if the null of reliability of Alpha Cronbach $>$ than r table, the question in reliable. (See APPENDIX VII & VIII)

G. Technique of Data Analysis

The objective of this research is to know the improvement of student's achievement by using seating arrangement. In this research, the researcher used Product Moment Correlation. Product moment correlation is one

technique to find out the correlations of two variables that are commonly used. This correlation technique was invented by Karl Pearson, who is also referred to as Karl Pearson's correlation technique. Product moment correlation is named since the coefficient of correlation is derived by finding the product of the multiplication of the associated moments.

Calculation steps

- a. Make a work table or calculation table consisting of 6 columns.

Column 1: research subject

Column 2: variable score x

Column 3: variable score y

Column 4: the results of the multiplication scores of variables x and y or xy (summed up)

Column 5: squared results of the variable scores x or x² (summed up)

Column 6: the result of the square of the y variable score or y² (summed up)

- b. Look for the correlation number, by the formula

$$r_{xy} = \frac{\sum xy - N \cdot M_X \cdot M_Y}{\sqrt{(\sum X^2 - N \cdot M_{X^2})(\sum Y^2 - N \cdot M_{Y^2})}}$$

- c. Provide an interpretation of r_{xy}

In providing a simple interpretation of the r product moment correlation index numbers (r_{xy}) in general the following guidelines are used

| The value “r” Product Moment (r_{xy}) | Interpretation |
|---|--|
| 0,00 – 0,20 | There is a correlation between the x variable and y variable, but the correlation is very weak or very low so that the correlation is ignored (considered as no correlation) |
| 0,20 – 0,40 | Weak or low correlation is seen between x variable and y variable. |
| 0,40 – 0,70 | A moderate or sufficient correlation between x variable and y variable. |
| 0,70 – 0,90 | Strong or high correlation is seen between x variable and y variable. |
| 0,90 – 1,00 | Between variables x and y there is a very strong or very high correlation. |

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter, the researcher represented the finding and the result from test that had been completed by the students as the sample of the research. The research had been done on the last of february 2020. Before the researcher did the research, she made a preparation the technique of data collecting, , validity of the instrument ad the last analyzed the finding of the research.

1. The Students Knowledge of Text Structure

It needs to know the score of the knowledge of text structure or X variable to make easy interpreting the data. Here is the score of the knowledge of text structure (See Appendix III). After knowing the scores of the knowledge of text structure or X variable, the researcher found the frequency of the knowledge of text structure that can be seen in table below.

Table 4.1

The Frequency of Students Knowledge of text structure

| X | F | F.X | X | X ² | F.X ² |
|----|----|-----|-------|----------------|------------------|
| 94 | 1 | 94 | 20,2 | 408,04 | 408,04 |
| 88 | 9 | 792 | 14,2 | 201,64 | 1814,76 |
| 82 | 4 | 328 | 8,2 | 67,24 | 268,96 |
| 76 | 10 | 760 | 2,2 | 4,84 | 48,4 |
| 70 | 3 | 210 | -3,8 | 14,44 | 43,32 |
| 64 | 1 | 64 | -9,8 | 96,04 | 96,04 |
| 46 | 2 | 92 | -27,8 | 772,84 | 1545,68 |

| | | | | | |
|-------|----|------|--|--|--------|
| Total | 30 | 2340 | | | 4225,2 |
|-------|----|------|--|--|--------|

Next, search the Mean and Standard Device by the formula :

$$\begin{aligned}
 MX &= \frac{\sum FX}{N} \\
 &= \frac{2340}{30} \\
 &= 78
 \end{aligned}$$

$$\begin{aligned}
 SDX &= \frac{\sqrt{\sum F \cdot x^2}}{N} \\
 &= \frac{\sqrt{4225,2}}{30} \\
 &= \sqrt{140,84} \\
 &= 11,86
 \end{aligned}$$

After knowing about mean and standard device, the next step is to determine the score of students knowledge of text structure level, it can be seen as follows.

$$\begin{aligned}
 \text{High} &= M + SD \\
 &= 78 + 11,86 \\
 &= 89,86
 \end{aligned}$$

$$\begin{aligned}
 \text{Average} &= \text{between } M - SD \text{ up to } M + SD \\
 &= \text{between } 78 - 11,86 \text{ up to } 78 + 11,86 \\
 &= 66,14 \text{ up to } 89,86
 \end{aligned}$$

$$\begin{aligned}
 \text{Low} &= M - SD \\
 &= 78 - 11,86 \\
 &= 66,14 \text{ up to down}
 \end{aligned}$$

The data above described how the state of the students knowledge of text structure of the third grade in SMP N 01 Lebong. The researcher classified the score in some categories.

Table 4.2

The Score Level of Students Knowledge of text structure

| No | Category | F | % |
|----|----------|----|---------|
| 1 | High | 14 | 46,66 % |
| 2 | Average | 13 | 43,33 % |
| 3 | Low | 3 | 10,00 % |
| | | 30 | 100 % |

By the data above we can know that the score of the students knowledge of text structure that high amount 46,66 %, then the average amount 43,33 %, and 10,00 % was low level. It can be concluded that the score level of students knowledge of text structure of the third grade in SMP N 01 Lebong was average.

2. The Students Reading Comprehension

It needs to know the score of the students reading comprehension or Y variable to make easy interpreting the data. Here is the score of the students reading comprehension (See Appendix IV). After knowing the scores of the students reading comprehension or Y variable, the researcher found the

frequency of the students reading comprehension that can be seen in table below.

Table 4.3

The Score of Students reading comprehension

| X | F | F.X | X | X ² | F.X ² |
|-------|----|------|------|----------------|------------------|
| 94 | 10 | 940 | 19,4 | 376,36 | 3763,6 |
| 88 | 14 | 1232 | 13,4 | 179,56 | 2513,84 |
| 82 | 5 | 410 | 7,4 | 54,76 | 273,8 |
| 70 | 1 | 70 | -4,6 | 21,16 | 21,16 |
| Total | 30 | 2652 | | | 6572,4 |

Next, search the Mean and Standard Device by the formula :

$$\begin{aligned}
 MX &= \frac{\sum FX}{N} \\
 &= \frac{2652}{30} \\
 &= 88,4
 \end{aligned}$$

$$\begin{aligned}
 SDX &= \frac{\sqrt{\sum F \cdot x^2}}{N} \\
 &= \frac{\sqrt{6572,4}}{30} \\
 &= \sqrt{219,08} \\
 &= 14.80
 \end{aligned}$$

After knowing about mean and standard device, the next step is to determine the score of students reading comprehension level, it can be seen as follows.

$$\text{High} = M + SD$$

$$= 88,4 + 14,80$$

$$= 103,2$$

$$\text{Average} = \text{between } M - SD \text{ up to } M + SD$$

$$= \text{between } 88,4 - 14,80 \text{ up to } 88,4 + 14,80$$

$$= 73,6 \text{ up to } 103,2$$

$$\text{Low} = M - SD$$

$$= 88,4 - 14,80$$

$$= 73,6 \text{ up to down}$$

The data above described how the state of the students reading comprehension of the third grade in SMP N 01 Lebong. The researcher classified the score in some categories.

Table 4.4

The Score Level of Students reading comprehension

| No | Category | F | % |
|----|----------|----|---------|
| 1 | High | 24 | 80,00 % |
| 2 | Average | 6 | 20,00 % |
| 3 | Low | 0 | 0,0 % |
| | | 30 | 100 % |

By the data above, we can know that the reading comprehension level of the student that high amount 80,00 %, while the average amount 20,00 %

and low level amount 0,0 %. It can be concluded that the level of the third grade students in SMP N 01 Lebong was average.

3. The Correlation Between The Students Knowledge of Text Structure and Students Reading Comprehension

This section discussed the data presentation in order to know whether there isn significant correlation between two variables or not, and to know how significant the correlation both them. The researcher stated the alternative and the null hyptohesis :

3. Ho : There is no significant correlation between students knowledge of text structure and students reading comprehension at the third year students of SMP N 01 Lebong.
4. Ha : There is significant correlation between students knowledge of text structure and students reading comprehension at the third year students of SMP N 01 Lebong.

To examine hypothesis above, whether there is correlation between the knowledge of text structure and students reading comprehension or not, the researcher used product moment formula. Below is the result.

Table 4.5

The Correlation Between Students Knowledge of Text Structure And Students Reding Comprehension.

| NO | SUBJEK | X | Y | X.Y | X ² | Y ² |
|----|------------|----|----|-------|----------------|----------------|
| 1 | Respondens | 76 | 88 | 6.688 | 5.776 | 7.744 |
| 2 | Respondens | 88 | 94 | 8.272 | 7.744 | 8.836 |
| 3 | Respondens | 70 | 70 | 4.900 | 4.900 | 4.900 |
| 4 | Respondens | 82 | 88 | 7.216 | 6.724 | 7.744 |
| 5 | Respondens | 76 | 88 | 6.688 | 5.776 | 7.744 |
| 6 | Respondens | 46 | 82 | 3.772 | 2.116 | 6.724 |
| 7 | Respondens | 76 | 82 | 6.232 | 5.776 | 6.724 |
| 8 | Respondens | 70 | 88 | 6.160 | 4.900 | 7.744 |
| 9 | Respondens | 88 | 94 | 8.272 | 7.744 | 8.836 |
| 10 | Respondens | 82 | 94 | 7.708 | 6.724 | 8.836 |
| 11 | Respondens | 94 | 94 | 8.836 | 8.836 | 8.836 |
| 12 | Respondens | 76 | 94 | 7.144 | 5.776 | 8.836 |
| 13 | Respondens | 88 | 88 | 7.744 | 7.744 | 7.744 |
| 14 | Respondens | 88 | 88 | 7.744 | 7.744 | 7.744 |
| 15 | Respondens | 82 | 94 | 7.708 | 6.724 | 8.836 |
| 16 | Respondens | 76 | 82 | 6.232 | 5.776 | 6.724 |
| 17 | Respondens | 76 | 82 | 6.232 | 5.776 | 6.724 |
| 18 | Respondens | 76 | 82 | 6.232 | 5.776 | 6.724 |
| 19 | Respondens | 88 | 88 | 7.744 | 7.744 | 7.744 |
| 20 | Respondens | 88 | 88 | 7.744 | 7.744 | 7.744 |
| 21 | Respondens | 88 | 88 | 7.744 | 7.744 | 7.744 |
| 22 | Respondens | 82 | 94 | 7.708 | 6.724 | 8.836 |
| 23 | Respondens | 76 | 88 | 6.688 | 5.776 | 7.744 |
| 24 | Respondens | 88 | 88 | 7.744 | 7.744 | 7.744 |
| 25 | Respondens | 46 | 88 | 4.048 | 2.116 | 7.744 |
| 26 | Respondens | 76 | 94 | 7.144 | 5.776 | 8.836 |

| | | | | | | |
|----|------------|------------|------------|-------------|--------------|--------------|
| 27 | Respondens | 70 | 94 | 6.580 | 4.900 | 8.836 |
| 28 | Respondens | 88 | 94 | 8.272 | 7.744 | 8.836 |
| 29 | Respondens | 76 | 88 | 6.688 | 5.776 | 7.744 |
| 30 | Respondens | 64 | 88 | 5.632 | 4.096 | 7.744 |
| | | ΣX | ΣY | ΣXY | ΣX^2 | ΣY^2 |
| | N = 30 | 2.340 | 2.652 | 207.516 | 186.216 | 235.296 |

Based on data above we can calculate as follows :

$$r_{xy} = \frac{\Sigma xy - N \cdot M_x \cdot M_y}{\sqrt{(\Sigma X^2 - N \cdot M_x^2)(\Sigma Y^2 - N \cdot M_y^2)}}$$

$$r_{xy} = \frac{207.516 - 30 \times 78 \times 88,4}{\sqrt{(186.216 - 30 \times 78^2)(235.296 - 30 \times 88,4^2)}}$$

$$r_{xy} = \frac{207.516 - 206.856}{\sqrt{(186.216 - 182.520)(235.296 - 234.436,8)}}$$

$$r_{xy} = \frac{660}{\sqrt{3.696 \times 859,2}}$$

$$r_{xy} = \frac{660}{\sqrt{3.175.603,2}}$$

$$r_{xy} = 0,370$$

After knowing the product moment score, the researcher gave the interpretation toward numeral index correlation “r” product moment . the orientation that used as follows.

Table 4.6

Interpretation of Product Moment Correlation Index

| The value "r" Product Moment (r_{xy}) | Interpretation |
|---|---|
| 1 | 2 |
| 0,00 – 0,20 | Between variables x and y there is a correlation, but the correlation is very weak or very low so that the correlation is ignored (considered no correlation) |
| 0,20 – 0,40 | Between variables x and y there is a weak or low correlation |
| 0,40 – 0,70 | Between variables x and y there is a moderate or sufficient correlation |
| 0,70 – 0,90 | Between variables x and y there is a strong or high correlation |
| 0,90 – 1,00 | Between variables x and y there is a very strong or very high correlation. |

From the score above we got r_{xy} amount 0,37. Then, we can see that the numeral index is a weak or low correlation. It means that it has a positive correlation between the variable. Depend on orientation above the correlation between X and Y variable low correlation.

The next interpretation, the researcher used r table the numeral correlation of Product Moment. The interpretation can be see by using the formula :

$$df = N - nr$$

with :

df : degrees of freedom

N : number of cases

nr : amount the variable that correlated

In this research, the number of cases were 30 and the variable that correlated were two variable, so :

$$\begin{aligned} df &= 30 - 2 \\ &= 28 \end{aligned}$$

From the r table, we can see for df 28 and the significant standard 5% is 0,361. Because rxy (0,370) is higher than r table 5% so the null hypothesis is rejected and the alternative hypothesis is accepted. It means that there is a positive correlation between two variables, students knowledge of text structure and students reading Comprehension in learning English in the third grade students of SMP N 01 Lebong.

B. Discussion

Based on the research finding conveyed by the researcher above, The samples of the research are the third grade students in SMP N 01 Lebong. Students Knowledge of text structure specifically in Narrative text, is knowledge of understanding of the structure of the text as title, orientation, complication, and resolution. At SMP N 01 Lebong, knowledge of text

structure is very important thing of comprehension, because the better knowledge of text structure is, the better comprehension will be. The students also require to combine their knowledge of text structure when they are reading in order that they are easy to comprehend the text.

In this research, to know the students Knowledge of text structure, the researcher gave 15 question as a test to 30 students as the sample. The result of the test in high score amount 46,66%, average amount 43,33% and low 10,00%. From the result above can be concluded that the level of student's Knowledge of text structure is average.

After the researcher know about the level of students knowledge of text structure, the researcher want to know about level of students readingcomprehension. Reading comprehension is an active process of grasp meaning from the content of the writer's idea about the topic in a text by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences. comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and think about all of the information until it is understood. Related to the basic competence stated in the syllabus of this school for the third grade is that students are able to comprehend the information of genre of texts, such as narrative, recount, and descriptive

In this research, to know the students reading comprehension, the researcher gave 15 question as a test to 30 students as the sample. The result of the test in high score amount 80,00%, average amount 20,00% and low 0,0%. From the result above can be concluded that the level of student's reading comprehension is high.

This research was held to know the correlation between the students knowledge of text structure and students reading comprehension, so the way to know that correlation is by correlating X and Y variable. We can see from table 4.5 and the result of r_{xy} is 0,370. If we interprate by using Coefficient Product Moment Index, 0,370 is low correlation. It can be conclude that between students knowledge of text structure and students reading comprehension has a low correlation.

Then, the result of r_{xy} we interpret by using r table of Product Moment. From the r table, we can see for df 28 (N-nr) and the significant standard 5% is 0,361. Because r_{xy} (0,370) is higher than r table 5% so the null hyphothesis is rejected and tha alternative hypothesis is accepted. It means that there is a positive correlation between two variables, students knowledge of text structure and students reading comprehension. Then, H_0 is rejected and H_a is accepted.

The result of this research, There are several factors that are involved in reading comprehension, those are: Prior knowledge, Knowledge of text structure, and An active search information. The writer focuses only on

narrative text. Narrative text needs some special knowledge. The knowledge is about arranging the story/history in describing some event in the past, or just describing the event in fiction story. It is important to understand that there is no “official” list of text structure. From this research can be supported by Keiko koda, Text structure knowledge theoretically heavily contributes to comprehension in learning english. The percentage of the contribution of knowledge of text structure toward reading comprehension in narrative text, The determination obtained is 0.370. It means that the contribution of students’ knowledge of text structure toward reading comprehension in narrative text is 37.0%, while 63.0% is influenced by other factors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research, the researcher can take some conclusions.

- a. The score of the test knowledge of text structure is high (46,66%), average (43,33%) and low (10,00%) from 30 students who follow the test. From the score above can be concluded that the level of student's Knowledge of text structure is average
- b. The score of the test reading comprehension is high (80,00%), average (20,00%) and low (0,0%) from 30 students who follow the test. From the score above can be concluded that the level of student's Reading comprehension is high.
- c. The correlation between the students knowledge of text structure and students reading comprehension is low. It can be seen from Product Moment formula result. The result of r_{xy} is 0,37. Then, the interpretation toward t table for N-nr is 28, 5% is 0.361 Because the result of r_{xy} is higher than r table, so the H_0 is rejected and H_a is accepted. It can be concluded that there is positive correlation between students knowledge of text structure and students reading comprehension.

B. Suggestion

After knowing the result of the research, the researcher wants to give some suggestion that will be stated as follows.

1. To the Teacher

This finding of this study is expected to be useful input for English teacher to get the alternative way in teaching English. By knowing the effect of student's knowledge text structure for the students reading comprehension can make the teacher implement that way to be more innovative in teaching learning activity..

2. For Stakeholder

This finding can be used as new view for all stakeholder in educational environment, generally for all the school and especially for SMP N 01 Lebong. Hopefully, by knowing text structure from the story, can make a new view of a students to get the best score in learning.

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Appendix I : English Test students' knowledge of text structure

Name :

Date :

Class :

Time :

Choose the correct answer by crossing (x) a, b, c, or d! Read the following text to answer questions number 1 to 3.

Once, there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, and evil king.

One day, a handsome young man with super natural power named Bandung Bondowoso defeated and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love with her and wanted to marry her.

Meanwhile, Princess Rara jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I thought. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung Bondowoso got frustrated because he failed completing one, the thousandth temple.

The Princess has deceived me!” Following his anger, he cursed Roro Jonggrang, “You have been cheated. Now, the thousandth temple is you!”

At once, the Princess turned into a statue. Knowing this, Bandung Bondowoso regretted, and he went away into a farm land. From then, people called the temple, Prambanan Temple, and the Princess statue, Rara Jonggrang statue.

1. What is the suitable title of the passage above?
 - a. A beautiful Javanese princess
 - b. The legend of Prabanan Temple
 - c. The princess statue
 - d. One thousand temples
2. The generic structure of “Meanwhile, Princess Rara Jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father” is...
 - a. Resolution
 - b. Tittle
 - c. Complication
 - d. Orientation
3. Which one of the following statements is resolution?
 - a. Suddenly she got an idea.
 - b. One day, a handsome young man with super natural power named Bandung Bondowoso defeated and killed Prabu Baka.
 - c. She did not want to marry Bandung because he had killed her father.
 - d. At once, the Princess turned into a statue. Knowing this, Bandung Bondowoso regretted and he went away into a farm land.

Read the following text to answer questions number 4 to 6.

THE LEGEND OF TANGKUBAN PERAHU MOUNTAIN

Once, there was a kingdom in Priangan Land. There lived a happy family. They were a father in a kind of a dog named Tumang, a mother who was called Dayang Sumbi, and a child who was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shoot his own dog. After he did it, he took the dog liver and carried it home.

Soon Dayang Sumbi found out that it was not a deer lever but Tumang's, his own dog. So, she was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go by. Sangkuriang had traveled many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, the woman looked at the wound in Sangkuriang's head. It matched to her the wound of her son who had left several years earlier. Soon, she realized that she felt in love with her own son.

She couldn't marry him but she didn't know how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just a moment away, and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. He was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

4. How many actors in the story of "The Legend of Tangkuban Perahu Mountain"?
 - a. Three actors
 - b. Two actors
 - c. Nothing
 - d. One actor
5. Where is the complication of the story?
 - a. In paragraph two
 - b. In paragraph two and three
 - c. In the first paragraph
 - d. In the last paragraph
6. The resolution in the story is?

- a. Sangkuriang failed to marry her. She was very angry and kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung.
- b. Once, there was a kingdom in Priangan Land.
- c. Years go by. Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and fell in love with her.
- d. Soon Dayang Sumbi found out that it was not a deer lever but Tumang's, his own dog.

Read the following text to answer questions number 7 to 9.

Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.

Because of an unfortunate situation, the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed there night and day hoping that the God would listen. The prayer was heard and Betoro Bromo promised to give them many children. However, they had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to sacrifice the youngest child, Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened, and Kusuma fell into the crater. There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tengerese calendar)". It was Kusuma's voice. Kusuma's brothers and

sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be offered to the Gods. And, this has been done generation after generation until today.

7. What is the suitable title for the text above?
 - a. Roro Anteng and Joko Seger
 - b. Brahman caste
 - c. The legend of Kesodo feast in mount bromo
 - d. Majapahit kingdom
8. Generic structure of “The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste” is...
 - a. Orientation
 - b. Title
 - c. Resolution
 - d. Complication
9. The generic structure of “Instead of human being, they collected fruits, vegetables, rice, and meat to be offered to the Gods. And, this has been done generation after generation until today” is....
 - a. Title
 - b. Complication
 - c. Orientation
 - d. Resolution

Read the following text to answer questions number 10 to 12.

THE LEGEND OF TELAGA WARNA

Long time ago, there was a kingdom in West Java. The kingdom was ruled by a king named the Majesty Prabu.

Prabu was a kind and wise king. But it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to the jungle. There, he prayed to God every day, begging for a child.

A few months later, the queen got pregnant. Nine months later, a princess was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princess turn into a very spoiled girl.

One day, the princess celebrated her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel.

“My beloved daughter, today I give you this necklace. Please, wear this necklace,” said Prabu.

“I don’t want to wear it! It’s ugly!” shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody couldn’t say anything. They never thought that their beloved princess would do that cruel thing. In their silence, people heard the queen crying. Every woman felt sad and began crying, too. Then, everybody was crying. Then, there was a miracle. Earth was crying.

Nowadays, people called the lake “Telaga Warna”. It means “Lake of Color”. On a bright day, the lake is full of color. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the colors are from the princess’s necklace, which spreads at the bottom of the lake.

10. The story happened in....

- a. Java b. Papua c. Sumatra d. Makasar

11. Which one of the following statements is complication?

- a. Nowadays, people called the lake “Telaga Warna”
b. These colors come from shadows of forest, plants, flowers, and sky around the lake
c. “I don’t want to wear it! It’s ugly!” shouted the princess. Then she threw the necklace. The beautiful necklace was broken
d. Long time ago, there was a kingdom in West Java. The kingdom was ruled by a king named the Majesty Prabu.

12. The resolution in the story is in ...
- a. The first paragraph
 - b. The second paragraph
 - c. The third paragraph
 - d. The last paragraph

Read the following text to answer questions number 13 to 15.

THE LEGEND OF BANYUWANGI

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her.

He brought her to the river bank. Before he killed her and threw her into the river, she said that her innocence would be proven. After Sidopekso killed her, he threw her dead body into a dirty river.

The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, “Banyu...Wangi... Banyuwangi”. This means “fragrant water”. Banyuwangi was born from the proof of noble and sacred love.

13. What is the suitable title of the text above?
- a. Prime Minister’s mission
 - b. The legend of Banyuwangi
 - c. Fragrant water
 - d. The river bank
14. The generic structure of “Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.” is....

- a. Orientation b. Tittle c. Complication d.
Resolution

15. The resolution of the story is?

- a. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, “Banyu... Wangi... Banyuwangi”.
- b. Once upon a time, there was a local ruler named King Sulahkromo
- c. He brought her to a river bank. Before he killed her and threw her into the river, she said that her innocence would be proven
- d. One day, the King sent his Prime Minister to a long mission

Validator’s note

1. Pemilihan teks sudah bagus, dan sebaran soal terkait setiap teks juga sudah bagus serta sudah terkonstruksi berbasis indikator *knowledge of text structure*
2. Bagaimanapun juga, ada banyak kesalahan grammar, tanda baca, dan ejaan atau pengetikan teks. Validator sudah mengedit aspek grammar, tanda baca, dan ejaan untuk membantu ketercapaian nilai keterbacaan serta validitas isinya. Bagian yang sudah validator edit diwarnai biru. Nanti, peneliti hitamkan kembali warnanya dan langsung lanjutkan untuk melakukan *try-out* untuk mencapai nilai *construct validity* dan *reliability*.
3. Menurut pandangan validator, teks dan soal-soalnya sudah cukup valid dari aspek konten/isi. Selanjutnya, peneliti harus melakukan *try-out* atau *piloting study* dengan cara mengujicobakan tes ini ke beberapa orang yang memiliki level setara dengan *sample* penelitian. Namun orang-orang yang diujicobakan ini adalah mereka yang bukan merupakan *sample* penelitian. Setelah mendapatkan nilai hasil uji coba, nilai tersebut dihitung atau dikomputasikan menggunakan rumus ***Bivariate Pearson***. Proses hitung bisa menggunakan SPSS atau menggunakan EXCEL untuk versi perhitungan manual. Tujuan menghitung validitas ini adalah untuk mendapatkan nilai validitas konstruk. Selanjutnya untuk mendapatkan nilai reliabilitas, peneliti bisa menggunakan rumus ***Cronbach Alpha***.

4. Silahkan pelajari *YouTube Channel* milik Sahid Raharjo atau dari berbagai *YouTube channels* terkait statistik penelitian untuk lebih mudah memahami alur detil tentang uji *construct validity* dan *reliability*.

Validator

28 September 2020

Ruly Morganna, M. Pd

Appendix II : English Test for Students' Reading Comprehension

Name :

Date :

Class :

Time :

Choose the correct answer by crossing (x) a, b, c, or d!

Read the following text to answer questions number 1 to 4.

Once upon a time, there was a king and his queen who lived in the Kingdom of Belinyu. They didn't have any child. Until one night, the queen had a dream of a turtle. It said that the queen would have a baby, and she had to give a Komala necklace to the baby. The queen woke up, and she was holding a Komala necklace in her hand. She told her dream to the King, and he was very happy.

Shortly, the queen's dream became a reality. She was delivered a beautiful baby girl. The king named her, Komala. She grew up as a pretty girl. However, she had a bad attitude because her parents always spoiled her too much.

One day, Komala heard that her parents were talking about the turtle in her mother's dream. She thought that the turtle was a very interesting animal, so she wanted it as her pet. She insisted to find it, and the king allowed her to look for the animal.

Accompanied with the king's guards, Komala searched for the turtle. Finally, she found it in the beach. She shouted to it "Penyu busuk wait for me" several time, but the turtle kept swimming. Komala ran after it into the sea, she tried to catch it. Until then, she was finally drowned and disappeared, and all of the guards could not save her. Now, people call the beach, Penyusuk.

1. "They didn't have any child" (paragraph 1). The underlined word refers to
 - a. The King
 - b. The Queen
 - c. The baby girl
 - d. The King and Queen

2. Until then, she was finally drowned..... (last paragraph). The synonym of the word “drowned” is.....
- a. Disappeared b. Floated c. Swan d. Sank
3. What is the main idea of the story?
- a. The King permitted Komala to find the turtle
b. The celebration of Komala’s birthday
c. She was drowned into the sea
d. The turtle disappeared.
4. She was holding a Komala necklace in her hand (first paragraph). The synonym of the word ” holding” is.....
- a. bad c. cut
b. give d. clutch

Read the following text to answer questions number 5 to 7.

A Story from the Farm Yard

Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

5. From the text we know that
- a. Only one rooster can rule the roost
b. The roosters are fighting to flap their wings
c. The eagle had watched them all day
d. The farm needs a new king

6. What is the main idea of paragraph 3?
- a. An eagle watched the rooster from a distance
 - b. The loosing rooster came out from its hiding place
 - c. The eagle took the winning rooster as its prey
 - d. The winning rooster celebrates its winning proudly
7. What can we learn from the story?
- a. There's always a bigger enemy in this life
 - b. Your friend can be your enemy
 - c. Always grab an opportunity before you lose it
 - d. Don't be cocky when we have achieved our goal

Read the following text to answer questions number 8 to 10.

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So, they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So, being led by his common sense, he laid down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.

8. What can we get from the story?
- a. We have to save ourselves
 - b. We have to learn how to climb

- c. Bear will not harm a dead man
 - d. A true friend always stands by us in ups and downs
9. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to
- a. The bear
 - b. The dead man
 - c. The friend who cannot climb
 - d. The friend who climb the tree
10. Where do you think the story happened?
- a. In the river
 - b. In the park
 - c. In the woods
 - d. In the zoo

Read the following text to answer questions number 11 to 15.

The Rats and the Elephants

Once upon a time, there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and requested him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so, the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then, the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and to tell him about the trapped elephants.

The rat's king immediately took his entire group of rats, and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thanked the rats.

11. “He summoned one of the elephants of his herd” (paragraph 3). The underlined word refers to

- a. The elephant king
- b. The rat king
- c. A group of mice
- d. A group of elephants

12. What is the main idea of the story?

- a. Many of them were even crushed to death
- b. The rat king helped the elephant king
- c. The elephant king helped the rat king
- d. The rat king helped the elephant king and repaid his kindness

13. “He summoned one of the elephants of his herd” (paragraph 3). The synonym of the word ” summoned” is.....

- a. Make
- b. Lend
- c. Give
- d. Call

14. What is the generic structure of "once upon a time, there lived a group of mice under a tree in peace"?

- a. Identification
- b. Orientation
- c. Complication
- d. Resolution

15. At the end of the story, how was the elephant's herd?

- a. Angry
- b. Sad
- c. Happy
- d. Dead

Validator’s note

5. Pemilihan teks sudah bagus, dan sebaran soal terkait setiap teks juga sudah bagus serta sudah terkonstruksi berbasis indikator *reading comprehension*.
6. Bagaimanapun juga, ada banyak kesalahan *grammar*, tanda baca, dan ejaan atau pengetikan teks. Validator sudah mengedit aspek *grammar*, tanda baca, dan ejaan untuk membantu ketercapaian nilai keterbacaan serta validitas isinya. Bagian yang sudah validator edit diwarnai biru. Nanti, peneliti hitamkan kembali warnanya dan langsung lanjutkan untuk melakukan *try-out* untuk mencapai nilai *construct validity* dan *reliability*.
7. Menurut pandangan validator, teks dan soal-soalnya sudah cukup valid dari aspek konten/isi. Selanjutnya, peneliti harus melakukan *try-out* atau *piloting study* dengan cara mengujicobakan tes ini ke beberapa orang yang memiliki level setara dengan *sample* penelitian. Namun orang-orang yang diujicobakan ini adalah mereka yang bukan merupakan *sample* penelitian. Setelah mendapatkan nilai hasil uji coba, nilai tersebut dihitung atau dikomputasikan menggunakan rumus ***Bivariate Pearson***. Proses hitung bisa menggunakan SPSS atau menggunakan EXCEL untuk versi perhitungan manual. Tujuan menghitung validitas ini adalah untuk mendapatkan nilai validitas konstruk. Selanjutnya untuk mendapatkan nilai reliabilitas, peneliti bisa menggunakan rumus ***Cronbach Alpha***.
8. Silahkan pelajari *YouTube Channel* milik Sahid Raharjo atau dari berbagai *YouTube channels* terkait statistik penelitian untuk lebih mudah memahami alur detail tentang uji *construct validity* dan *reliability*.

Validator

28 September 2020

Ruly Morganna, M. Pd

Appendix III : Students Score knowledge of text structure

| NO | STUDENTS | SCORE | CRITERIA |
|-----|--------------|-------|-----------|
| 1. | Responden 1 | 76 | Success |
| 2. | Responden 2 | 88 | Success |
| 3. | Responden 3 | 70 | Success |
| 4. | Responden 4 | 82 | Success |
| 5. | Responden 5 | 76 | Success |
| 6. | Responden 6 | 46 | Unsuccess |
| 7. | Responden 7 | 76 | Success |
| 8. | Responden 8 | 70 | Success |
| 9. | Responden 9 | 88 | Success |
| 10. | Responden 10 | 82 | Success |
| 11. | Responden 11 | 94 | Success |
| 12. | Responden 12 | 76 | Success |
| 13. | Responden 13 | 88 | Success |
| 14. | Responden 14 | 88 | Success |
| 15. | Responden 15 | 82 | Success |
| 16. | Responden 16 | 76 | Success |
| 17. | Responden 17 | 76 | Success |
| 18. | Responden 18 | 76 | Success |
| 19. | Responden 19 | 88 | Success |
| 20. | Responden 20 | 88 | Success |
| 21. | Responden 21 | 88 | Success |
| 22. | Responden 22 | 82 | Success |
| 23. | Responden 23 | 76 | Success |
| 24. | Responden 24 | 88 | Success |
| 25. | Responden 25 | 46 | Unsuccess |
| 26. | Responden 26 | 76 | Success |
| 27. | Responden 27 | 70 | Success |
| 28. | Responden 28 | 88 | Success |

| | | | |
|-----|--------------------|----|-----------|
| 29. | Responden 29 | 76 | Success |
| 30 | Responden 30 | 64 | Unsuccess |
| | TOTAL ($\sum X$) | | 2.340 |

Appendix IV : Students Score Reading comprehension

| NO | STUDENTS | SCORE | CRITERIA |
|-----|--------------|-------|----------|
| 1. | Responden 1 | 88 | Success |
| 2. | Responden 2 | 94 | Success |
| 3. | Responden 3 | 70 | Success |
| 4. | Responden 4 | 88 | Success |
| 5. | Responden 5 | 88 | Success |
| 6. | Responden 6 | 82 | Success |
| 7. | Responden 7 | 82 | Success |
| 8. | Responden 8 | 88 | Success |
| 9. | Responden 9 | 94 | Success |
| 10. | Responden 10 | 94 | Success |
| 11. | Responden 11 | 94 | Success |
| 12. | Responden 12 | 94 | Success |
| 13. | Responden 13 | 88 | Success |
| 14. | Responden 14 | 88 | Success |
| 15. | Responden 15 | 94 | Success |
| 16. | Responden 16 | 82 | Success |
| 17. | Responden 17 | 82 | Success |
| 18. | Responden 18 | 82 | Success |
| 19. | Responden 19 | 88 | Success |
| 20. | Responden 20 | 88 | Success |
| 21. | Responden 21 | 88 | Success |
| 22. | Responden 22 | 94 | Success |
| 23. | Responden 23 | 88 | Success |
| 24. | Responden 24 | 88 | Success |
| 25. | Responden 25 | 88 | Success |
| 26. | Responden 26 | 94 | Success |
| 27. | Responden 27 | 94 | Success |
| 28. | Responden 28 | 94 | Success |

| | | | |
|-----|--------------------|----|---------|
| 29. | Responden 29 | 88 | Success |
| 30 | Responden 30 | 88 | Success |
| | TOTAL ($\sum X$) | | 2.652 |

APPENDIX V. Validity Of The Test Students Knowledge Of Text Structure

| NO | r Hitung | r Tabel | validitas |
|----|----------|---------|-----------|
| 1 | 0,425 | 0,361 | Valid |
| 2 | 0,429 | 0,361 | Valid |
| 3 | 0,454 | 0,361 | Valid |
| 4 | 0,661 | 0,361 | Valid |
| 5 | 0,570 | 0,361 | Valid |
| 6 | 0,631 | 0,361 | Valid |
| 7 | 0,654 | 0,361 | Valid |
| 8 | 0,412 | 0,361 | Valid |
| 9 | 0,429 | 0,361 | Valid |
| 10 | 0,409 | 0,361 | Valid |
| 11 | 0,434 | 0,361 | Valid |
| 12 | 0,434 | 0,361 | Valid |
| 13 | 0,435 | 0,361 | Valid |
| 14 | 0,433 | 0,361 | Valid |
| 15 | 0,611 | 0,361 | Valid |
| | | | |

APPENDIX VI. Validity Of The Test Students Reading Comprehension

| NO | r Hitung | r Tabel | validitas |
|----|----------|---------|-----------|
| 1 | 0,378 | 0,361 | Valid |
| 2 | 0,383 | 0,361 | Valid |
| 3 | 0,403 | 0,361 | Valid |
| 4 | 0,536 | 0,361 | Valid |
| 5 | 0,363 | 0,361 | Valid |
| 6 | 0,365 | 0,361 | Valid |
| 7 | 0,366 | 0,361 | Valid |
| 8 | 0,415 | 0,361 | Valid |
| 9 | 0,461 | 0,361 | Valid |
| 10 | 0,413 | 0,361 | Valid |
| 11 | 0,372 | 0,361 | Valid |
| 12 | 0,527 | 0,361 | Valid |
| 13 | 0,406 | 0,361 | Valid |
| 14 | 0,433 | 0,361 | Valid |
| 15 | 0,452 | 0,361 | Valid |
| | | | |

APPENDIX VII. Reliability of The Test Students Knowledge of Text Structure

| No | RESULT | CATEGORY |
|----|--------|--------------------|
| 1 | 0,682 | HIGH RELIABLE |
| 2 | 0,689 | HIGH RELIABLE |
| 3 | 0,797 | HIGH RELIABLE |
| 4 | 0,904 | VERY HIGH RELIABLE |
| 5 | 0,812 | VERY HIGH RELIABLE |
| 6 | 0,720 | HIGH RELIABLE |
| 7 | 0,627 | HIGH RELIABLE |
| 8 | 0,929 | VERY HIGH RELIABLE |
| 9 | 0,734 | HIGH RELIABLE |
| 10 | 0,942 | VERY HIGH RELIABLE |
| 11 | 0,651 | HIGH RELIABLE |
| 12 | 0,759 | HIGH RELIABLE |
| 13 | 0,967 | VERY HIGH RELIABLE |
| 14 | 0,875 | VERY HIGH RELIABLE |
| 15 | 0,981 | VERY HIGH RELIABLE |

APPENDIX VIII. Reliability of The Test Students Reding Comprehension

| No | RESULT | CATEGORY |
|----|--------|--------------------|
| 1 | 0,882 | VERY HIGH RELIABLE |
| 2 | 0,889 | VERY HIGH RELIABLE |
| 3 | 0,797 | HIGH RELIABLE |
| 4 | 0,904 | VERY HIGH RELIABLE |
| 5 | 0,812 | VERY HIGH RELIABLE |
| 6 | 0,920 | VERY HIGH RELIABLE |
| 7 | 0,927 | VERY HIGH RELIABLE |
| 8 | 0,629 | HIGH RELIABLE |
| 9 | 0,734 | HIGH RELIABLE |
| 10 | 0,942 | VERY HIGH RELIABLE |
| 11 | 0,851 | VERY HIGH RELIABLE |
| 12 | 0,959 | VERY HIGH RELIABLE |
| 13 | 0,967 | VERY HIGH RELIABLE |
| 14 | 0,975 | VERY HIGH RELIABLE |
| 15 | 0,981 | VERY HIGH RELIABLE |

APPENDIX IX. Key Answer of The Test Students Knowledge of Text Structure

- | | |
|------------|----------|
| 1. | B |
| 2. | C |
| 3. | D |
| 4. | A |
| 5. | B |
| 6. | A |
| 7. | C |
| 8. | A |
| 9. | D |
| 10. | A |
| 11. | C |
| 12. | D |
| 13. | B |
| 14. | A |
| 15. | A |

APPENDIX X. Key Answer of The Test Students Reading Comprehension

- | | |
|------------|----------|
| 1. | D |
| 2. | D |
| 3. | C |
| 4. | D |
| 5. | C |
| 6. | C |
| 7. | D |
| 8. | D |
| 9. | A |
| 10. | C |
| 11. | A |
| 12. | D |
| 13. | D |
| 14. | B |
| 15. | C |



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

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpo. (0732) 21010
Fax. (0732) 21016 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 21 Tahun 2020

Tentang

**PENUNJUKAN 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.II/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

- Paidi Gusmuliana, M.Pd** 19840817 201503 1 004
- Eka Apriani, M.Pd** 19900403 201503 2 005

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

N A M A : **Diah Ayu Setyawati**

N I M : **15552005**

JUDUL SKRIPSI : **The Contribution of Knowledge of Text Structure Toward Reading Comprehension of The Third Grade Students of SMPN 01 Labong.**

- 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,

tanggal , 11 Februari 2020



Tembusan :

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



PEMERINTAH KABUPATEN LEBONG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jln. Raja Curup - Muara Aman 39164

REKOMENDASI

Nomor : 070/13/DPMPTSP-04/2020

TENTANG PENELITIAN

- Dasar : 1. Peraturan Bupati Lebong Nomor 60 Tahun 2017 tentang Pendelegasian Wewenang Penadatangan Perizinan Dan Non Perizinan Pemerintah Kabupaten Lebong Kepada Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong.
2. Surat Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup Nomor : 46/In.34/FT/PP.00.9/02/2020 Tanggal 13 Februari 2020 Perihal : Permohonan Izin Penelitian. Permohonan diterima di Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong Tanggal 02 Maret 2020.

| | |
|---------------------------|--|
| Nama Peneliti /NIM | : Diah Ayu Setyawati /15552005 |
| Maksud | : Melakukan Penelitian |
| Judul Penelitian | : The Contribution of Knowledge of Text Structure Toward Reading Comprehension of Third Grade Student at SMPN 01 Lebong |
| Tempat Penelitian | : SMP Negeri 01 Kabupaten Lebong |
| Waktu Penelitian/Kegiatan | : 13 Februari 2020 s/d 13 Mei 2020 |
| Penanggung Jawab | : Dekan Fakultas Tarbiyah Institut Agama Islam Negeri |

Dengan ini merekomendasikan Penelitian yang akan diadakan dengan ketentuan :

- a. Sebelum melakukan penelitian harus melapor kepada Dinas terkait.
- b. Harus menaati semua ketentuan Perundang-undangan yang berlaku.
- c. Selesai melakukan Penelitian agar melaporkan/menyampaikan hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong.
- d. Apabila masa berlaku Rekomendasi ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai, perpanjangan Rekomendasi penelitian harus diajukan kembali kepada instansi pemohon.
- e. Rekomendasi ini akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang surat rekomendasi ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.

Demikian rekomendasi ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Suka Marga, 02 Maret 2020

KEPALA

BAMBANG ASB, S.Sos. M.Si

Pembina Utama Muda /IV.c

NIP.19730910 199903 1 002

Tembusan disampaikan kepada Yth:

1. Dekan Fakultas Tarbiyah Institut Agama Islam Negeri
2. Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Lebong
3. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Lebong
4. Kepala Sekolah SMP Negeri 01 Lebong



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Nomor : 46 /In.34/FT/PP.00.9/02/2020
Lampiran : Proposal Dan Instrumen
Hal : Permohonan Izin Penelitian

13 Februari 2020


Yth. Kepala Dinas Penanaman Modal dan PTSP
Kabupaten Lebong

Assalamu'alaikum Wr.Wb.

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

Nama : Diah Ayu Setyawati
NIM : 15552005
Fakultas / Prodi - : Tarbiyah / Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Contribution of Knowledge of Text Structure Toward Reading Comprehension of Third Grade Student at SMPN 01 Lebong.
Waktu Penelitian : 13 Februari s.d 13 Mei 2020
Tempat Penelitian : SMPN 01 Kab. Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan I,

H. Abdul Rahman, M.Pd.I
NIP. 19720704 200003 1 004

Tembusan : Disampaikan Yth ;
1. Rektor
2. Warek I
3. Ka. Biro AUAK



ITS
INSTITUT TEKNOLOGI SEPULUH NOPEMBER

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Diha Ayu Setiawati
 NIM : 15051005
 FAKULTAS/IBERSAN : Teknik Informatika / TI
 PEMBIMBING I : Birdi Gusman M. Pd
 PEMBIMBING II : Eva Effendi M. Pd
 JUDUL SKRIPSI : The contribution of knowledge structure toward machine comprehension of the text based systems of SMPN di Lebanon

- * Kartu konsultasi ini harus diisi pada setiap pertemuan dengan pembimbing 1 atau pembimbing 2;
- * Diusulkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan minimal pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kutipan yang di redaksi;
- * Agar ada waktu cukup untuk perbaikan skripsi sebelum diajukan di kampus agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



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NAMA : Diha Ayu Setiawati
 NIM : 15051005
 FAKULTAS/IBERSAN : Teknik Informatika / TI
 PEMBIMBING I : Birdi Gusman M. Pd
 PEMBIMBING II : Eva Effendi M. Pd
 JUDUL SKRIPSI : The contribution of knowledge structure toward heading comprehension of the text based systems at SMPN di Lebanon

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

Pembimbing I : Birdi Gusman M. Pd
 NIP. 153408122015031004

Pembimbing II : Eva Effendi M. Pd
 NIP. 159810132015031006

BIOGRAPHY



Diah Ayu Setyawati is a writer of this thesis. She was born in Bukit Sari, 12 of October 1996. Her parents are Mr. Jumirin and Mrs. Ningsih. Her husband is Randes. She has a brother named Bagus Riski Arianto. When she was a child, she took her education in SD N 03 Kabawetan (graduated 2008) and continued to SMP N 1 Kabawetan (graduated 2011). She continued to SMK N 02 Kepahiang and finally continued to Institute College for Islamic Studies especially English Language Teaching or English Study Program.

She has passed all the process in English Language Teaching and she was highly motivated in order to finish her thesis. Hopefully, this thesis will give a big contribution in education.

Finally, the writer thanks for finishing the thesis entitled **“The Correlation between Students Knowledge of Text Structure and Students Reading Comprehension (A Study at Third Grade Students’ of SMP N 01 Lebong).**