

**AN ABILITY IN IDENTIFYING FACT OF OPINION
IN ENGLISH TEXT**

**(A Study in Second Year Students at SMAN 1 Lebong Utara 2017/2018
Academic Year)**

THESIS

**This Thesis Submitted to Fulfill the Requirement for ‘Sarjana’ Degree in
English Language Education**



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Demikian permohonan ini kami ajukan, terima kasih.

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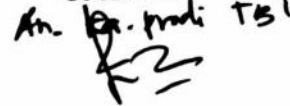
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Alhamdulillah, praise to Allah SWT the Al-Mighty and Merciful God whose blessing and guidance have made this thesis possible to finish this thesis achieving ly. Praying and greeting to prophet Muhammad SAW and to all of his family and also to his followers who brought us from the darkness to the lightness.

This Thesis entitled **“An Ability in Identifying Fact and Opinion in English Text (A Study in Second Year Students at SMAN 1 Lebong Utara 2017/2018 Academic Year)”**. presented in fulfillment for the degree of Strata 1 in English Study Program of Tarbiyah of Institut Agama Islam Negeri (IAIN) Curup.

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My MOTTO:

Don't Give Up Before You Try it.

*Time is never waiting for you but You should
find the challenging everytime.*

Dedication:

With determination and hard struggle finally I script and reach my ideals and with sense of love I decided my thesis to

- *My beloved Parents, my father “Herwan Kenedi” and My mother “Jamila”*
- *My beloved Brother and sister “Wendi sanjaya and Clara Sintia”*
- *My beloved comrades in battle: Suhendra, Selly Julita, Erza Suryani, Sulistia Ningsi, Enni Noptalien, Meriza, Aprika Hariyanti, Bahar Rudin and others that I can not mentions one by one*
- *All my best friends in English Study Program Academic year 2013*
- *Religion, Nation, and My Almamater IAIN Curup*
- *My beloved comrades*
- *Everyone who have motivated me that I cannot mention one by one.*

ABSTRACT

Grasela, (2018): An Ability in Identifying Fact and Opinion in English Text (A Study in Second Year Students at SMAN 1 Lebong Utara 2017/2018 Academic Year)

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Ade Dwi Jayanti, M.Pd

This research investigated on reading comprehension means the way to read a text to find out fact and opinion in the English Text. The English Text used in this research is English Text. The research objective were to find out how are students' ability in identifying fact and opinion in English Text of second year student at SMAN 1 Lebong Utara. The type of this study is a descriptive quantitative. Then, population of the research were 156 students, but reseacher used 15 of the total populastion as sampling. So, the sample were 23 students. Next, The instrument was on reading text which on multiple choice format, which it had 10 items, 5 for fact and 5 for opinion. The techniques for data analysis were Standard of Minimum achievement (KKM) and interval of percentage. The result showed that: 1) The students' ability to comprehend the fact in English Text of second year student at SMAN 1 Lebong Utara were following there are 14 students or 60,86% achieving in understanding about the fact material in English Text 9 students or 39,13% were not achieving d. It can be said that the mayoralities of students had achieving in understanding fact based on completing based on KKM or standard of minimum achievement.2) The students' ability for identifying opinion in English Text were following 19 students or 82,60 % achieving in understanding about the opinion material in English Text 8 students or 34,78% were not achieving . It can be said that the majority of students had achieving in understanding opinion based on completing based on KKM or standard of minimum achievement.

Keyword: Ability, Identifying, Fact and Opinion and English Text

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CHAPTER 1

INTRODUCTION

A. Background of the Research

English as foreign language should be learned by the students at school. In the process of teaching and learning English, the students are taught four skills: they are speaking, writing, listening, and reading. One of the four skills that plays an important role in mastering English is reading. By having reading skill, the students' can acquire valuable information that can improve their thinking to generate ideas and solve problem.¹ For instance by having the reading ability, the students can increase their knowledge, do assignment, make notes, write letters, and many other things.

Reading is one of the language skills which are learned by students. Saleh adds that reading is the skill which they may often use and is retained the longest. It concerns not only with assigning the English sounds to the written words, but also with the understanding of what is written. Based on the definition above, it could be concluded that teaching reading is an activity that implement by teacher in giving knowledge about reading to the students.²

Reading is important to be mastered as one of the skills development. Reading as a skill development is relating form of words, its sounds and its

¹ Fraenkel, J and Wallen, R. 1992. *How to Design and Evaluate Research in Education*. New York: McGraw Hill.Inc, P.

² Saleh, 1997, *Modern English in Action*. Bandung: Education Company, p. 41

meanings. According to Troike, people get input of new vocabularies, grammar, or even information through reading activity. Students of English as a Foreign Language are expected to mastering reading as a skill development since they can get new input from the reading.³

One of the most important skills that students need to improve their reading comprehension is the ability to distinguish between facts and opinions, a higher order thinking skill. This skill is particularly important because of the proliferation of altered truths circulating the Internet through email and website propaganda that too many people take as fact because it is written when, in reality, it is merely opinion. Students must learn to ferret out fact from opinion. They need to learn to question what they read, research it, and determine the truth. The skill of identifying fact from opinion is a necessary skill for higher order comprehension and is also important for increasing state test scores. Learning to discern what is true from what is false so that the decisions our students make are based on correct information is a critical life skill.

Observing the importance of reading, all of the education levels carry reading activity as competence standard of English course. Reading activity that focuses on understanding context and getting new information of texts is reading comprehension. This highest level of reading activity is carried out in senior high

³ Abraham. Paul. *Skilled Reading: Top-down, Bottom Up*. (2001). System for Adult Basic Education Support. P 153, December 15, 2010. <<http://sabes.org>>

school.⁴ Additionally, it is stated in competence standard of KTSP curriculum that students are expected to master reading comprehension of short, functional text and short essay in the form of narrative and English in daily context. Students of junior high school are expected to comprehend reading of some English texts.

English text is on reading comprehension format. Reading comprehension is defined as a ability to comprehending the text.⁵ That means reading comprehension is refer to text, it is involve students ability the both of factual question with answer directly and explicit state in question text. So, the researcher concluded that reading comprehension is a process to understand what ones have read the other word a complex process to understand the content of text, what the meaning of text so that the reader could know what the writer means in his writer. For making easy to understand the reading comprehension there some steps should be mastery such as: reader can understand specific information, can understand with the meaning on phrase and main idea of that text and passage

For mastering reading comprehension, students need teacher to guide them. Teacher as a source person and organizer should make creative and interesting activities to motivate students. Most of English teachers in junior high school

⁴ BSNP. *Standar Kompetensi Lulusan*. (2011). BSNP-Indonesia.org. March 20, 2011. <<http://bsnp-indonesia.org/id/>>

⁵E.L,Thomas. 1972 *.Improving Reading In Every Class: A Source book for Teacher* .Boston: W.H Freeman and Company, p.67

encounter difficulty in arranging activities to support students' reading comprehension. This condition motivates teacher to look for effective activity to increase students' reading comprehension.

The teaching English text at SMAN 1 Lebong Utara English subject applied on four skills it was connected on language genres text, genres text (kinds of text) but it just on the skill are used. Like on narrative text, it will be applied on four skills (listening, reading, speaking and writing. Where in teaching English text there are two important aspects such as language feature and structure of the text. where in language feature discusses about language role in the text like : the text, punctuation, or grammatical side on the text. Then the structural of the text discussed about the kinds of format of text such as orientation, event and conclusion of the text, and soon. Each of text have like the structural and language features so it must prepared some procedures in teaching English text. As we know in written text, it must have a good structure. In order the message in the text can be understand by reader, finding the fact and opinion of the text.

Based on researcher's observation on july, 25 2017 of second years students of SMAN 1 Lebong Utara, researcher found that reading comprehension was poor. Then based on the English teacher arguments that they was lack vocabulary and lazy. still very poor in reading comprehension, since they cannot read or understanding what is written. Their abilities are very low. It was proved by the result of the students' scores in reading. There are many students get the lower

score than Minimum Mastery Criteria (KKM). The average score of the students is 66,36 but KKM in this school is 65. There are 48% students of the class got the score 65, and 52% students still got the score < 65. It happened because the majority of students have lack vocabulary and difficult to understand while they read in target language. Next, the students often complain about their limited knowledge of structure so that they often find it hard produce the right sentence while read. They are still confused in how to form the words into a good sentence to develop their ideas. Therefore, they are afraid of making mistakes not only in front of teachers but also in front of their friends.

Additionally, Based the syllabus students learn four text on the second class like: narative, hartatory and analytical text. students have difficulties in understanding the context of text such as in find out the main idea, learning texts of text, and understanding some words on the text. teacher have difficulties in teaching English text in transfer the information from the text because students could not understand from the text. Beside that most of students get low score in understanding text mainly on doing the exercise on text format.⁶

Accourding to Eka Puspita, S.Pd state that at senior high school which the students have difficulties in comprehending the text at SMAN 1 Lebong Utara academic year 2017/2018 have low achievement in comprehending English text and they also s have problem or difficulties in understanding about English text. The difficulties in learning text at SMAN 1 Lebong Utara students cannot give

⁶ Silabus Bahasa inggris kelas 1 2017/2018

specific information from the text and most of them cannot translated the sentences from the text, and also most of them cannot understand of the some words on the text.⁷ Besides, the researcher taken interview with the teacher Wiwin Hidayati, S.Pd, so the students in the second class have difficulty in understanding text and always have minim score when we learn about text and the students look fill born and dislike when give exercise abut text⁸

From the result of interview there some main problems in teaching English text such as student cannot understand cannot give specific information From the text and most of them can cannot translated the sentences from the text, and also most of them cannot understand of the some words on the text. From that fact it can be assumed that the students and teacher aspect. Teacher just teaching based on syllabus and curriculum at the school without suitable about the conditions at school. The main aim of reading is the ability to obtain the students are trained with the direct comprehension of meaning. The students are trained in correct comprehension about fact and opinion of the text or English Text. To find out the fact and opinion need a read more detail. From that, the researcher's interests to observe and measure the students comprehension about fact and opinion. Besides that, this research is about ability in Comprehending fact and opinion of the text in SMAN 1 Lebong Utara that has never done before.

⁷ Eka Puspita, S.Pd ,Interview result, English Teacher at 2017/2018

⁸ Wiwin Hidayati, S.Pd, Interview result, Teacher at 2017/2018

Based on the problem above so researcher want to investigated “An students ability in comprehending fact and opinion in English Text at SMAN 1 Lebong Utara

B. Limitation of The Problem

The limitation of the problem in this research is teaching reading comprehension. Reading comprehension means the way to read a text to find out fact and opinion in the English Text. The English Text used in this research is English Text.

C. Questions of The Research

The formulation of the problem in this research are:

1. How is students’ ability in comprehending fact in English Text at SMAN 1 Lebong Utara
2. How is students’ ability in comprehending opini in English Text at SMAN 1 Lebong Utara

D. Objective of The Research

The objectives of this research are:

1. To describe the students’ ability in comprehending fact in English Text of second year student at SMAN 1 Lebong Utara.
2. To describe the students’ ability in comprehending opini in English Text of second year student at SMAN 1 Lebong Utara.

E. The significant of the research

1. English teacher

The result of the research is expected to be able to give the information for the English teacher about the problem in finding fact and opinion in English text.

2. The student

The result of the research is expected : To help them easier in finding fact and opinion English text

3. The researcher

This research can give new knowledge and technique that can be used in teaching for finding fact and opinion because the researcher is going to be an educator. In other to make the teaching learning process in English subject can be more fun and active, but still has the purpose in understanding English text.

F. Operational Definition

1. Ability

Ability is the natural aptitudes and learned capabilities required to successfully complete a task.⁹ It means, ability is a natural talent that helped some people learn certain tasks faster and do it better. In this research ability

⁹ Tim Penyusun Kamus (Anonim Ous). 1993. *Kamus Besar Bahasa Indonesia*. Jakarta : Balai Pustaka.

is students' skill and capacities in comprehending of fact and opinion in English Text

2. Comprehending

Arikunto states that comprehending is how one defends, distinguishes, suspect (estimates), explain, extend, deduce, generalize, give examples, rewrote, and estimates.¹⁰ Therefore, it can be defined comprehending is students' way in extending and understanding material of English Text mainly in finding fact and opinion.

3. Fact

According to Tarigan fact is the matter is true not worried and reality. Fact is something which way empiric is true and can as a statement which made from a certainly which may be support or may be not supported with some evidence.¹¹ So, fact is something is true statement and can be supported by evidence. Although the difference between fact and opinions usually rest on whether they are objective or subjective respectively, a fact can in some cases be subjective. A subjective fact can communicate how someone is feeling.

¹⁰ Suharsimi. 2009. *Dasar-Dasar Evaluasi Pendidikan (edisi revisi)*. Jakarta : Bumi Aksara.

¹¹ Tarigan, Henry Guntur.1997. *Membaca Suatu Keterampilan Berbahasa*. Bandung: Angkasa

4. Opinion

According to Tarigan an opinion only can receive or refuse because true or false the fact and the way correlated that fact is validity.¹² So, opinion is students 's perception in analyzed about the issues or nformation in English text at SMAN 1 Lebong Utara.

5. English Text

English text written based on certain social function that composed with certain structure and realized with certain language feature.¹³ The definition of English text used in this paper borrows from the writings of Bakhtin, formalized in the work of systemic functional linguists. There are some types of English text such as narrative, descriptive, news item, procedure, anecdote, discussion, hortatory Exposition, analytical exposition.

G. Organization of Thesis

This paper consists of five chapters; the brief description is presented below.

Chapter 1 : This chapter consists of introduction covering background of the study, limitation of the research, question of the research, objective of the research, significance of the research, operational definition and organization of the paper.

Chapter 2 : This chapter provides theoretical foundation that is related to this research and previous study of the research.

¹² Ibid

¹³ Kidau, *Genres presented on Training of trainers of SMA 110 North Jakarta*, English Teacher Association, DKI Jakarta

Chapter 3 This chapter presents method used in this research. It is included formulation of the problem, research design, variable, hypothesis, data collection, and data analysis.

Chapter 4 : This chapter explains the description and analyses of data found from the research. It also provides interpretation of data related to purpose of study and some theories.

Chapter 5: This chapter shows conclusion of whole study. In addition, suggestion for following studies is presented.

CHAPTER II

LITERATURE REVIEW

A. Reading

1. Definition of reading

Reading is what happens when people look at a text and assign meaning to the written symbols in that text.¹⁴ Reading as interpreting means reacting to a written text as a piece of communication. Reading is the art of transmitting the ideas, facts and feeling from the mind and soul of an author to the mind and soul of reader, with accuracy and understanding, much more¹⁵.

Based on definition above, it can be concluded that reading is process to obtain meaning from a written text. When readers sit down to read, the knowledge of the language allows to identify the basic forms and meanings of printed words and sentences. At the same time, knowledge of the world in general and of the subject matter in particular allows to comprehend and compare these words and sentences to knowledge stored in reader's brains.

Hogson in Tarigan states that, reading is one of process which is done and used by the reader to get a message, which will be presented by the writer through words as media or language written. One of process which claim to a group of words are unit will seen didn't quickly and the meaning of words as

¹⁴ Aebersold and Field Reader to Reading Teacher : *Issues And Strategies for Second Language Class*. (Cambridge : Cambridge University Press, 1997) P.15

¹⁵ Frank G Jenings, *This is Reading*, (New York: Teacher College Press, 1965). P. 11

an individual manner will known. If this matter not fulfilled yet, a message in the text couldn't understand or can understand. And according to Finohiaro and Bonomo in Tarigan, reading is also bringing meaning to get meaning from printed or written material to pick and understand the meaning of text.¹⁶

Reading in fact is a something difficult and involve many things, not only pronounce the written but also involve visual activity, thinking, psycholinguistics and meta cognitive. As reading visual process is process translation written symbol in to orally words. As process of thinking, reading also are round up activity introduction of words, literal understanding, interpretation, critically reading and creative understanding. Introduction of words can shaped activity reading words by using dictionary Crawley and Montain in Farida.

Then, meta cognitive awareness together with cognitive strategies awareness plays an essential part in achieving comprehension. Meta cognitive awareness in reading process deals with the knowledge about ourselves as reader, the reading task that we confront and the reading strategies that we apply so as solve the takes, Bakes and Brown in Phan. Several studies have been carried out to seek the relationship between meta cognitive awareness and reading comprehension. Devine's in Phan conducted a study on reader's

¹⁶ Tarigan, Henry Guntur.1997. *Membaca Suatu Keterampilan Berbahasa*. Bandung: Angkasa

conceptualization of their reading process through interviews.¹⁷

2. Reading comprehension

Reading comprehension is one of important skills in learning English because it is one of dominant activity in daily life. Especially in academic, reading must be done by students in many activities, such as reading text books, English Texts, journal, newspapers, and others in order to get information which they need. Different people use the term reading in different ways which can cause much confusion. In understanding reading comprehension, it is important to distinguish between two main components in reading: word decoding and language comprehension. *Word reading* (or decoding) refers to the ability to read single words out of context¹⁸. *Language comprehension* refers to our ability to understand words, sentences, and text¹⁹. These are the two key components in the simple view of reading. The point of the simple view of reading is that variation in reading ability can be captured (simply) in only two components: word reading (decoding) and language comprehension. The name, the simple view of reading, is not intended to imply that reading (or learning to read) is a simple process but, rather, that it is a simple way of conceptualising the complexity of reading. In short, reading comprehension relates to word decoding and language comprehension to grab

¹⁷ Phan, Ngan. 1999. *Effective Reading*. New York: The Guilford

¹⁸ Jane Oakhill, Kate Cain, and Carsten Elbro. *Understanding and Teaching Reading Comprehension: A Handbook*. London, Routledge, 2015, P. 2.

¹⁹ Jane Oakhill, et al. *Ibid*.

text meaning.

Furthermore, reading comprehension is a process of grasping information from the texts. When the readers can not get the idea; they are fail in their reading. Nuttall stated that reading as a process of getting information from a text which has two main purposes, namely: (1) *reading for meaning*. The view of reading offered in essentially concern to meaning, specifically with the transfer of meaning from mind to mind. In other word, the transfer is from writer to reader. The central meaning of reading here is how the readers explore how to get meaning by reading, and how the reader, the writer and the text each contribute to the process; and (2) *reading for getting message*²⁰. It means that the main purposes of reading comprehension as Nuttall explained: for getting meaning and message. The important business in reading is how the readers' way to get a message from a text by constructing the text details.

It is important to underlined that reading takes a great deal of cognitive energy²¹. As a result, retaining the gist of the previous sentences in a paragraph or of previous paragraphs in working memory is hard to do as we move through a text. Even when decoding is no longer very effortful, it is still much harder to move along through a text and construct meaning from it as we read in a new language. In this situation, the reader might describe this as a

²⁰Christine Nuttall. *Teaching Reading Skills in a Foreign Language*. Great Britain: Heinemann, 1996, P. 4.

²¹Kristin Lems, Leah D. Miller, Tenena M. Soro. *Teaching Reading to English Language Learners: Insights from Linguistics*, New York: The Buildfird Press, 2010, P. 171.

real-time. When the rate of processing meaning from text can not catch up with the rate of the readers' decoding, the result may be the strange phenomenon of decoding but not comprehending. Therefore, many teachers have developed many strategies for reading comprehension, such as highlighting text or reading and retelling to a partner, to help them build the comprehension habit as they read.

In addition, experts thought about reading comprehension covers three ideas, namely: integral process of recognition and interpretation, understanding text which the author states, relate students' experiences/background²². In other words, reading comprehension is an integral process of recognition and interpretation in order to understand the information which author states in related to the individual's unique background of experiences. It means that reading is much more than just pronouncing words correctly or simply knowing what the author intends; it is the process where the printed page stimulates idea, experiences, and responses that are unique to an individual. An important aspect of reading is the process of constructing meaning from printed material which the process can be said as the process of comprehension.

From the explanation above, it can be concluded that reading comprehension is not a simple process. It does not only read the word in the text (decoding) but also involves language comprehension (understanding the

²²Christine Nuttal. *Ibid.*

word, sentence, and text. It must be done because the readers want to reach their main purpose of reading especially reading for getting the meaning and message of the texts they are reading. Due to complicated process, the readers should pass comprehension process of reading that covers: recognition, interpretation, understanding, and relating students' experience or background. In short, reading comprehension is a dynamic process for readers.

Reading comprehension is a reader's comprehension abusively by contracting meaning from interacting with material that is read.²³ Reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols.

Readers cannot get information completely without comprehension. Comprehension includes recognizing and understanding main ideas and related details. A good recognizes that many ideas are implied and readers must read between the lines to get the full meaning.²⁴

Comprehension means understanding the meaning or the point of a topic. Reading comprehension is the process of making meaning from text. Reading comprehension is most likely a simple multiplication of word

²³ Anderson, R. C., Heibert, E. H., Scott, J., & Wilkinson, I. A. G. *Becoming a Nation of Readers*. (Washington, DC: National Institute of Education, 1984), P.160

²⁴ Penny Ur, *A Course in Language Teaching, Teaching and Theory*, (New York: Cambridge University Press, 1986). P.138

recognition abilities and general language comprehension abilities.²⁵ In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

Based on the explanation above, it can be concluded that reading comprehension is the process of interaction between a reader and a text to get information from the text and to form an interpretation and to draw a conclusion of that information.

3. Level of Comprehension

In line with the basic skills of reading, there are three levels of comprehension. Thomas Barret in Brassell has suggested three types of action with his three-level taxonomy of reading comprehension²⁶:

a) Literal Comprehension

In this level, the readers get information and ideas that are explicitly stated the text. Literal comprehension requires a reader to be able to retell or recall the information presented in a text

b) Inferential Comprehension

²⁵ F Dubin, D. E Eskey and W. Grabe, *Teaching Second Language for Academic Purposes*, (New York: Addison Wesley Pub, 1986), P. 6

²⁶ Ibid.,P17

Inferential comprehension refers the ability of a reader to take in information that is inferred or implied within a text. In this level the student uses the ideas and information implicitly stated his uition and personal experiences as a basis for conjecturing and hypothesizing.

c). Critical Comprehension

Critical comprehension involves a reading making critical judgments bout the information presented in the text. Critical comprehension refers to the ity to make judgment about ideas and information a writer offers. Competent der will measure them against what they already know accepting or rejecting them in whole or part or with holding judgment until confirmation is reached.

B. English Text

1. Definition of English Text

The definition of English text used in this paper borrows from the writings of Bakhtin, formalized in the work of systemic functional linguists. For Bakhtin, language is realized through individual concrete utterances by participants in the various areas of human activity. These utterances reflect specific conditions and goals of each such area through different aspects namely content, linguistic style (selection of lexico-grammatical resources) and compositional structure.

That means all three aspects are linked to the whole of the utterance and determined by the nature of the particular sphere of coimmunization

where they are produced. "Each separate utterance is individual, of course, but each sphere in which language is used develops its own relatively stable types of these utterances. These we may call speech genres of text

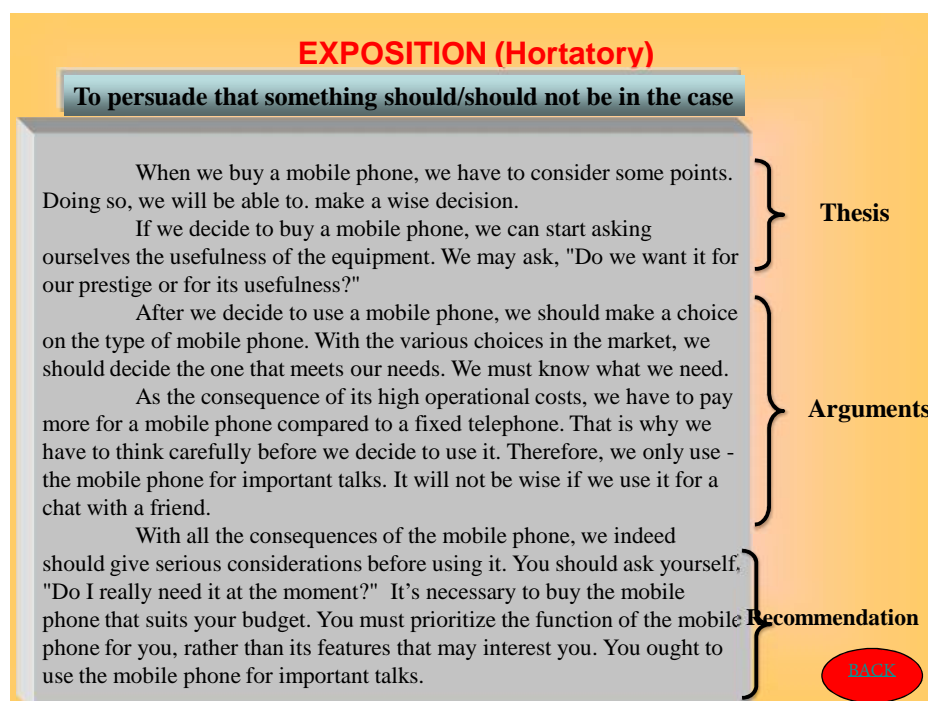
2. Type of English Text

1) Analytical Exposition Text

Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important m

2) Hortatory Exposition Text

Hortatory exposition is a text, which represent the attempt of the writer to have the addressee do something or act in certain way.



3) Discussion Text

Discussion is a text which present a problematic discourse.

This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text. Statement of issue; stating the issue which is to discussed, List of supporting points; presenting the point in in supporting the presented issue, List of contrastive point; presenting other points which disagree to the supporting point, Recommendation; stating the writer' recommendation of the discourse

DISCUSSION

To present at least two points of view about an issue

Living in a city has both advantages and disadvantages.

On the plus side, it is often easier to find work, and there is usually a choice of public transport, so you don't need to own a car. Also, there are a lot of interesting things to do and places to see. .

For example, you can eat in good restaurants, visit museums, and go to the theatre and to concerts. What is more, when you want to relax, you can usually find a park where you can feed the ducks or just sit on a park bench and read a book. All in all, city life is full of bustle and variety and you need never feel bored.

However, for every plus there is a minus. For one thing, you might have a job, but unless It is very well paid, you will not be able to afford many of the things that there are to do, because living in a city is often very expensive.

It is particularly difficult to find good, cheap accommodation. What is more, public transport is sometimes crowded and dirty, particularly in the rush hour, and even the parks can become very crowded, especially on Sundays when it seems that every city dweller is looking for some open space and green grass. Last of all, despite all the crowds, it is still possible to feel very lonely in a city.

In conclusion, I think that city life can be particularly appealing to young people, who like the excitement of the city and don't mind - the noise and pollution. However, many people, when they get older, and particularly when they have young children, often prefer the peace and fresh air of the countryside.

}

}

}

Issue

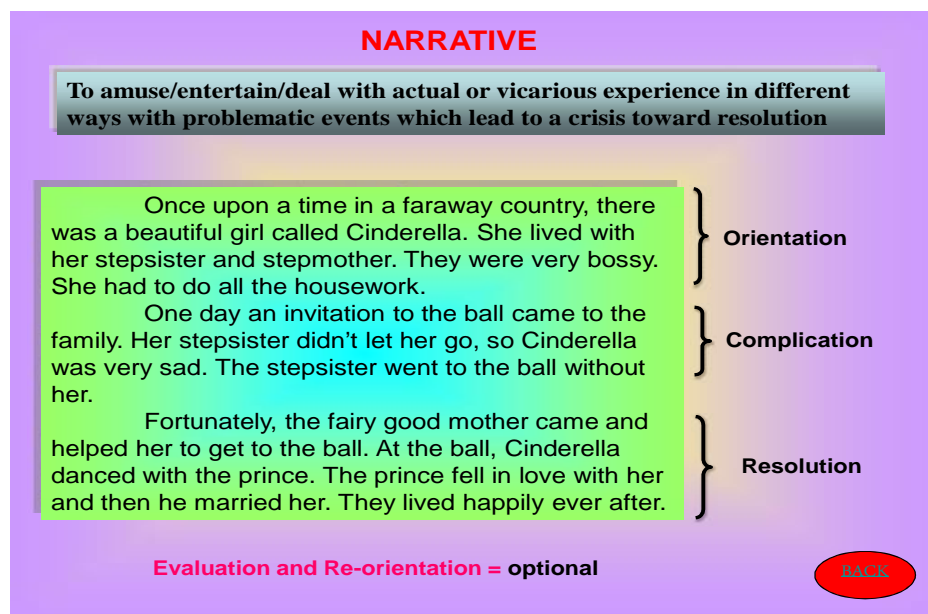
Arguments

Conclusion

BACK

4) Narrative Text

Narrative is a text focusing specific participants. Its social function is to tell stories or events and entertain the readers



5) English Text

English is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

RECOUNT

To retell past events for the purpose of informing or entertaining

On Thursday , my students and I went to Jogjakarta. We stayed at Ganesha Hotel which is not far from the Keraton complex.

On Friday we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple was being renovated.

On Saturday morning we went to Malioboro. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m, we heard an announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Lorena Bus. It was an exciting and tiring trip for us.

} Orientation

} Events

BACK

6) News Item Text

News item is a text which informs readers about events of the day.

The events are considered newsworthy or important.

NEWS ITEM

To inform readers/listeners/ viewers about newsworthy events of the day

A resident of Lebak Bulus, South Jakarta, died of respiratory problems after being treated at state owned Fatmawati Hospital on Sunday evening.

The hospital's medical and treatment director, Chaerul Nasution, said Monday. Doctors found the avian flu virus in the lungs of the 27-year old patient.

"We are still examining the virus but he died as we were planning to transport him to Sulianti Saroso Hospital in North Jakarta. We took all the necessary precautions when treating his body, on the assumption he died of bird flu," Chaerul said.

Newsworthy events

Background events

Sources

BACK

7) Report Text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

REPORT

To describe the way things are of natural, man-made and social phenomena in our environment

For many years people believed that the cleverest animals after man were the chimpanzees. Now, however, there is proof that dolphins may be even cleverer than these big apes.

Although a dolphin live in the sea it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.

General classification

Description

BACK

8) Description Text

Description text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

DESCRIPTION

To describe a particular person, place, or thing.

My brother is a public relations officer of a big company. I think that he is a very interesting man. He is friendly so he has so many friends. It is an apparent fact that he is in an appropriate position. He is one of the important men in his company.

He is very busy because he has many tasks. He must plan, develop and evaluate information and communication strategies that present the organization to the public, clients and other stakeholders.

He also promotes good information within the company. He has to keep an eye on public opinion about the company. He responds to inquiries from the media, arranges the interviews with journalists, prepares and distributes news release and makes statements to the media. Sometimes he writes speeches, prepares visual aids and makes public relations. To do these work, a private computer must be near him.

Identification

Description

BACK

9) Explanation Text

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' about the forming of the phenomena. It is often found in science, geography and history text books.

10) Procedure Text

Procedure is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series.

PROCEDURE

To explain how something is accomplished through sequence of actions or step

Drinking coffee is very pleasant for some people. Making coffee is quite easy to do. Just follow these steps.

First, prepare a cup, sugar, coffee powder, and hot water.

Second, put the powder and sugar in the cup

Third, pour the hot water into the cup and stir it with a spoon

Finally, the coffee is ready to serve

Goal

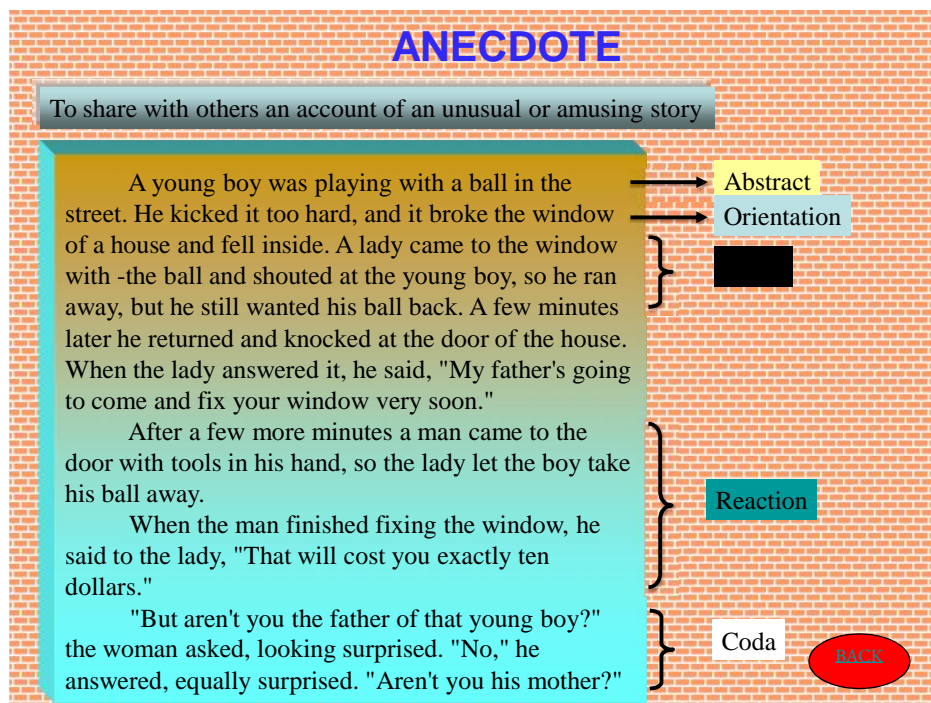
Materials

Steps of instruction

Argumentative

- 11) Anecdote Text. Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.²⁷

²⁷ Ibid., p 32



From the statement above so there are some types of English text such as narrative, descriptive, news item, procedure, anecdote, discussion, hortatory Exposition, analytical exposition,

3. Fact and opinion on English Text

a. Definition

The word fact derives from the Latin factum, and was first used in English with the same meaning: a thing done or performed, a meaning now obsolete. The common usage of "something that has really occurred or is the case" dates from the middle of the sixteenth century. A **fact** is a provable statement of the english text. It can be shown to be true or false without any doubt, usually through some indisputable evidence, like a measurement or

an observation. For instance, it is a proven fact that the Civil War occurred from 1861-1865. You can look it up in any history book and find the same dates.

Fact is sometimes used synonymously with truth, as distinct from opinions, falsehoods, or matters of taste. This use is found in such phrases as, "It is a fact that the cup is blue" or "Matter of fact", and "... not history, nor fact, but imagination." Filmmaker Werner Herzog distinguishes between the two, claiming that "Fact creates norms, and truth illumination"²⁸.

According to Tarigan, a fact said true if it can be certain the correctness, because a certainly is refers to a judgement, people who make a factual statement also hold judgement didn't need justification of facts will be trust by them, so there is statemetent that every people have the right forward themselves statement.²⁹

It is difficult to claim that something is a fact when it is not clearly obvious, because fact are sometimes proven to be a wrong. For example, centuries ago the world was thought to be flat and this was held a fact by the majority of people. It is now know that the world is in fact round, so the former statement is demoted to an opinion. For this example, it can be seen that those who thought that the earth was not flat were initially communicating an opinion that was eventually found to be true, which shows

²⁸ <https://en.wikipedia.org/wiki/Fact>

²⁹ Tarigan, Henry Guntur.1997. *Membaca Suatu Keterampilan Berbahasa*. Bandung: Angkasa

that a fact can almost be challenged.

According to Oxford Learner's Pocket Dictionary, fact is things that is known to be true and reality. Fact is certainly, with there accurately data. Fact is not idea or pronouncement. But, idea or pronouncement can be fact if from the background by truly event.³⁰ So, fact can called that something which can responsibilities and can evaluate the trued. Then, fact is the matter (situation, even) which is reality or a something surely or happened. And also fact is certainly, which there with accurately data. A **fact** is a statement that is true and can be verified objectively, or proven. In other words, a fact is true and correct no matter what.

b. Characteristic of fact

According to Idris Gunawan there are some charateristic of fact. They are folowing:

- 1) It must be proven that it's real and people may use it in any forms of research as it is reliable.
- 2) It has hard and concrete evidence to prove that it is real and people will thus find it hard to disagree with it.
- 3) It is something that everyone agrees with.³¹

³⁰ Martin H Manser *Oxford Learners Pocket Dictionary Third Edition*.2000.Oxford University Press

³¹ Idris Gunawan, retrived from <https://majalahpendidikan.com/fakta-dan-opini-pengertian-perbedaan-ciri-ciri-dan-contoh/>

c. Criteria of fact

Opinion is the opposite / opposite of the fact, and often also referred to as opinion. The sentence of opinion is a sentence that contains the results of ideas, opinions, or estimates of people both individuals and groups. Type of Sentence Facts following:

- 1) General facts. Common facts are sentences of facts where the truth is valid forever or throughout the ages. Example: The sun rises to the east and sets to the west.
- 2) Special facts. Specific sentence is a sentence of facts whose truth is only temporary or within a certain period of time. Example: At the moment Doni is in the 3rd grade of SMP Negeri 1 Semarang.

Some sentence Criteria Facts

- a) Having Accurate Data. In the sentence of facts, friends tend to be able to find clear data about an event. In the sentence, the data can be in the form of statistical numbers, dates and times of events, or other things that have been verified
- b) Objective. Objective in the sentence of facts is the statement contained in it is general in nature and has been recognized by many parties, especially by an official body or institution. Example: Based on

Komnas Perempuan's records, the rate of domestic violence in 2015 increased by 9 percent compared to 2014.³²

c) Really Happens

A sentence can be considered a fact if the statement in it describes a situation that really happened. It really means you can see it with your own eyes or hear the news report from the person in charge. Example: The motorcycle crashed into a small child who was crossing the road.

d. Example

- 1) The higher elevations you are, the lesser the air you will breath.
- 2) Acid rain is a result of air pollution mostly from factories and motor vehicles.
- 3) Air temperature decreases when altitude increases.
- 4) Cold currents bring cold water while warm currents bring warm water.
- 5) Human activities may speed up the rising of the global temperature.
- 6) El niño happens when the temperature in eastern Pacific rised above normal.
- 7) La Niña occurs when the temperature in eastern Pacific decreases below normal.
- 8) Thunder and Lightning comes together but lightning is faster.
- 9) Bodies of water help regulate the climate of a certain area.

³²Ibid.

10) You cannot sneeze when your eyes are open, eyeballs may pop out.
c.Opinion

1)Definition

An opinion or conclusion only can receive or refuse because true or false the fact and a way correlated that fact is validity. Example : “ if this is a fact (so this is will do or must happen). And according to Oxford Pocket Dictionary, opinion is feeling or thought about somebody or something. then opinion usually is a subjective statement which from emotional attitude or interpretation fact which getting by individual. Example different of biologist between man and woman is a while fact preference to one of kind of gender with others are judgement.³³

Opinion is a subjective belief and is the result of emotion and interpretation of facts. Opinion rarely changed without new arguments being presented. However, it can be reasoned that an opinion is better supported by analyzing the supporting arguments. In casual use, the term opinion may be the result of a persons perspective, understanding particular feelings belief and desire. It may refers to unsubstantiated information, it contrast to knowledge and fact bad beliefs. So, opinion is pronouncement, its shape is some prediction about the problem that is still needs evaluation for validity or not. The public opinion is the aggregate of individual attitudes or beliefs held by the population. Public opinion can also defined

³³ Ibid

as the complex collection of opinions of many different people and some of all their views. An **opinion**, on the other hand, expresses a personal belief, idea, or feeling that is not provable. Often, authors present good evidence to support their opinions, and reader may even be convinced that they are true, but you still can't prove it definitively.

2)Characteristic of opinion

Facts that is from a person's perspective, which may be a judgment and bias view from the person's point of view. It often shows that opinions are often tilted to one side which the person thinks that it is correct. For example, Barack Obama is a good president. If it was a fact, it would be: Barack Obama is a president. However, if it is opinions, you would often find that one word may be replaced with often, another word of the opposite meaning. In that example, the word 'good' can be replaced by 'bad'.

3) Criteria Of opinion

a) Containing Personal Opinion or Other People

What is called opinion, means that in that sentence you will find opinions from yourself or from others. In some cases, the opinion sentences are found statements from people who are already famous so that they are impressed as facts. In fact, the words of these people are still limited to opinions that cannot be verified. Example: The Kapolsek

suspects that there are parties who deliberately set fire to shop houses in the Tangerang area.

b) Subjective

Almost the same as the first feature, the second characteristic of opinion sentences is that statements expressed in kaimat tend to be subjective. That is, the things put forward are only according to one party so that they cannot be said to be neutral. Example: I'm sure he cheated on my girlfriend.

c) Having Relative Words

In opinion sentences, you will tend to find relative words. What is meant relative here is that the word or phrase tends to change depending on who says it. Words that include relative, among them most, more, somewhat, or usually. Example: The closer the day the regional head election is held, the more often the black campaign is carried out by irresponsible individuals.³⁴

4) Example

- 1) Men can be more competent than women.
- 2) Illness could be transferred by using other person's spoon.
- 3) Bird Flu can be transferred to human by eating chicken.
- 4) Cancer cannot be cured.
- 5) All volcanoes could erupt.

³⁴ <https://www.studiobelajar.com/fakta-dan-opini/>

- 6) Flower can cause allergy.
- 7) Pluto is also a planet.
- 8) Climate could change twice a day.
- 9) Cat have nine lives.
- 10) A car is faster than a truck.

C. Previous Research Findings

Many researcher have report to expose the identification of student's achievement in learning English to make the teaching and learning process more effective some of the researchers' findings are concisely below:

Emilda, had investigated An Analysis of Student's Difficulties in Reading Comprehension at the first year Student's of Madrasah Aliyah (MA) Pancasila Bengkulu Academic year 2008/2009. The result of the research show that vocabulary becomes that the most dominant factor that causes student's difficulties in reading comprehension.

Daniyah Syuhhijah, had investigate English Teacher's Techniques in Teaching Reading Comprehension (An Analysis of Student's Perception at Madrasah Aliyah Negeri (MAN) 1 Model Bengkulu academic year 2008/2009). The result of this analysis showed that from the seven technique

where “often” and “always” used by the teacher, in other word all of them was domonantly used by them.

Then, Reni Gustin, had investigated Develoving Student’s Reading Comprehension Through WH-Question Based on Anecdote (Study at Second year Students of MAN 2 Bengkulu). This research showed that anecdote can develop student’s reading comprehension.

This thesis would research about An Ability in Comprehending Fact and Opinion in English Text (A Study at the Second year at SMAN 1 Lebong Utara). The previous research finding:

From the previous studies above, there are some similar concepts used by the two researchers above with this research. However, the findings of this research will be different with them. Emilda focused investigated An Analysis of Student’s Difficulties in Reading Comprehension. She did not try to find out fact and opinion in English Text. In this research, te researcher tried to find the most dominant factor that causes student’s difficulties in reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is descriptive quantitative, according to Gay and Peter quantitative methods of research are based on the collection and analysis of numerical data, it is usually obtained from questioners, test, checklists and others formal paper and pencil instrument. Quantitative research generally has little personal interaction with the people they study, since most of data are gathered using paper and pencil, structure, no interactive instruments. Descriptive research involves collecting data in order to answer question about the current states of the subject or topic of study. Descriptive purpose to systematically a situation or area of interest factually and accurately.³⁵ It described the students' in ability in comprehending about fact and opini in English Texts.

B. Population and Sample

1. Population

Based on Margono, population is all of data has to be our attention in limited and time which we are decided. Population have relationship with data. If every persons gives a data, amount and measure of population will be the same with the number of people.³⁶

³⁵ L.R. Gay and Peter Airasian. *Educational Research*. US: Merrill publishing Company

³⁶ Margono. 2009. *Metodologi Penelitian Pendidikan Komponen MKDK*. Jakarta: Rineka Cipta

Then, according to Gay and Peter the population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalisable. Generalizable is the extent to which the result of one study can be applied to other population.³⁷

In this research, researcher take students at second year of SMAN 1 Lebong Utara as population, because at second year was suitable problem and issues for this research. The researcher do not take the students from first year because the researcher thought they would not be serious in doing the assignment from the researcher, and at the time they have many extraculliculer at school, and the researcher do not take the students at third year, because they are busy to prepare their final examination. The population of this research can be seen on the table below :

Table 1

**Population of students second years in SMA 1 Lebong Utara
Academic year 2017/2018**

This homogeneous because material given by same teacher and strategy

| Class | Total of students |
|-----------------------|--------------------------|
| Class XI IPA 1 | 29 |

³⁷ L.R. Gay and Peter Airasian. *Educational Research*. US: Merrill publishing Company

| | |
|-----------------------|------------|
| Class XI IPA 2 | 29 |
| Class XI IPS 1 | 29 |
| Class XI IPS 2 | 34 |
| Class XI IPS 3 | 35 |
| Total | 156 |

2. Sample

Sampling is the process of selecting a number of individuals for a study in such away that they represent the large group from which they are selected. A sample comprises the individuals, items or events selected from large group referred to as a population. The purpose of sampling is to gain information about the population by using the sample.

This research used stratified random sampling, according to this technique sample was token randomly, the population of this research was 156. According to Arikunto in Dirsuma minimal total of sample was 10% - 15% of population or 20% - 25%. So the sample of this research 156 was 23 samples from 15% of the population. It was enough to representative all the population.³⁸ The researcher shake the population to get the sample, by doing

³⁸ Dirsuma, Laila. 2001. *Analisis Indeks Prestasi Kumulatif Mahasiswa Bahasa dan Sastra Indonesia dan Daerah yang di Terima Melalui Jalur SPPA dan Jalur UMPTN Angkatan 1998*. Bengkulu : Universitas Bengkulu

lottery. The researcher wrote A, B, C, D, E on the piece of paper, every piece of paper contained of a letter. Then the researcher rolled each piece of paper and put them into the glass, then shake them. After that, with blind eyes the researcher took the piece of paper as a sample.

Table 2
Sampling of students second years in SMA 1 Lebong Utara
Academic year 2017/2018

| Class | Total of students | Sample |
|-----------------------|------------------------------|---------------|
| Class XI IPA 1 | 29 | 4 |
| Class XI IPA 2 | 29 | 4 |
| Class XI IPS 1 | 29 | 4 |
| Class XI IPS 2 | 34 | 5 |
| Class XI IPS 3 | 35 | 6 |
| Total | 156 | 23 |

So, sampling in this research were 22 students of second years in SMA 1 Lebong Utara Academic year 2017/2018.

C. Instrument

The test is an instrument which used by the teacher that provides an indicator of students performance level. It means the test is useful for the teacher to find out the level of students According to Handayani test is an instrument which is used by the teacher that provides an indicator of students performance level.³⁹ The instruments in this study is design in multiple form. This instrument used for collecting the data and to know the students ability in comprehending fact and opini in English Texts.

Reseacher design blueprint or test content specification consist of some points: identifying syllabus, determining the objective of the test, level of reading comprehension, kind of the test, number texts in the test and number of items. In developing and constructing the test the researcher prepares the blue print of the test. The test-blue print describes about planning a test before constructing items. Generally, it consist of what skill of a language is being tested, the level of the students, the basic competence to be reached, the item indicator based on the basic competence, the material of the test, cognitive domains each items and number of items based on the indicators.

The data in this research will be collected by giving the students reading comprehension text. The instrument of this research used test. The instrument in form multiple choice. That was 10 items, 5 for fact and 5 for opinion.

³⁹ Handayani, *Evaluasi Pendidikan*, (Bandung: Ilmu Pustaka, 2000), p 63.

D. Technique of Data Collecting

This research relies on the test developed into test for the technique of collecting data. According to M. Toha Anggoro, “Test is the formulating of items examined to the sample of study. Where, the characteristics of sample are based on the needs of study”⁴⁰. In this research, the instrument of the research is progressed into pre and posttest in order to collect the data. It aim to know the students’ writing mastery before the treatments including teaching with using approach and teaching with using conventional technique, habitual teaching technique commonly applied by the English teacher are implemented. In collecting the data, the researcher used the multiple choice. In this research test used to collected the data about the ability students class II SMA 1 Lebong Utara in comprehending fact and opinion in English Text with used multiple choice. Multiple choice is accompanied by several possible answers from which the candidate must try to choose the correct one. In this research, researcher used English Text of the followed by questions :

1. Mention 10 fact statement on the text
2. Mention 10 opinion statement on the text

The test is used to measure an ability in comprehending fact and opinion in English Text.

⁴⁰ M. Toha Anggoro, dkk, *Metode penelitian*, (Jakarta: Universitas Terbuka, 2003), p. 23.

E. Technique of the data analysis

After the data was collected, then it was scored to know the students' ability in comprehending fact and opinion in English Text academic year 2017/2018. The result of students comprehension was scored on five scale interval categories from Nurgiantoro in Endahwani.⁴¹

1. Standard of Minimum achievement

At SMAN 1 Lebong Utara English subject had standar of minimum achievement (KKM). It is 65. It means if students of the class got the score it can be said that achieving and students still got the score < 65. It named on not achieving.

2. Interval percentages

This interval used for indicate the whole achieving for all of the means students' score in comprehending fact and opinion in english text.

Table 3

Table of five scale interval percentages

| No | Score | Qualification |
|----|----------|---------------|
| 1. | 85%-100% | Very good |
| 2. | 75%-84% | Good |

⁴¹ Endahwani.2010. *Improving Student's Vocabulary Competence By Using Concept Mapping*. Bengkulu: Stain Bengkulu

| | | |
|----|---------|---------|
| 3. | 60%-74% | Fair |
| 4. | 40%-59% | Bad |
| 5. | 0%-39% | Failure |

Then the data from the result was analyzed with account percentage. To know that description, researcher took steps below :

1. Result of students works corrected
2. Result of test is scored
3. Data result of test with descriptive analyzed by accounting percentages
4. Accounting the mean of an ability
5. Planning level of ability of students in understanding opinion based on the interval five scale
6. Planning the level of ability in understanding fact based on the interval five scale
7. Planning the level of ability of students in understanding fact and opinion based on the interval of five scale
8. The formula used to analyze the result of test is:

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

Note:

S : Score is research in persentage

R : Total of students score

N : Total score of question

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The presenting of data in this research had been taken of the research activity. This research was done to get scientific information. In this research, the data was numerical data, it was unable to analyze statistically.

1. The students' ability in comprehending fact in English Text of second year student at SMAN 1 Lebong Utara.

Looking at material and determining if it is fact o allows students to comprehend material in a non-literal fashion. When students study a piece objectively, they look away from the non-literal meaning of the statement. Instead, the reader evaluates from a higher-order thinking level, which in turn helps them develop higher order comprehension of the text. Higher order comprehension skills are developed with the differentiation of fact statements while English Text s. When students make this connection, they look beyond the literal meaning of statements and read critically, thus improving comprehension.

Bellow are the students' ability in mastering fact at SMAN 1 Lebong Utara

Table 4.1
Students' ability in Comprehending fact in English Text.

| No | Subject | Score |
|----|------------|-------|
| 1 | Student 1 | 80 |
| 2 | Student 2 | 80 |
| 3 | Student 3 | 80 |
| 4 | Student 4 | 80 |
| 5 | Student 5 | 80 |
| 6 | Student 6 | 90 |
| 7 | Student 7 | 80 |
| 8 | Student 8 | 50 |
| 9 | Student 9 | 70 |
| 10 | Student 10 | 50 |
| 11 | Student 11 | 60 |
| 12 | Student 12 | 50 |
| 13 | Student 13 | 80 |
| 14 | Student 14 | 50 |

| | | |
|----|------------|------|
| 15 | Student 15 | 80 |
| 16 | Student 16 | 80 |
| 17 | Student 17 | 80 |
| 18 | Student 18 | 80 |
| 19 | Student 19 | 40 |
| 20 | Student 20 | 70 |
| 21 | Student 21 | 50 |
| 22 | Student 22 | 60 |
| 23 | Student 23 | 60 |
| | Total | 1580 |

For accounting the mean score of tabel was following :

$$MX = \frac{\sum FX}{N}$$

$$MX = \frac{1580}{23}$$

$$= 68,69$$

Next, for analyzing the completing of english subject. It refers to Standar of minimum achievement or KKM at SMAN 1 Lebong Utara.

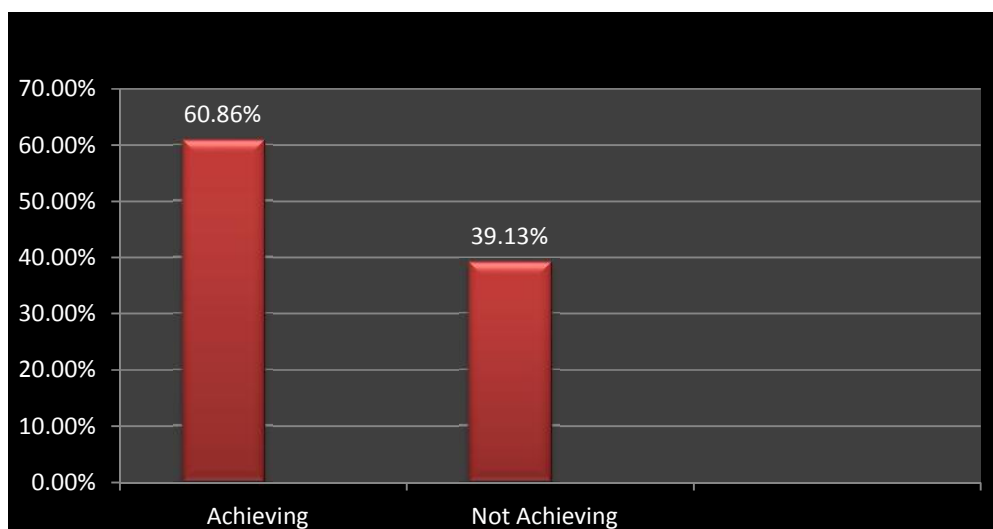
From the tabel above, can be seen the completing based on KKM or standard of minimum achievement at this school. It was following

Table 4.2
Completing based on KKM or standard of minimum achievement

| No | Criteria | Number | Percentage |
|----|---------------|--------|------------|
| 1. | Achieving | 14 | 60,86% |
| 2 | Not achieving | 9 | 39,13% |

It is also can be showed in diagram bellow:

Diagram 1



So, there are 14 students or 60,86% achieving in understanding about the fact material in English Text 9 students or 39,13% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement.

2. The students' ability in comprehending opinion in English Text of second year student at SMAN 1 Lebong Utara.

Implementing higher order comprehension skills into instruction helps prepare students to analyze material while they read. Students learn how to read critically. critical reading is evaluating written material and comparing the ideas discovered in the material with known standards to draw conclusions This critical reading allows students to use higher order thinking skills and to apply them to information presented within the text. Opinion may deal with [subjective](#) matters in which there is no conclusive finding, or it may deal with facts which are sought to be disputed.

Table 4.3
Students' score In Comprehending opinion

| No | Subject | Score |
|----|-----------|-------|
| 1 | Student 1 | 90 |

| | | |
|----|------------|-----|
| 2 | Student 2 | 70 |
| 3 | Student 3 | 70 |
| 4 | Student 4 | 90 |
| 5 | Student 5 | 70 |
| 6 | Student 6 | 90 |
| 7 | Student 7 | 70 |
| 8 | Student 8 | 80 |
| 9 | Student 9 | 10 |
| 10 | Student 10 | 100 |
| 11 | Student 11 | 80 |
| 12 | Student 12 | 30 |
| 13 | Student 13 | 90 |
| 14 | Student 14 | 80 |
| 15 | Student 15 | 30 |
| 16 | Student 16 | 20 |

| | | |
|----|------------|------|
| 17 | Student 17 | 100 |
| 18 | Student 18 | 50 |
| 19 | Student 19 | 80 |
| 20 | Student 20 | 60 |
| 21 | Student 21 | 80 |
| 22 | Student 22 | 90 |
| 23 | Student 23 | 70 |
| | Total | 1600 |

For accounting the mean score of tabel was following :

$$MX = \frac{\sum FX}{N}$$

$$MX = \frac{1600}{23}$$

$$= 69,56$$

Next, for analyzing the completing of english subject. It refers to Standarf of minimum achievement or KKM at SMAN 1 Lebong Utara.

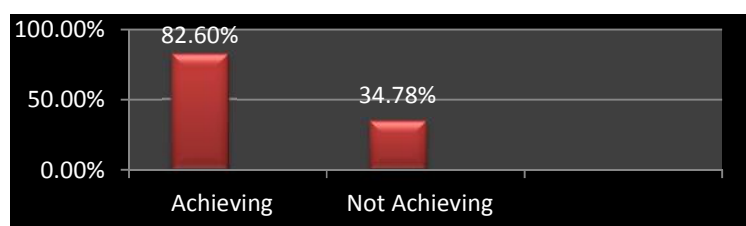
From the tabel above, can be seen the completing based on KKM or standard of minimum achievement at this school. It was following

Table 4.4
Completing based on KKM or standard of minimum achievement

| No | Criteria | Number | Percentage |
|----|---------------|--------|------------|
| 1. | Achieving | 19 | 82,60% |
| 2 | Not achieving | 8 | 34,78% |

It is also can be showed in diagram bellow:

Diagram 2



So, there are 19 students or 82,60 % achieving in understanding about the opinion material in English Text . 8 students or 34,78% were Not achieving . It can be said that majority of students had achieving in undersatnding opinion based on completing based on KKM or standard of minimum achievement.

B. Discussion

1. The students' ability in comprehending Fact in English Text of second year student at SMAN 1 Lebong Utara.

In this research, researcher provide the 10 item for comprehending Fact in English Text of second year student at SMAN 1 Lebong Utara. In this part, there are 14 students ore 60,86% were achieving for 10 items of fact. Then the students not achieving were 9 students. it caused by students could not find the fact on the text.

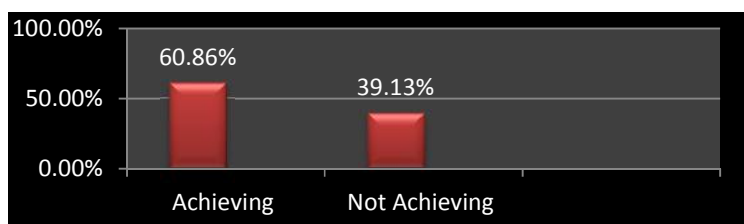
It was on item description above:

Data 1
Text 1

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | achieving | 14 | 60,86% |
| 2. | Not achieving | 9 | 39,13% |
| 3. | | 23 | 100% |

it can be showed on the diagram below:

Diagram 3



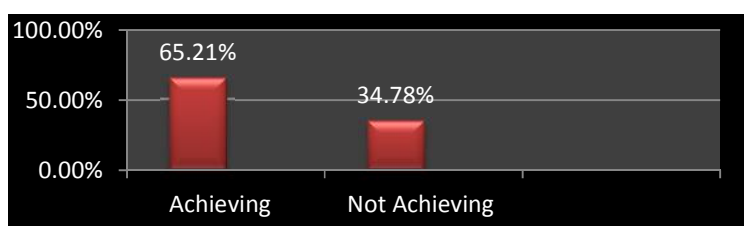
So, there are 14 students or 60,86% achieving in understanding about the fact material in English Text text 1. There are 9 students or 39,13% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 1.

Data 2
Text 2

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | achieving | 15 | 65,21% |
| 2. | Not achieving | 8 | 34,78% |
| 3. | | 23 | 100% |

it can be showed on the diagram below:

Diagram 4



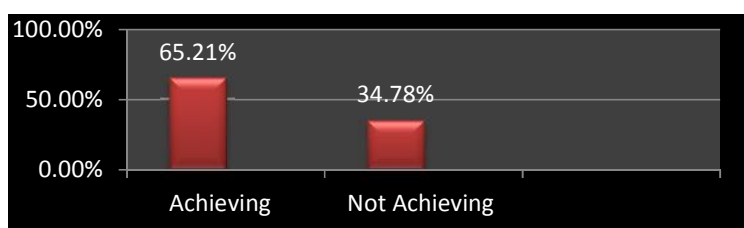
So, there are 15 students or 65,21% achieving in understanding about the fact material in English Text text 2. There are 8 students or 34,78% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 2.

Data 3
Text 3

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | Achieving | 15 | 65,21% |
| 2. | Not achieving | 8 | 34,78% |
| 3. | | 23 | 100% |

It can be showed on the diagram below:

Diagram 5



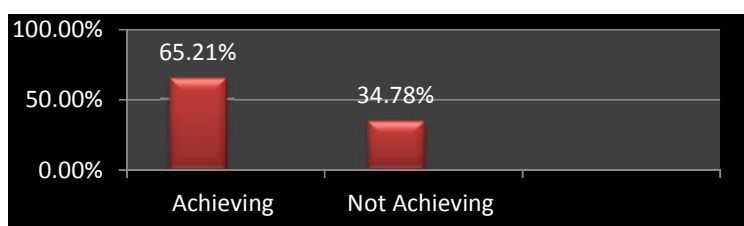
So, there are 15 students or 65,21% achieving in understanding about the fact material in English Text text 3. There are 8 students or 34,78% were Not achieving. It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 3.

Data 4
Text 4

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | Achieving | 15 | 65,21% |
| 2. | Not achieving | 8 | 34,78% |
| 3. | | 23 | 100% |

it can be showed on the diagram below:

Diagram 6



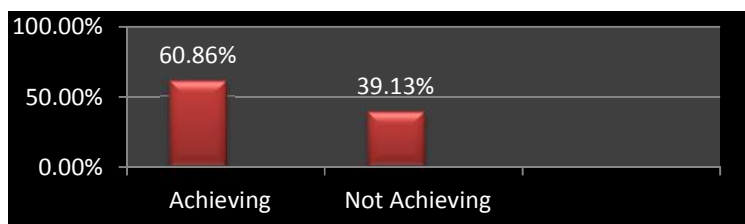
So, there are 15 students or 65,21% achieving in understanding about the fact material in English Text text 4. 8 students or 34,78% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 4.

Data 5
Text 5

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | Achieving | 14 | 60,86% |
| 2. | Not achieving | 9 | 39,13% |
| 3. | | 23 | 100% |

it can be showed on the diagram below:

Diagram 7

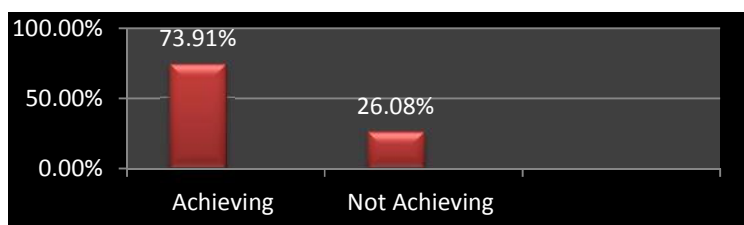


So, there are 14 students or 60,86% achieving in understanding about the fact material in English Text text 5. There are 9 students or 39,13% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 5.

Data 6
Text 6

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | Achieving | 17 | 73,91% |
| 2. | Not achieving | 6 | 26,08% |
| 3. | | 23 | 100% |

it can be showed on the diagram below:

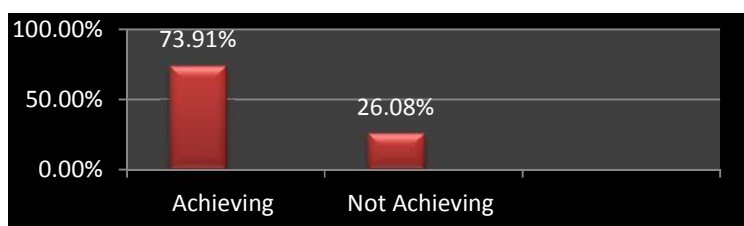
Diagram 8

So, there are 17 students or 73,91% achieving in understanding about the fact material in English Text text 6. There are 6 students or 26,08% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 6.

**Data 7
Text 7**

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | Achieving | 17 | 73,91% |
| 2. | Not achieving | 6 | 26,08% |
| 3. | | 23 | 100% |

it can be showed on the diagram below:

Diagram 10

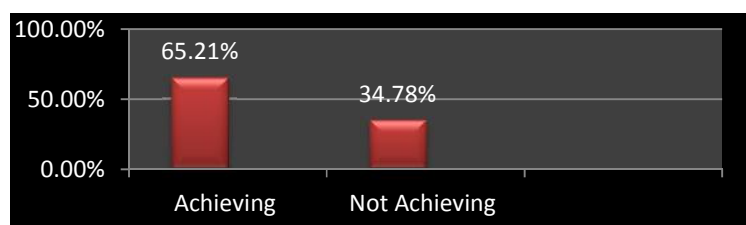
So, there are 17 students or 73,91% achieving in understanding about the fact material in English Text text 7. There are 6 students or 26,08% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 7.

Data 8
Text 8

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | Achieving | 15 | 65,21% |
| 2. | Not achieving | 8 | 34,78% |
| 3. | | 23 | 100% |

it can be showed on the diagram below:

Diagram 10



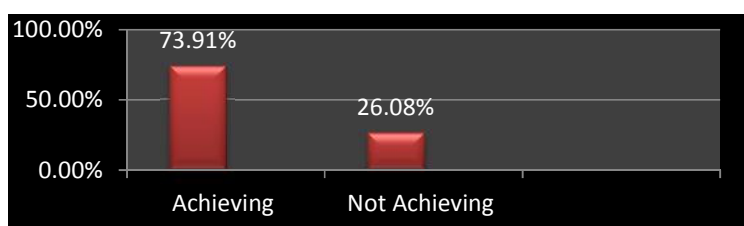
So, there are 15 students or 65,21% achieving in understanding about the fact material in English Text text 8. There are 8 students or 34,78% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 8.

Data 9
Text 9

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | achieving | 17 | 73,91% |
| 2. | Not achieving | 6 | 26,08% |
| 3. | | 23 | 100% |

it can be showed on the diagram below:

Diagram 11

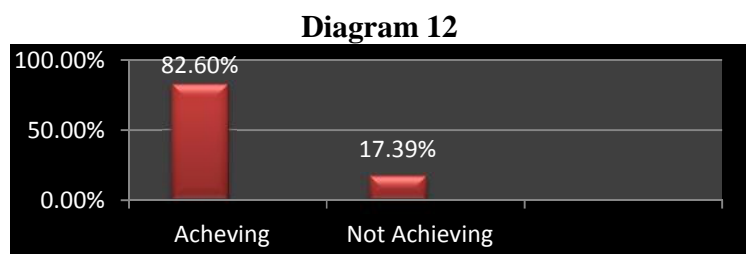


So, there are 17 students or 73,91% achieving in understanding about the fact material in English Text text 9. There are 6 students or 26,08% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 9.

Data 10
Text 10

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | Achieving | 19 | 82,60% |
| 2. | Not achieving | 4 | 17,39% |
| 3. | | 23 | 100% |

it can be showed on the diagram below:



So, there are 19 students or 82,60% achieving in understanding about the fact material in English Text text 10. 4 students or 17,39% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 10.

Based on the result of this research, we know that the student' ability in comprehending the fact in English Text a study at the second year student at SMAN 1 Lebong Utara in academic year 2017/2018 can be categorized that they have enough ability. It can be shown by the accounting mean each score of student were gotten score 68,27. This score was there in interval between 60%-74%. It means that totally, it can be said that the students at the second year have an ability in comprehending fact in English Text at level enough or fair.

The factors of the reason students' ability in comprehending fact in English Text were lack interest in reading a text and less of vocabulary. It

makes them difficult to understand what the text tells about. Less in interest in reading evidence by the result of this research. That they just guessing to answer the question to differ between fact and opinion. And less of vocabulary was influenced their motivation to read a text. Less of vocabulary make them lost of information in the text. So their difficult to differ between fact statement in the text. Based on the result of the data above, that the students' ability in comprehending fact.

According to Aragón Jiménez, some factors for raising problems that students present at the moment of in finding fact and opinion on English text. The individual with in finding fact and opinion difficulties may have one or more of the following problems: Poor understanding the text, less of vocabularies, students' had less motivation.⁴² From the compharison of theoris and finding it was suitable. So, the problem prived on the theories were related to the finding

For Example:

(1) The air in Bogor feels cold. (2) This time the cold is more than the previous days. (3) Cold temperatures in Bogor reach 24°C. (4) The data of this temperature level is located on the temperature gauge information boards on a large road in the city of Bogor.

Two sentences of fact in the text are marked with the number

- A. (1) and (2)
- B. (2) and (3)
- C. (1) and (3)

⁴² Aragón Jiménez, Difficulties of the English Composition opinion and fact. the University of Salvador, p. 10. On [http://aeo.sllf.qmul.ac.uk/File s/CriticalThinking/fact%20or%20opinion.pdf](http://aeo.sllf.qmul.ac.uk/File%20s/CriticalThinking/fact%20or%20opinion.pdf)

D. (3) and (4)

The fact of text above was D. (3) and (4). Because both of sentences It has hard and concrete evidence to prove that it is real and people will thus find it hard to disagree with it

2. The students' ability in comprehending opinion in English Text of second year student at SMAN 1 Lebong Utara.

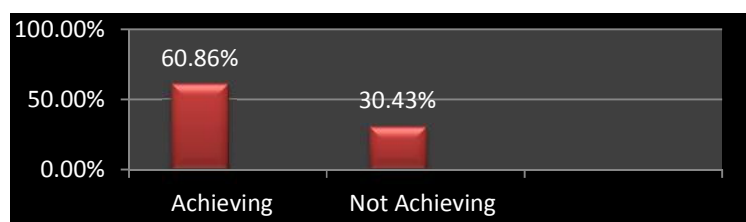
In this research, reseacher provide the 10 item for comprehending opinion in English Text of second year student at SMAN 1 Lebong Utara. It was on item description above:

Data 11
Text 1

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | achieving | 14 | 60,86% |
| 2. | Not achieving | 7 | 30,43% |
| 3. | | 23 | 100% |

it can be showed on the diagram below:

Diagram 13



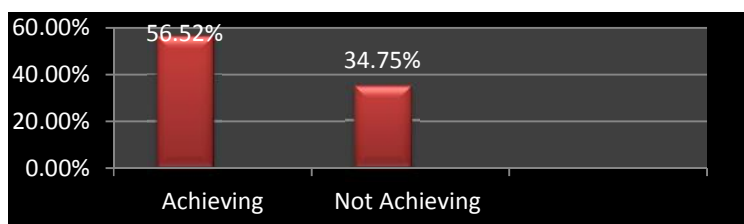
So, there are 14 students or 60,86% achieving in understanding about the fact material in English Text text 1. There are 7 students or 30,43% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 1.

Data 12
Text 2

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | Achieving | 13 | 56,52% |
| 2. | Not achieving | 8 | 34,78% |
| 3. | | 23 | 100% |

It can be showed on the diagram below:

Diagram 14



So, there are 13 students or 56,52% achieving in understanding about the fact material in English Text text 2. There are 8 students or 34,78% were Not achieving . It can be said that majority of students had achieving in

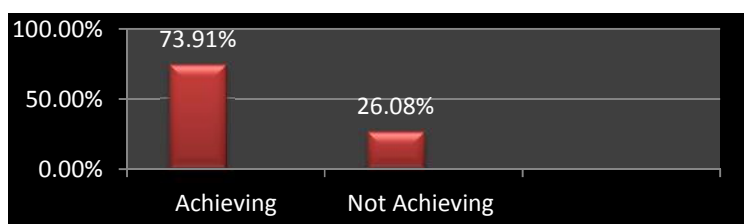
undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 2.

Data 13
Text 3

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | achieving | 17 | 73,91% |
| 2. | Not achieving | 6 | 26,08% |
| 3. | | 23 | 100% |

It can be showed on the diagram below:

Diagram 15



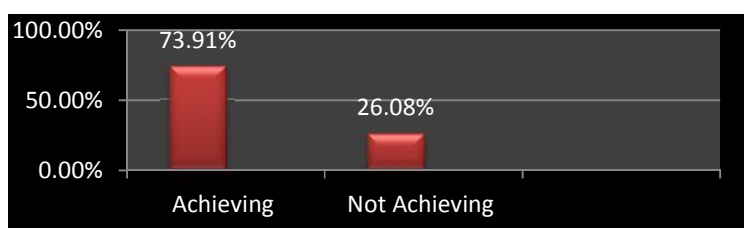
So, there are 17 students or 73,91% achieving in understanding about the fact material in English Text text 3. There ate 6 students or 26,08% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 3.

Data 14
Text 4

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | achieving | 17 | 73,91% |
| 2. | Not achieving | 6 | 26,08% |
| 3. | | 23 | 100% |

It can be showed on the diagram below:

Diagram 16

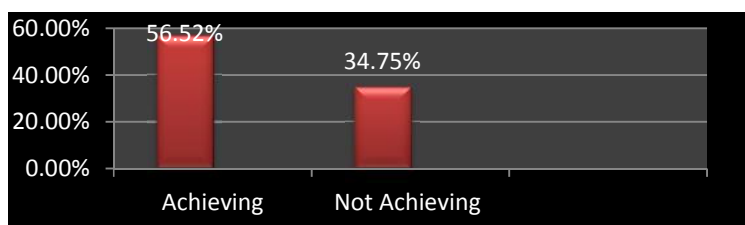


So, there are 17 students or 73,91% achieving in understanding about the fact material in English Text text 4. There are 6 students or 26,08% were Not achieving. It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 4.

Data 15
Text 5

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | Achieving | 13 | 56,52% |
| 2. | Not achieving | 8 | 34,78% |
| 3. | | 23 | 100% |

it can be showed on the diagram below:

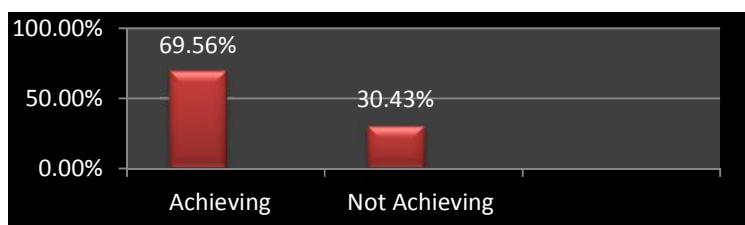
Diagram 17

So, there are 13 students or 56,52% achieving in understanding about the fact material in English Text text 5. There are 8 students or 34,78% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 5.

Data 16
Text 6

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | achieving | 16 | 69,56% |
| 2. | Not achieving | 7 | 30,43% |
| 3. | | 23 | 100% |

It can be showed on the diagram below:

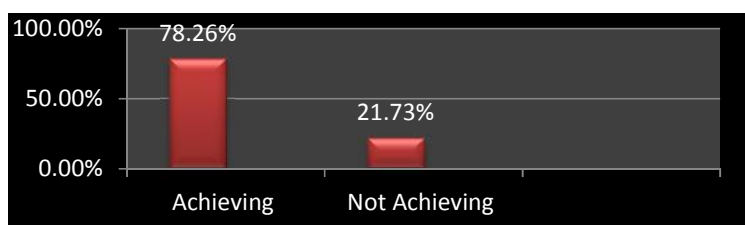
Diagram 18

So, there are 16 students or 69,56% achieving in understanding about the fact material in English Text text 6. There are 7 students or 30,43% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 6.

**Data 17
Text 7**

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | achieving | 18 | 78,26% |
| 2. | Not achieving | 5 | 21,73% |
| 3. | | 23 | 100% |

It can be showed on the diagram below

Diagram 19

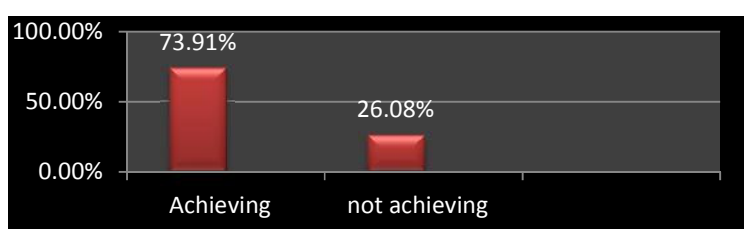
So, there are 18 students or 78,26% achieving in understanding about the fact material in English Text text 7. There are 5 students or 21,73% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 7

Data 18
Text 8

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | Achieving | 17 | 73,91% |
| 2. | Not achieving | 6 | 26,08% |
| 3. | | 23 | 100% |

it can be showed on the diagram below:

Diagram 20



So, there are 17 students or 73,91% achieving in understanding about the fact material in English Text text 8. There are 6 students or 26,08% were Not achieving . It can be said that majority of students had achieving in

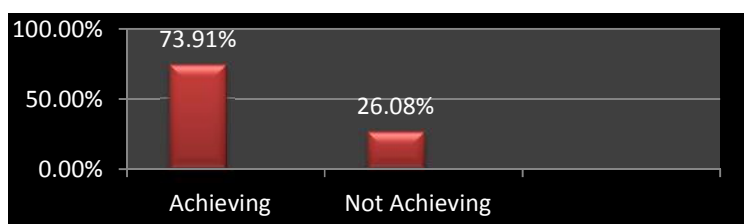
undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 8.

Data 19
Text 9

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | Achieving | 17 | 73,91% |
| 2. | Not achieving | 6 | 26,08% |
| 3. | | 23 | 100% |

It can be showed on the diagram below:

Diagram 21



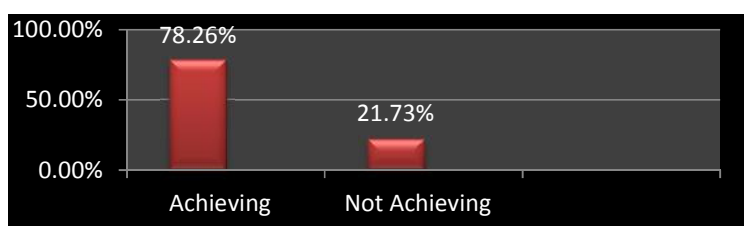
So, there are 17 students or 73,91% achieving in understanding about the fact material in English Text text 9. There are 6 students or 26,08% were Not achieving . It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 9.

Data 20
Text 10

| No | Categorizing | Number | Percentage |
|----|---------------|--------|------------|
| 1. | Achieving | 18 | 78,26% |
| 2. | Not achieving | 5 | 21,73% |
| 3. | | 23 | 100% |

It can be showed on the diagram below:

Diagram 22



So, there are 18 students or 78,26% achieving in understanding about the fact material in English Text text 10. There are 5 students or 21,73% were Not achieving. It can be said that majority of students had achieving in undersatnding fact based on completing based on KKM or standard of minimum achievement mainly in text 10.

Data analysis in this research used statistical analysis by using percentage and mean formula. Percentage and mean formula were used to find out the description about an ability in comprehending fact and opinion in English Text , a study at the second year student at SMAN 1 Lebong Utara in academic year 2017/2018.

To know illustration about the level of an ability in comprehending fact and opinion in English Text a study at the second year student at SMAN 1 Lebong Utara in academic year 2017/2018, the researcher used quantitative analysis by using percentage and mean formula. In accounted the percentage, the researcher used formula :

$$S=R/N \times 100\%$$

Table 4.

Students' score In Comprehending Fact And Opinion In English Text

| Subject | Score Of Fact | Score Of Opinion |
|---------|---------------|------------------|
| 1 | 80 | 90 |
| 2 | 80 | 70 |
| 3 | 80 | 70 |
| 4 | 80 | 90 |
| 5 | 80 | 70 |
| 6 | 90 | 90 |
| 7 | 80 | 70 |
| 8 | 50 | 80 |

| | | |
|----|----|-----|
| 9 | 70 | 10 |
| 10 | 50 | 100 |
| 11 | 60 | 80 |
| 12 | 50 | 30 |
| 13 | 80 | 90 |
| 14 | 50 | 80 |
| 15 | 80 | 30 |
| 16 | 80 | 20 |
| 17 | 80 | 100 |
| 18 | 80 | 50 |
| 19 | 40 | 80 |
| 20 | 70 | 60 |
| 21 | 50 | 80 |
| 22 | 60 | 90 |
| 23 | 60 | 70 |

| | | |
|-------|------|------|
| Total | 1580 | 1600 |
|-------|------|------|

Based on the result of accounting above, from 23 respondent was gotten as below :

1. Score of Mean in comprehending fact :

$$X = 68,69$$

2. Score of Mean comprehending opinion :

$$X = 69,56$$

3. Score of Mean comprehending fact and opinion :

$$X = 69,13$$

From the result value of percentage above, the researcher get mean 68,69 percentage was 60,86 for fact mastery. Its value if we included into interval five scale was fair or enough. This value was at interval 60%-74%. Beside that, the value of mean percentage of students' ability in opinion mastery was 68,69 by percentage of achieving d 82,60% if we included it into interval five scale, it was good which it was between 75%-84%. While, for mastery of all, fact and opinion was 68,27. On the other hand, the level of an ability in comprehending fact and opinion in English Text , a study at the second year students at SMAN 1 Lebong Utara in academic year 2017/2018 was fair.

Based on the result of the research above, it can be concluded that the students' ability in comprehending opinion was less if we compare to student' ability in comprehending the fact. Student' ability in comprehending fact and opinion in English Text , A Study At The Second Year Student At SMAN 1 Lebong Utara In Academics Year 2017/2018 can be said fair or enough, because its value of was 68,27 at interval 60%-74%. t was good which it was between 75%-84%. While, for mastery of all, fact and opinion was 68,27.

Understanding opinion was important, the students must learned it surely. Teacher as a determiner in teaching and learning activities was hoped more able to rise all of that hindrances. Teacher was hoped can choose and implemented the appropriate method, so the students have motivation in learning by doing that. The achievement will get by the students. It also will increase their level category more than enough or fair. Even it will be at good or very good category.

There are many factor for raising problems for finding fact and opinion on English text. The individual with in finding fact and opinion difficulties may have one or more of the following problems : Poor understanding the text, less of vocabularies, students' had less motivation. ⁴³ All these problems and they have identified three types of students that can suffer these

⁴³ Aragón Jiménez, Difficulties of the English Composition opinion and fact. the University of Salvador, p. 10. On <http://aeo.sllf.qmul.ac.uk/Files/CriticalThinking/fact%20or%20opinion.pdf>

difficulties among them it can be mentioned: the basic in finding fact and opinion, the cognitive egocentrism and the focused argumentative student.

For example:

(1) He deserves to be called a soccer maniac. (2) Since the age of 10, Ueda has dedicated his life to the sport of football. (3) Now he is 29 years old. (4) He claims he can not separate his life with football.

Sentences that are opinion are numbers. . . .

- a. (1) and (2)
- b. (3) and (4)
- c. (2) and (3)
- d. (4) and (1)

The opinion of these sentences was (D). Because the sentence are feeling or thought about somebody or something. then opinion usually is a subjective statement which from emotional attitude or interpretation fact which getting by individual.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The students' ability in comprehending fact in English Text of second year student at SMAN 1 Lebong Utara.

There are 14 students or 60,86% achieving in understanding about the fact material in English Text 9 students or 39,13% were Not achieving . It can be said that the mayoralties of students had achieving in understanding fact based on completing based on KKM or standard of minimum achievement.

2. The students' ability in comprehending opinion in English Text of second year student at SMAN 1 Lebong Utara.

There are 19 students or 82,60 % achieving in understanding about the opinion material in English Text 8 students or 34,78% were Not achieving. It can be said that majority of students had achieving in undersatnding opinion based on completing based on KKM or standard of minimum achievement.

B. Suggestion

Dealing the result of finding that have been presented above, the researcher would like some suggestion as follow

1. For the improvement reading comprehension mainly in compare the fact and opinion in the English text and implementation of appropriate method or strategy in teaching is urgently needed.
2. Teacher should do something to improve students' reading comprehension and they can use shared reading as the alternative way in teaching reading
3. The students as a object in education are suggested to learn more and have to read more because by reading make us get more information.

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A

P

P

E

N

D

I

X



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jl. Dr. A.K. Gani Kotak Pos 108 Tlp. 0312 21010 - 21759 Fax 21010 Curup 3919 Email staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor: 454/St/02-LPP/00903/2017

Tentang
PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang
- a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud;
 - b. 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
1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 2. Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI;
 3. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI;
 4. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
 5. Keputusan Menteri Agama RI Nomor 175 Tahun 2008 tentang STATUTA STAIN Curup;
 6. Surat Keputusan Menteri Agama RI Nomor B. 103/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020;

MEMUTUSKAN :

- Menetapkan
- Pertama
1. Saudara
 2. Jamatul Hidayah, M.Pd 19780224 200212 2 002
 3. Ade Dwi Jayanti, M.Pd

Dipilih sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa

S. A. M. A.

S. L. M.

JUDUL SKRIPSI

Grasela

13551126

*An Ability in Comprehending Fact and
Opinion in English Text*

- Kedua
- Ketiga
- Keempat
- Kelima
- Keenam
- Ketujuh
1. Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi;
 2. 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;
 3. Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku;
 4. Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya;
 5. Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan;
 6. Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku;

Ditetapkan di Curup,
Pada tanggal, 04 Maret 2017
a.n. Ketua STAIN Curup

Wakil Ketua

Hendra Harmi, M.Pd.
NIP. 19751108 200312 1 001

Tembusan :

1. Pembimbing I dan II;
2. Bendahara STAIN Curup
3. Kasubag AK;
4. Kepala Perpustakaan STAIN;
5. Mahasiswa yang bersangkutan;
6. Arsip Jurusan Tarbiyah



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

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

Nomor : 1021 /In.34/PP.00.9/08/2018
Lampiran : Proposal Dan Instrumen
Hal : Rekomendasi Izin Penelitian

14 Agustus 2018

Kepada Yth.
Kepala Dinas Pendidikan dan Kebudayaan
Provinsi Bengkulu

Di -

Tempat

Assalamu'alaikum Wr.Wb.

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

Nama : Grasela
NIM : 13551126
Fakultas/Jurusan : Tarbiyah dan Ilmu Kependidikan/Pendidikan Bahasa Inggris
(PBI)
Judul Skripsi : An Ability In Comprehending Fact And Opinion In English Text.
Waktu Penelitian : 14 Agustus s.d 14 November 2018
Tempat Penelitian : SMA Negeri 1 Lebong Utara Kabupaten Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang
bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.



Rektor
Kab. AUAK,

Benny Gustiawan, S.Ag., M.Pd.
NP. 1968081 199103 1 004



PEMERINTAH PROVINSI BENGKULU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Batang Hari No.108 Padang Harapan, Kec. Ratu Agung, Kota Bengkulu Telp/Fax : (0736) 22044 SMS : 081919 35 6000
Website: dpmptsp.bengkuluprov.go.id / Email: email@dpmptsp.bengkuluprov.go.id
BENGKULU 36223

REKOMENDASI

Nomor : 503/82.650/1694/DPMTSP-P.1/2018

TENTANG PENELITIAN

- Dasar :
1. Peraturan Gubernur Bengkulu Nomor 14 Tahun 2018 tentang Perubahan atas Peraturan Gubernur Bengkulu Nomor 4 Tahun 2017 tentang Pendelegasian Sebagian Kewenangan Penandatanganan Perizinan dan Non Perizinan Pemerintah Provinsi Bengkulu Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Bengkulu.
 2. Surat dari Kepala Bagian AUAK Institut Agama Islam Negeri (IAIN) Curup Nomor : 1021/In.34/PP.00.9/08/2018, Tanggal 14 Agustus 2018 Perihal Rekomendasi Penelitian. Permohonan Diterima Tanggal 24 Agustus 2018 .

| | |
|----------------------------|--|
| Nama / NPM | : Grasela/13551126 |
| Pekerjaan | : Mahasiswi |
| Maksud | : Melakukan Penelitian |
| Judul Proposal Penelitian | : An Ability In Comprehending Fact And Opinion In English Text |
| Daerah Penelitian | : SMA Negeri 1 Lebong Utara |
| Waktu Penelitian/ Kegiatan | : 14 Agustus s.d 14 November 2018 |
| Penanggung Jawab | : Kepala Bagian AUAK Institut Agama Islam Negeri (IAIN) Curup |

Dengan ini merekomendasikan penelitian yang akan diadakan dengan ketentuan :

- a. Sebelum melakukan penelitian harus melapor kepada Gubernur/ Bupati/ Walikota Cq.Kepala Badan/ Kepala Kantor Kesbang Pol atau sebutan lain setempat.
- b. Harus mentaati semua ketentuan Perundang-undangan yang berlaku.
- c. Selesai melakukan penelitian agar melaporkan/ menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.
- 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 mentaati/ mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Rekomendasi ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya

Bengkulu, 24 Agustus 2018

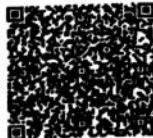
**a.n. KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
PROVINSI BENGKULU**
KEPALA BIDANG ADMINISTRASI PELAYANAN
PERIZINAN DAN NON PERIZINAN I,



DIHARSONO, SH

PEMBINA Tk. I

16620911 198303 1 005



Tembusan disampaikan kepada Yth:

1. Kepala Badan Kesbang Pol Provinsi Bengkulu
2. Kepala Dinas Pendidikan Dan Kebudayaan Provinsi Bengkulu
3. Kepala Bagian AUAK Institut Agama Islam Negeri (IAIN) Curup
4. Yang Bersangkutan



PEMERINTAH PROVINSI BENGKULU
DINAD PENDIDIKAN NASIONAL DAN KEBUDAYAAN
SMA NEGERI 1 LEBONG

Alamat : Jalan Kampung Jawa Baru Telp (0738) 21018 Muara Aman Kode Pos 39164
e-mail : smansa lu@yahoo.co.id blog : www.smansalebra.blogspot.com

SURAT KETERANGAN
Nomor : 38 / 122.16.04/SMA.N.1.LU/PL/2018

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Lebong,
Kabupaten Lebong, Propinsi Bengkulu menerangkan bahwa saudara :

N a m a : GRASELA
N I M : 13551125
Program Studi : S.1 Ilmu Pendidikan Bahasa Inggris
Fakultas / Jurusan : Tarbiyah dan Ilmu Kependidikan / Pendidikan
Bahasa Inggris (PBI)

Telah mengadakan Penelitian (Riset) di SMA.N.1 Lebong selama tiga bulan terhitung mulai tanggal
14 Agustus s/d 14 November 2018 dengan judul " An Ability In Comprehending Fact And Opinion
In English Text ".

Asli, Surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan buat
seperlunya.

Dikeluarkan di : Muara Aman
Tanggal : 14 November 2018
Drs. H. ARI SARDI, M.Si
NIP. 1962112819880310094

APPENDIXES 1

Tabulation of fact Items

| No | Items | | | | | | | | | | Score |
|-------|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 1 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 90 |
| 2 | 10 | 10 | 0 | 10 | 0 | 10 | 10 | 10 | 10 | 0 | 70 |
| 3 | 10 | 10 | 10 | 10 | 0 | 10 | 0 | 10 | 0 | 10 | 70 |
| 4 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 90 |
| 5 | 10 | 10 | 10 | 0 | 10 | 10 | 0 | 10 | 10 | 0 | 70 |
| 6 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 90 |
| 7 | 0 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 70 |
| 8 | 0 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 80 |
| 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 100 |
| 11 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 0 | 10 | 10 | 80 |
| 12 | 0 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 0 | 10 | 30 |
| 13 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 90 |
| 14 | 10 | 0 | 10 | 10 | 10 | 0 | 10 | 10 | 10 | 10 | 80 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 10 | 10 | 30 |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 | 20 |
| 17 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 100 |
| 18 | 10 | 10 | 0 | 0 | 0 | 10 | 0 | 10 | 0 | 10 | 50 |
| 19 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 0 | 80 |
| 20 | 0 | 0 | 10 | 10 | 0 | 0 | 10 | 10 | 10 | 10 | 60 |
| 21 | 10 | 0 | 10 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 80 |
| 22 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 90 |
| 23 | 0 | 10 | 0 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 70 |
| Total | 140 | 130 | 170 | 170 | 130 | 160 | 180 | 170 | 170 | 180 | 1600 |

APPENDIXES 2

Tabulation of Opinion Items

| No | Items | | | | | | | | | | Score |
|-------|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 1 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 90 |
| 2 | 10 | 10 | 0 | 10 | 0 | 10 | 10 | 10 | 10 | 0 | 70 |
| 3 | 10 | 10 | 10 | 10 | 0 | 10 | 0 | 10 | 0 | 10 | 70 |
| 4 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 90 |
| 5 | 10 | 10 | 10 | 0 | 10 | 10 | 0 | 10 | 10 | 0 | 70 |
| 6 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 90 |
| 7 | 0 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 70 |
| 8 | 0 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 80 |
| 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 100 |
| 11 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 0 | 10 | 10 | 80 |
| 12 | 0 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 0 | 10 | 30 |
| 13 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 90 |
| 14 | 10 | 0 | 10 | 10 | 10 | 0 | 10 | 10 | 10 | 10 | 80 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 10 | 10 | 30 |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 | 20 |
| 17 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 100 |
| 18 | 10 | 10 | 0 | 0 | 0 | 10 | 0 | 10 | 0 | 10 | 50 |
| 19 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 0 | 80 |
| 20 | 0 | 0 | 10 | 10 | 0 | 0 | 10 | 10 | 10 | 10 | 60 |
| 21 | 10 | 0 | 10 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 80 |
| 22 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 90 |
| 23 | 0 | 10 | 0 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 70 |
| Total | 140 | 130 | 170 | 170 | 130 | 160 | 180 | 170 | 170 | 180 | 1600 |

Instrument Try Out

Name :

Aims : this reading text aimed to investigate the eleventh grade student in understanding fact and opinion in scientific article.

Direction: Read the scientific article text below and identify the fact and opinion each them, choose the correct answer a,b,c, or d.

TEXT 1

(1) The air in Bogor feels cold. (2) This time the cold is more than the previous days. (3) Cold temperatures in Bogor reach 24°C. (4) The data of this temperature level is located on the temperature gauge information boards on a large road in the city of Bogor.

Two sentences of opinion in the text are marked with the number

- A. (1) and (2)
- B. (2) and (3)
- C. (1) and (3)
- D. (2) and (4)

Two sentences of fact in the text are marked with the number

- A. (1) and (2)
- B. (2) and (3)
- C. (1) and (3)
- D. (3) and (4)

TEXT 2

(1) the City Government of Depok has disciplined 700 street vendors (PKL) that held their wares on the roadside. (2) It is assessed as the cause of congestion. (3) In addition, the existence of street vendors is also considered to cause the impression of chaotic. (4) The rally which took place on December 26 was warmly welcomed by the road users.

Two sentences of fact in the text are marked with the number

- A. (1) and (2)

- B. (1) and (4)
- C. (2) and (3)
- D. (3) and (4)

Two sentences of opinion in the text are marked with the number

- A. (1) and (2)
- B. (1) and (4)
- C. (2) and (3)
- D. (3) and (4)

TEXT 3

(1) No one knows who was the first sailor. (2) Perhaps people get the idea of sailing when they watch the wooden floats in the water. (3) Perhaps at that time someone was riding a tree trunk drifting along the stream. (4) If he holds a piece of wood, he can move with rowing.

Sentences containing facts are on the numbers. . . .

- A. (1)
- B. (2)
- C. (3)
- D. (4)

Sentences containing opinion are on the numbers. . . .

- A. (1)
- B. (2)
- C. (3)
- D. (4)

TEXT 4:

It is difficult to apologize and find it difficult to forgive is actually a human nature in general. However, the opportunity to apologize and forgive must always be there. If everyone is willing to forgive how serene and joyful life on earth is. Moreover, when everyone realizes that forgiving is even more worthy than apologizing.

The right opinion according to the above paragraph is. . . .

- A. Apologizing and apologizing are good attitudes.
- B. Apologize is more noble than giving.
- C. It's hard for us to apologize first.
- D. We do not apologize if not guilty.

The right fact according to the above paragraph is. . . .

- A. Apologizing and apologizing are good attitudes.
- B. Apologize is difficult
- C. It's hard for us to apologize first.
- D. We do not apologize if not guilty

TEXT 5

(1) Rail transportation has advantages over other ground transportation. (2) The advantages include energy saving and the resulting environmental impact is relatively smaller. (3) In addition, rail is a more economical means of transportation for both passengers and goods for long distance. (4) This was revealed by the head of PJKA in the daily capital.

Sentences containing opinions are sentences. . . .

- a. first
- b. third
- c. second
- d. fourth

Sentences containing fact are sentences. . . .

- a. first
- b. third
- c. second
- d. fourth

TEXT 6:

(1) He deserves to be called a soccer maniac. (2) Since the age of 10, Ueda has dedicated his life to the sport of football. (3) Now he is 29 years old. (4) He claims he can not separate his life with football.

Sentences that are facts are numbers. . . .

- a. (1) and (2)
- b. (3) and (4)
- c. (2) and (3)
- d. (4) and (1)

Sentences that are opinion are numbers. . . .

- a. (1) and (2)
- b. (3) and (4)
- c. (2) and (3)
- d. (4) and (1)

TEXT 7:

1) So far, the government has allocated funds for the procurement of grain drying machines. 2) It is expected that grain dryers can increase farmers bargaining power in the presence of Bulog or traders. 3) So, the government must really pay attention to the fate of farmers. 4) Not just promises and claims to pay attention to farmers.

The sentence which is fact is the number. . . .

- a. 1
- b. 2
- c. 3
- d. 4

The sentence which is opinion is the number. . . .

- a. 1
- b. 2
- c. 3
- d. 4

TEXT 8:

1) After the community screams because the price of soaring grain a few months ago, farmers turn to scream. 2) The price of grain harvested lately, dropped dramatically. 3) This condition is actually an annual event. 4) When the harvest occurred in February to April, due to over supply, the price dropped dramatically.

The sentence which is the opinion is the number sentence. . . .

- a. 1
- b. 2
- c. 3
- d. 4

The sentence which is the fact is the number sentence. . . .

- a. 1
- b. 2
- c. 3
- d. 4

TEXT 9

(1) English nowadays has an important role in our daily life. It is the massive means of communication. Is there a strong argument which says that English will not give any benefit? (2) Learning to speak English well may be the best way to improve our life. It seems all the people in the world have agreed to use English to talk to each other. About 1,500,000,000 people in the world speak English. While another 1,000,000,000 are still learning English. (3) If we can communicate in English, we can contact people from all over the world. We can talk about our ideas and opinions on Internet discussion groups. We can chat with other interesting people to learn about their life and culture. (4) If we can communicate in English, we can travel more easily. English is spoken in more than 100 countries. If we lost, we can ask directions or ask for help. Who knows, English will save our life somewhere someday. (5) That is why we should make every effort possible to find somebody to speak with. Where can we find people who can speak English with us? We can find them at school, shopping mall, tourist destination, etc

The sentence which is the opinion is the number sentence. . . .

- a. 1
- b. 2
- c. 3
- d. 4

The sentence which is the fact is the number sentence. . . .

- a. 1

- b. 2
- c. 3
- d. 4

TEXT 10:

A)Television is today a part of daily life. It is not only a source of entertainment but also news and information. television is also a valuable tool for science, education and industry. B)What makes television even more interesting is that action is accompanied by sound, so that we can see as well as hear what on the television. C)Today we can stay at home and enjoy entertainment that once could be seen only in cinema, theaters and sport arenas. D) Television enables to meet important people. E) It can bring important guests and important scene to receivers who are located anywhere. F) Television has a great influence on our idea about what is right and what is wrong. It influences the way which we should behave.

The following sentence which is fact is . . .

- a. A
- b. B
- c. C
- d. D

The sentence of opinion above is . .

- a. B
- b. D
- c. E
- d. F

Blue Print of Test

| No | Material | Indicator | Item | Bentuk Soal |
|----|-------------------------------------|--|------|---------------|
| 1. | Text 1 (Analytical Text) | 1. Mengidentifikasi dan menemukan beberapa kalimat yang merupakan fakta dalam text 1 | 1 | pilihan ganda |
| | | 2. Mengidentifikasi dan menemukan opini dalam text | 1 | |
| 2. | Text 2 (<i>hartatory text</i>) | 3. Mengidentifikasi dan menemukan beberapa kalimat yang merupakan fakta dalam text 2 | 1 | pilihan ganda |
| | | 4. Mengidentifikasi dan menemukan opini dalam text 2 | 1 | |
| 3. | Text 3 (narrative text) | 5. Mengidentifikasi dan menemukan beberapa kalimat yang merupakan fakta dalam text 3 | 1 | pilihan ganda |
| | | 6. Mengidentifikasi dan menemukan opini dalam text 3 | 1 | |
| 4. | Text 4 (Analytical Text) | 7. Mengidentifikasi dan menemukan beberapa kalimat yang merupakan fakta dalam text 4 | 1 | pilihan ganda |
| | | 8. Mengidentifikasi dan menemukan opini dalam text 4 | 1 | |
| 5. | Text 5 (Hartatory Text) | 9. Mengidentifikasi dan menemukan beberapa kalimat yang merupakan fakta dalam text 5 | 1 | pilihan ganda |
| | | 10. Mengidentifikasi dan menemukan opini dalam text 5 | 1 | |

| | | | | |
|-----|------------------------------|--|---|---------------|
| 6. | Text 6 (Narrative text) | 11. Mengidentifikasi dan menemukan beberapa kalimat yang merupakan fakta dalam text 6 | 1 | pilihan ganda |
| | | 12. Mengidentifikasi dan menemukan opini dalam text 6 | 1 | |
| 7. | Text 7 (Analytical Text) | 13. Mengidentifikasi dan menemukan beberapa kalimat yang merupakan fakta dalam text 7 | 1 | pilihan ganda |
| | | 14. Mengidentifikasi dan menemukan opini dalam text 7 | 1 | |
| 8. | Text 8 (Analytical Text) | 15. Mengidentifikasi dan menemukan beberapa kalimat yang merupakan fakta dalam text 8 | 1 | pilihan ganda |
| | | 16. Mengidentifikasi dan menemukan opini dalam text 8 | 1 | |
| 9. | Text 9 (Hortatory Text) | 17. Mengidentifikasi dan menemukan beberapa kalimat yang merupakan fakta dalam text 9 | 1 | pilihan ganda |
| | | 18. Mengidentifikasi dan menemukan opini dalam text 9 | 1 | |
| 10. | Text 10 (Analytical Text) | 19. Mengidentifikasi dan menemukan beberapa kalimat yang merupakan fakta dalam text 10 | 1 | pilihan ganda |
| | | 20. Mengidentifikasi dan menemukan opini dalam text 10 | 1 | |

Standar Kompetensi : 11. Membaca

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat

| Kompetensi Dasar | Materi Pokok/ Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar | Karakter |
|--|---|--|--|--|--|---|---------------|--|---|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | | |
| 11.1 Merespon makna terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat. | Teks fungsional pendek berupa Scientific articles | <ul style="list-style-type: none"> Tanya jawab yang berkaitan dengan materi dengan kreatif . Membahas kosakata dan tata bahasa : <i>noun, noun phrase, adj, verb, adverb</i> dengan cermat dan teliti . Mendengarkan contoh membaca nyaring yang dilakukan guru dengan cermat . Berdiskusi dengan teman menjawab pertanyaan bacaan secara demokratis Menjawab pertanyaan bacaan secara lisan individual | <ul style="list-style-type: none"> Mengidentifikasi berbagai informasi dalam teks fungsional pendek berupa: <ul style="list-style-type: none"> Instruksi Daftar barang Ucapan selamat Pengumuman Dengan jelas . Merespon berbagai informasi dalam teks fungsional pendek secara cermat . Membaca nyaring teks fungsional pendek secara jelas dan cermat . | <ul style="list-style-type: none"> Tes tulis Tes lisan Esai | <ul style="list-style-type: none"> Pertanyaan Esai Pertanyaan bacaan Performance | <ul style="list-style-type: none"> - <i>Write down the answers completely</i> - <i>Choose the best answer by crossing a, b, c, d</i> - <i>Answer the questions orally!</i> - <i>Read the text aloud</i> | 3x40 menit | <ul style="list-style-type: none"> Buku teks yang relevan Teks otentik | <ul style="list-style-type: none"> Demokratis Percaya diri Kreatif Cermat |

| Kompetensi | Materi Pokok/ Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar | Karakter | |
|------------|--|---|---|---|-----------------------------------|--|---|-------------------|--|---|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | | | |
| Dasar | | - dengan kreatif Membaca nyaring bergiliran dengan cermat dan percaya diri. | | | | | | | | |
| 11.2 | <p>Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat</p> <p>Dalam teks berbe</p> | <p>Teks monolog berbentuk <i>scientific articles</i></p> <p>Kosakata terkait tema/jenis teks</p> <p>Ciri kebahasaan teks :</p> <p>- Fact</p> <p>- Opini</p> | <p>1. Menden garkan dan merespon introduction tentang teks deskriptif /prosedur dengan topik materi yang akan dibaca dengan cermat dalam menemukan fakta dan opini</p> <p>2. Memper hatikan penjelasan tentang kosakata dan tata bahasa yang berkaitan dengan teks deskriptif</p> | <p>Mengiden tifikasi berbagai informa si dalam teks deskriptiv e dan procedur e</p> <p>• Mengid entifika si langkah retorika dalam teks descript ive dan proced ure dengan cermat</p> <p>• Mengid entifika si fungsi komuni katif teks deskript if/prose dur dengan</p> | <p>Tes lisan</p> <p>Tes tulis</p> | <p>Daftar pertanyaan</p> <p>Uraian</p> | <p>- <i>Read the text carefully and then answer the following questions briefly</i></p> <p>- <i>Answer the questions based on the text!</i></p> | <p>4x40 menit</p> | <p>- Buku teks yang relevan</p> <p>- Teks otentik</p> <p>Alat peraga</p> | <p>• Cermat</p> <p>• Kreatif</p> <p>• Mandiri</p> |

| Kompetensi Dasar | Materi Pokok/ Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar | Karakter |
|-----------------------------|-------------------------------|--|--|-----------|------------------|------------------|---------------|----------------|----------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | | |
| ntuk deskriptive/procedure. | | <p>/prosedur yang akan dibaca.</p> <p>nirukan membaca nyaring dengan cermat dan kreatif dalam memahami fakt</p> <p>3. Memperhatikan penjelasan tentang langkah retorika teks deskriptif/prosedur dengan</p> <p>4. Mengidentifikasi langkah retorika dalam kerja kelompok secara cermat dan kreatif</p> <p>5. Mengidentifikasi berbagai informasi dalam kerja kelompok</p> <p>6. Mengidentifikasi langkah retorika dan</p> | <p>cermat dan kreatif</p> <ul style="list-style-type: none"> • Mengidentifikasi langkah retorika teks deskriptif/prosedur dengan cermat dan kreatif • Menyebutkan ciri kebahasaan teks deskriptif/prosedur dengan cermat | | | | | | |

| Kompetensi Dasar | Materi Pokok/ Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar | Karakter |
|---------------------|----------------------------------|---|-----------|-----------|---------------------|---------------------|------------------|-------------------|----------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | | |
| | | berbagai informasi secara mandiri | | | | | | | |

TABULASI I

FATC

| no | soal | | | | | | | | | | |
|--------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 1 | 0 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 80 |
| 2 | 10 | 10 | 0 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 80 |
| 3 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 0 | 10 | 80 |
| 4 | 10 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 80 |
| 5 | 10 | 10 | 10 | 0 | 10 | 10 | | 10 | 10 | 10 | 80 |
| 6 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 90 |
| 7 | 0 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 80 |
| 8 | 0 | 0 | 10 | 0 | 0 | 10 | 10 | 0 | 10 | 10 | 50 |
| 9 | 0 | 10 | 10 | 0 | 10 | 0 | 10 | 10 | 10 | 10 | 70 |
| 10 | 10 | 10 | 0 | 10 | 0 | 10 | 10 | 0 | 0 | 0 | 50 |
| 11 | 10 | 0 | 10 | 0 | 10 | 0 | 10 | 0 | 10 | 10 | 60 |
| 12 | 0 | 0 | 10 | 0 | 0 | 0 | 10 | 10 | 10 | 10 | 50 |
| 13 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 0 | 10 | 10 | 80 |
| 14 | 10 | 0 | 10 | 0 | 10 | 0 | 10 | 0 | 10 | 0 | 50 |
| 15 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 0 | 10 | 10 | 80 |
| 16 | 0 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 80 |
| 17 | 10 | 10 | 0 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 80 |
| 18 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 0 | 10 | 80 |
| 19 | 0 | 10 | 0 | 10 | 0 | 10 | 0 | 10 | 0 | 0 | 40 |
| 20 | 0 | 0 | 10 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 70 |
| 21 | 10 | 0 | 10 | 0 | 0 | 10 | 10 | 0 | 0 | 10 | 50 |
| 22 | 10 | 0 | 10 | 0 | 10 | 0 | 10 | 0 | 10 | 10 | 60 |
| 23 | 0 | 10 | 0 | 10 | 0 | 10 | 0 | 10 | 10 | 10 | 60 |
| Jumlah | 140 | 150 | 150 | 150 | 140 | 170 | 170 | 150 | 170 | 190 | 1580 |
| | | | | | | | | | | | |

**TABULASI II
OPINI**

| no | Soal | | | | | | | | | | |
|--------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 1 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 90 |
| 2 | 10 | 10 | 0 | 10 | 0 | 10 | 10 | 10 | 10 | 0 | 70 |
| 3 | 10 | 10 | 10 | 10 | 0 | 10 | 0 | 10 | 0 | 10 | 70 |
| 4 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 90 |
| 5 | 10 | 10 | 10 | 0 | 10 | 10 | | 10 | 10 | 0 | 70 |
| 6 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 90 |
| 7 | 0 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 70 |
| 8 | 0 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 80 |
| 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 100 |
| 11 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 0 | 10 | 10 | 80 |
| 12 | 0 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 0 | 10 | 30 |
| 13 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 90 |
| 14 | 10 | 0 | 10 | 10 | 10 | 0 | 10 | 10 | 10 | 10 | 80 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 10 | 10 | 30 |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 | 20 |
| 17 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 100 |
| 18 | 10 | 10 | 0 | 0 | 0 | 10 | 0 | 10 | 0 | 10 | 50 |
| 19 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 0 | 80 |
| 20 | 0 | 0 | 10 | 10 | 0 | 0 | 10 | 10 | 10 | 10 | 60 |
| 21 | 10 | 0 | 10 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 80 |
| 22 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 90 |
| 23 | 0 | 10 | 0 | 10 | 0 | 10 | 10 | 10 | 10 | 10 | 70 |
| Jumlah | 140 | 130 | 170 | 170 | 130 | 160 | 180 | 170 | 170 | 180 | 1600 |







KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Grasela
NIM : 13551216
JURUSAN/PRODI : Tarbiyah / Bahasa Inggris
PEMBIMBING I : Jumatul Hidayah, M.Pd
PEMBIMBING II : Ade Dwi Jayanti, M.Pd
JUDUL SKRIPSI : An Ability In Comprehending Fact and
Opinion In English Text
:
:
:

* Kartu konsultasi ini harus dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2.

* Disarankan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



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PEMBIMBING II : Ade Dwi Jayanti, M.Pd
JUDUL SKRIPSI : An Ability In Comprehending fact and
Opinion In English Text
:
:
:

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

Pembimbing I,

Jumatul Hidayah, M.Pd
NIP. 197809242001122001

Pembimbing II,

An. Panggung Jumbo Prodi
Ade Dwi Jayanti, M.Pd
NIP. 020110201



| No. | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing I | Paraf Mahasiswa |
|-----|-----------|---|--------------------|-----------------|
| 1. | 17/7/2018 | - Chapter 1, 2, Background - Theory - Grammar | <i>[Signature]</i> | |
| 2. | 25/7/2018 | - Chapter III - Blueprint - Instrument | <i>[Signature]</i> | |
| 3. | 6/8/2018 | - ACC Bab. 1, 2, 3. - Go to Penetration | <i>[Signature]</i> | |
| 4. | 29/8/2018 | - Chapter IV - Data Analysing | <i>[Signature]</i> | |
| 5. | 7/9/2018 | - Design table and Diagram | <i>[Signature]</i> | |
| 6. | 10/9/2018 | - Conclusion - Discussion | <i>[Signature]</i> | |
| 7. | | | | |
| 8. | | | | |



| No. | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing II | Paraf Mahasiswa |
|-----|------------|--|--|-----------------|
| 1. | 25/3/2017 | - Footnote - OPIN - Reading Comprehension | <i>[Signature]</i> An K. Prad To <i>[Signature]</i> | |
| 2. | 15/4/2017 | - Chapter 1 - Background - Research question | <i>[Signature]</i> | |
| 3. | 6/5/2017 | - Reading Comprehension - Chapter II - Related Finding | <i>[Signature]</i> | |
| 4. | 20/5/2017 | - Chapter III - Theory - Instrument | <i>[Signature]</i> | |
| 5. | 21/10/2017 | - ACC Bab 1, 2, 3 - BO on Chapter IV | <i>[Signature]</i> | |
| 6. | 8/8/2018 | - Perbaikan Bab 4 and 5 | <i>[Signature]</i> | |
| 7. | 29/8/2018 | - ACC Bab 4-5 | <i>[Signature]</i> | |
| 8. | | | | |



The researcher's name is Grasela. She was born in Lebong on 25 juny, 1995. She is a daughter from best couple Mr. Herwan Kanedi & Mrs. Jamila, She has sister and brother they are Clara Sintia and Wendy Sanjaya. Her hobbies are cooking, travelling and watching. She finished her elementary school at SDN 01 Lebong, continued to junior high school at SMPN 03 Lebong utara then continued to senior high school at SMAN 01 Pinang Belapis. For the next education program, she decided entering Institute College for Islamic Studies (IAIN) Curup and selected English Tadris Study Program as her faculty and she was graduated in 2018. Alhamdulillah,

