



**AN ANALYSIS OF STUDENTS' READING COMPREHENSION
IN EXPLANATION TEXT
AT GRADE XI SMA NEGERI 3 PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of Education Graduate
(S.Pd) in English*

Written By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2018

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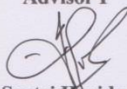
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After reading, studying and giving advice for necessary revision on the thesis belongs to Nona Tari Pulungan, entitled "AN ANALYSIS OF STUDENTS' READING COMPREHENSION IN EXPLANATION TEXT AT GRADE XI SMA NEGERI 3 PADANGSIDIMPUAN". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

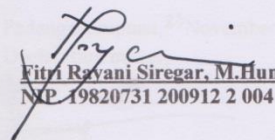
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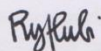
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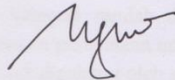
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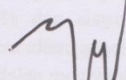
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This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidempuan (IAIN PADANGSIDIMPUAN) as partial fulfillment of the requirement for degree strata 1 (S1).

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pemahaman membaca siswa dalam teks eksplanasi pada kelas XI SMA Negeri 3 Padangsidempuan. Banyak dari siswa yang tidak mampu membaca dengan baik dikarenakan beberapa faktor. Hal ini berdampak pada pemahaman membaca siswa ketika menganalisis sebuah teks. Dalam penelitian ini, peneliti memilih teks eksplanasi sebagai tes untuk diberikan kepada siswa dalam menganalisis topik, pernyataan umum, urutan kejadian dalam paragraf dan kesimpulan paragraf.

Penelitian ini dilakukan menggunakan analisis deskripsi dan pendekatan kualitatif. Sumber data dalam penelitian ini adalah siswa-siswa kelas XI MIA-1 SMA Negeri 3 Padangsidempuan sebagai sumber utama dan guru Bahasa Inggris sebagai sumber pendukung. Terdapat dua instrument dalam mengumpulkan data; tes dan wawancara. Data diproses dan dianalisis menggunakan proses kualitatif. Tes dianalisis menggunakan rumus nilai rata-rata hanya sebagai analisis pendukung.

Setelah selesai melakukan penelitian, dapat diketahui bahwa pemahaman membaca siswa pada kelas XI SMA Negeri 3 Padangsidempuan dapat dikategori kan dalam kategori rendah dengan nilai rata-rata 58.66% dan siswa mudah untuk menentukan pernyataan umum dalam tes eksplanasi. Kemudian, aspek yang dominan yang tidak dipahami oleh siswa dalam teks eksplanasi adalah menentukan kesimpulan paragraf.

Kata Kunci: Pemahaman Membaca, Teks Eksplanasi dan Topik.

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ABSTRACT

The objectives of this research were to know students' reading comprehension in explanation text at grade XI SMA Negeri 3 Padangsidimpuan. Most of students can not read well caused some factors. That was impact in reading comprehension of students when analyzing a text. In this research, the researcher chose explanation text as the test that give to the students in analyze topic, general statement, series of sequence paragraph and concluding paragraph.

The research was conducted by descriptive analysis and qualitative approach. The source of the data in this research was students at grade XI MIA-1 SMA Negeri 3 Padangsidimpuan as the primary source and English teacher as the secondary source. There were two instruments in collecting with the data; test and interview. Data was processed and analyzed by qualitative process. The test that analyzed by mean score was just as a supporting analysis.

After done the research, it was known that the students' reading comprehension at grade XI SMA Negeri 3 Padangsidimpuan can be categorized into poor with the mean score 58.66% and the students easy to determined general statement in explanation text. Then, the students' dominant aspect that can not understand in explanation text was determined the concluding paragraph.

Keywords: Reading Comprehension, Explanation Text and Topic.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The communicative competence includes four major aspects categorize into main way that is receptive competence and productive competence. Receptive competence consists of two different modes of language behavior, namely listening and reading; and productive competence consists of two modes that is speaking and writing. Reading is one of skills that so important to students in developing English language. Reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys.

Reading involves two skills, receptive and active skill. First, receptive skill refers to the fact that readers have to infer meaning, using their knowledge of the world. "Receptive" means that the reader receives input from a writer. The readers rarely have opportunity to asking the author about what he/she really had in mind when writing a text. The readers are not actually producing anything quite in the same way as the writers. Second, reading as an active skill, which the reader finds a reading passage interesting. His/she mind is fully engaged in trying to understand the reading material. In short, reading includes two process, those

are receiving messages and information from the writer and interacting with the texts by trying to understand the text.

From both of the reading skill show us that in reading needed that namely comprehension to understand the text. To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities, motivation, and various type of knowledge. To understand or to comprehend the text students must be able to read and catch some points of paragraph. One of the way to measure the students comprehend the text is give them some question about the paragraph in the text given. If the student can answer the question well it can conclude that they are understand the point of paragraph. But if not, so the opposite conclusion where construct by the teacher.

Today, almost students only read but do not comprehend the content of text. From the information that researcher got from Mrs. Herlinda Lubis, S.Pd as an English teacher in SMA Negeri 3 Padangsidempuan, there some problems that made students' reading comprehension in SMA Negeri 3 Padangsidempuan is not perfect. There were still so many students can not reading well when students asked to do reading activity.

Firstly, the students were seldom to do reading activity in the school moreover in the house. Whereas, the key to be able read well is habit to do reading activity. The habits of students who rarely did reading activity caused the students strange with English word and understand the content of text. Made the students were not fluent in reading, can not repair redaction of sentences.

Whereas, to makes students comprehend in reading, the students should have many times to do reading activity. Until, when the students tried to catch the content of text when follow teaching process, the students were difficult to do it. It caused the students were seldom to do reading activity.

Secondly, the lack of motivation also makes students can not reading well, whether from environment or studentselves. Until students prefer to spend the time to do other activities than read a book. Spend the time such as play a game, hang out with friends, etc. Whereas, motivation is the main thing that must have of students, because that was can take up the confidence and as encouragement for studentselves.

Thirdly, there were some students have English course, but seldom to repeat the material at home, so makes the students passive. Even though the students had an additional the time to learn, but it is not ensures that the students better than others. It is not meaningful and do not give effect to skill of students in reading if the students do not repeat it anymore. So, everything that had been learn by students will be lose and do not develop, until when do teaching process, the students can not follow well, so it making the students passive.

Lastly, there were also some students that easy to understand the material, but lazy to speak, so made students passive. It is caused the students do not habit to give the opinion, until complicated the students to say English words. Even though the students are easy to understand when reading process, but can not give the opinion of the thing that has read, then everything is useless.

Everything that students has got and understood will not develop because the students are lazy to speak.

Based on problems above, the researcher was interesting to know how the reading comprehension of students when reading an explanation text. From the syllabus of English teaching process in SMA Negeri 3 Padangsidimpuan, one of text that learnt by students at grade XI is Explanation text.¹ So the researcher decided to analyze the students' reading comprehension in Explanation Text.

B. Focus of the Problem

Based on the background of problem above, it was sure that all students can read. To get the point in the text not enough only by reading the text but also needed to understand. The big problem of students was difficult to get the point of the content text. In this research, the researcher was focused on students' ability in understanding the topic, determine general statement, determine series of sequence paragraph, and draw the concluding paragraph of the text at grade XI SMA N 3 Padangsidimuan in Explanation text.

C. Formulations of the Problem

Based on the problem mention above the researcher can take the formulations as:

1. How was the students' reading comprehension in explanation text at grade XI SMA Negeri 3 Padangsidimpuan?

¹ Syllabus of English Subject at Grade XI SMA Negeri 3 Padangsidimpuan.

2. What was the dominant aspect that the students' can not understand in explanation text?

D. Objectives of the Research

Based on the formulation of the problem above, the researcher determines the purpose of the research; they are:

1. To know the students' reading comprehension at grade XI SMA Negeri 3 Padangsidempuan in explanation text.
2. To know students' dominant aspect that can not understand in explanation text.

E. Significances of the Research

The result of the research expected to be useful for:

1. For students, as the information for students about students' difficult in reading comprehension which is in this opportunity use Explanation text.
2. For English teacher, as a tool compare students in determine the topic, general statement, series of sequence paragraph and draw the concluding paragraph on explanation text in students' reading comprehension at grade XI SMA Negeri 3 Padangsidempuan.
3. For Reader or other researcher, as references for the next researcher in some problems and for the other writers in conducting further researcher in the same topic.

F. Definition of the Key Terms

1. Analysis

Analysis means study or examines in order to learn about something. Hornby states, “The analysis is the study of something by examining its parts of their relationship.”² So, from the definitions above, the researcher concluded the analysis is discuss about something to take a result, which in the process needed consideration.

2. Reading Comprehension

Reading comprehension is process using syntactic and semantic information found in printed text to reconstruct in the readers’ mind. Reading comprehension is the ability to understand information presented in written form. It is the process of getting meaning from print. It is not a passive receptive activity, but requires the readers to be active and thinking. Widdowson stated in hedge, reading can be seen as a kind of a dialogue between the reader and the text, or even between the reader and the author.³

3. Explanation Text

An explanation is written to explain how and why something in the world happens. It is about action rather than about things. Explanation is

² AS. Hornby, *Oxford Advanced Learner’s Dictionary* (New York: Oxford University Press, 1995), p. 38.

³ Tricia Hedge, *Teaching and Learning In the Language Classroom* (Hongkong: Oxford University Press, 2000), p. 188.

speaking or writing about how or why things happen.⁴ The researcher took the definition from the explanation that an explanation text is type of the text that give the information or help to knowing the fact things that happen in the world. Such as the cycle of something, by the explanation text will be tell how and why it happens as detail as possible.

G. Out Line of the Thesis

The systematic of this research divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one, it consists of background of the problem where the phenomenon is found. The problem is focused into which problem that has been researched in focus of the research. Then, it is continued with definition of key terms, formulations of the problem that consist of what the problems that faced by students are, what the dominant aspects that students can not understand in explanation text. The objectives of the research consist of what for the research will be done, significances of research, and the last outline of the thesis.

Chapter two, it consists of some theoretical description and review of related finding. In theoretical review consists of students' reading comprehension and explanation text. Related findings consist of some findings that are done by other researcher in the same research.

⁴ Maria Johan Ari Widiyanti, *English Alive 3 Senior High School Grade XII* (Bogor: PT Ghalia Indonesia Printing, 2010), p. 32.

Chapter three, it discusses about research methodology consists of; location and time of the research, method of the research, research design, sources of data, technique of the data collection, technique of the data analysis and the last is technique of the data trustworthiness.

Chapter four, it consists of findings, discussion and the threat of the research. The findings consisted of general findings that consists of the where and when the research has been done and specific findings consists of the description of the answers for the formulation of the problems in chapter one. The last, discussion consists of the result of research that compare to the other research and threat of the research consists of the threat in research.

Chapter five, it consists of conclusions for the research and suggestions.

CHAPTER II

THEORETICAL DESCRIPTION

A. Literature Review

1. Reading Comprehension

a. Concepts of Reading Comprehension

Reading is one of the four languages. This category is skill to comprehend a piece of information in written language. It explain that in teaching reading, the teacher should be emphasized on the skill to help the students' motivation, various kinds of English text to help the students, develop their ability in reading. Nunan says that reading is usually conceived as a solidarity activity in which the reader interacts with the text in isolation.¹ Then, Nuttal also defines reading is an activity to understand the message that us sent by the writer in order to achieve that purpose.² Reading is an interaction passive between reader and text that can find wherever.

Alexander states that reading is a communication process between writer and the reader, utilizing written language. It also find three important interacting factors; *the first*, affective behavior refers to feelings. *The second*, cognitive assumptions underlie the descriptions presented. *The*

¹ David Nunan, *Language Teaching Methodology: A Textbook for Teacher* (Sydney: Prentice Hall, 1991), p. 43.

² Cristine Nuttal, *Teaching Reading Skill in a Foreign Language*. London (Heinemann, 1996), p. 23.

third, linguistic behavior to child's language.³ Reading is defines as the process of understanding meaning from a piece of text.

Reading comprehension is the first goal in reading. Comprehension means understanding. It is the ability to get the meaning of the something. Duke and Pearson state that reading is comprehension. Comprehension is reading all about.⁴ Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.⁵ Comprehension can be meant the process by which a person to understand the meaning of written or spoken language.

Reading comprehension based on Wagner & Sternberg in Christopher L. Knoll's research is the ability to determine how and where to apply one's reading resources in order to maximally reach one's goals in a comprehension given situation. Reading comprehension may expand on the aforementioned one. Not only does reading comprehension at the most

³ J. Estill Alexander, et. al, *Teaching Reading* (Scott: Foresman and Company, 1988), p. 03.

⁴ N. K. Duke & P. D. Pearson, *How Can I Help Children Improve Their Comprehension?* Ann Arbor (Michigan: CIERA, Michigan State University, 2001), p. 423.

⁵ Elizabeth S. Pang, et. al, *Teaching Reading* (UNESCO: IAE & IBE, 2003), p. 14.

basic level include mastery of “the basic decoding skills that serve to attach meaning to written symbols”, but it also encompasses the prior knowledge of the reader.⁶

Based on the definitions above, the researcher concluded that reading comprehension is an activity that does by someone or called as a reader to understand and get the point from a text or print material. In the process needed focus to deliver a good result.

Goodman in Wayne Otto states reading comprehension as interaction between thought, language and bases evaluation of success in comprehension on the extent to which the readers’ reconstructed message.⁷ Reading comprehension refers to reading with understanding. The understanding the written paragraph means extracting the information from text as efficient as possible. Reading comprehension most likely to occur when students are reading what they want to read or at least what they see some good reason to read.⁸ In generally reading comprehension defines as the ability to interpret and evaluate what readers read and to understand of written or printed material, besides, significant problem today as future educators.

⁶ Christopher L. Knoll, “The Relationship Between Motivation and Reading Comprehension” (Masters Theses, Grand Valley State University, 2000), p. 11.

⁷ Wayne Otto, et. al., *How to Teach Reading* (USA: Addison-wesley Publishing Company, 1979), p. 151-153.

⁸ Simanjuntak, *Developing Reading Skill for English Foreign Language Students* (Jakarta: Depdikbud, 1988), p. 04.

From some definitions above can be simply that reading comprehension related to think and understand process to get the point from a text or printed material, which in the comprehension process the reader is able to extract from the selection it is essential facts and understanding, visualize details and sense the readiness of facts.

There are some elements in reading comprehension, they are:

1) Topic

A *topic* is the one thing the whole paragraph is about. It is the unifying factor, which every sentence and idea contained in the paragraph relate to. Usually, the topic of a paragraph can be expressed in one word or a phrase consisting of two or more words. That's why a topic could also be defined as the word or phrase that best describes what all of the sentences in the paragraph are about.

2) Main Idea

A *main idea* is what the author says, thinks, or wants to communicate about the topic. It is the central or most important thought in the paragraph. Every other sentence and idea in the paragraph is related to the main idea. The main idea is usually directly stated by the writer in a sentence called the topic sentence which is usually but not always placed in the beginning of the paragraph. The topic sentence tells what the rest of the paragraph is about.

3) Supporting Sentence

Supporting sentence is develop the topic sentence that is, they explain the topic sentence by giving reasons, example, facts, statistics, and quotations.

4) Conclusion

A concluding sentence asserts the main idea of the paragraph and, while elaborating the conclusion, it connects the topic sentence and the ideas presented in the supporting details. A concluding sentence sums up the information that is presented in a paragraph. It completes the paragraph and restates the main idea. While approaching the conclusion linking words or phrases like therefore, thus, resulting, hence, in brief, to sum up, on the whole and in the end are very often used.⁹

In short, based on the explanation above, the researcher concluded topic is what the text discuss about. Main idea is point of view by author in a sentence that using as a representation to the next sentences. Supporting sentences is the sentences which has role to give detail explanation about main idea. While, conclusion is the point of the text tell or explain.

⁹ Unit 2 : *Five Elements Of Good Writing*, National Geographic Learning, p. 40.

b. Level of Reading Comprehension

In reading, the reader effort to take meaning or senses from paragraph and to improve comprehend and conclusion when the reader read paragraph. To know how far the readers comprehend a text or printed material, it can be measure by some levels of reading comprehension. Smith in Reid is divided comprehension into four levels of skills: literal, interpretative, critical and creative.

Heilman et.al identifies the following comprehension skill levels:¹⁰

1) Literal Level

This level is the simplest level. It means that what the reader needs to do is to reproduce the fact as they are related by the writer. At this level, Questions are factual and detailed. The skills needed for this level are nothing factual data, sequence, chronology, and enumeration.

The abilities which refer to the literal level are :

- a) Knowledge of word meanings.
- b) Recalling of ideas directly stated or paraphrased in own word
- c) Understanding of grammatical clue-subject, verb, pronoun, conjunction and so forth.
- d) Recalling of main idea explicitly stated.

¹⁰ Heilman, et.al., *The Principles and The Practices of Teaching Reading*, (Ohio: Charles E. Merrill Publishing Co, 1988), p. 24.

e) Knowledge of sequence of information presented in the text.

2) Interpretive Level

This level requires the reader to go beyond the information given by the writer. The reader is required to see the significance of the data; to note various relationships such as cause effect and relation of the part to the whole, to make comparison, to draw conclusion and inference and to make generalizations.

The abilities which are refer to the interpretive level are:

- a) Reasoning with the information presented to understand the writer's tone, purpose and attitude.
- b) Inferring factual information, main ideas, comparison, cause-effect relationships not explicitly stated in the text.

3) Critical Level

At this level, the students learn to evaluate and judge the information and the writer's use of language for guiding the reader's interpretation; noting evidence of the writer's bias, his qualifications, his point of view, intent and truthfulness.

The abilities which refer to the critical level are:

- a) Reacting to information in a text indicating its meaning to the reader.
- b) Analyzing and evaluating the quality of written information in terms of some standards.

4) Creative Level

This level requires the reader's involvement with the information presented as he uses it to formulate or rethink ideas of his own. Question at this level might consist of open-ended queries which require the reader to include his own knowledge, view, and value.

The abilities that refer to the creative level are:

- a) Knowledge of emotional response of literary techniques
- b) Knowledge of response of forms, style and structures.

In short, Literal level involves acquiring information that is directly stated. Interpretive level involves "reading between lines" of making inference. Critical level involves evaluating of written material. Creative level involves formulating and re-thinking ideas. From the description above, it can be stated that each level requires different abilities or skills. Interpretive level requires higher skill than Literal and so forth.

c. Aspect of Reading Comprehension

Students' background knowledge is important to successful reading comprehension mastery, specifics skill knowledge is also important and must be learned by students. The reader must know the aspect of reading comprehension. The aspect of reading comprehension consists of the following common elementary, they are:¹¹

¹¹ Douglas Carnie, et.al., *Direct Instruction Reading* (Ohio: Merrill Publishing Company, 1990), p. 41.

1) Comprehension Units

The units of instruction in reading comprehension increase in complexity ranging from the words, phrase, sentences, and paragraphs to passages and pages of the text.

2) Process Skills

The skill for process the increasingly complex comprehension units consist of rapid decoding, summarizing the main idea or gist of the text, drawing inferences, transforming complex syntactical structures into more familiar words, simplifying critical reading and reasoning skills and so forth.

3) Knowledge Base

The background knowledge and specific skills knowledge are important to understand and evaluate the message in the text (syntax), (semantic), (factual information), (logic), and (schema).

4) Strategic Knowledge

The metacognitive strategies for evoking skills and knowledge designed to monitor and check on going comprehension.

In short, the aspects of reading comprehension can conclude as: comprehension units, it is talking about the skill to understand the words, phrase, sentences, etc. Process skill, it is talking about how far the reader can arrange the words to understand the text by their own simple words. Knowledge base, it is relates to the knowledge background of the reader.

Strategic knowledge, it is about the monitor and check on going the comprehension.

d. Techniques of Reading Comprehension

Reader needs to know the reading techniques effectively, because by using some technique will be better. The techniques of reading comprehension that can use, they are:¹²

1) Identify the purposes of reading

Efficient reading consists of clearly identifying the purpose in reading something. The reader must know what looking for and can weed out potential distracting information. It is important for the teacher to teach reading technique and to set up the purpose of reading to the students.

2) Skimming

One of the most technique that using by the students in reading is skimming. Skimming consist of quickly running one eyes across whole text to get the gist. Skimming gives the readers the advantage of being able to predict the purpose of the passage, the main topic or the message, and possibly some of the developing of supporting details.

¹² H. Douglas Brown, *Teaching by Principles as Interactive Approach to Language Pedagogy*, p. 292-296.

3) Scanning

The second in the most valuable category is scanning. Scanning is reading technique quickly searching for some particular piece of pieces of information in a text. This technique asks the students to look for name or dates, to find a definition or key concept, or to list a certain number of supporting details. The purpose of scanning is to extract certain specific information without reading through whole the text. Scanning involves looking through a text to find specific information. Look for words relates to the topic or purpose for reading. Use scanning to research, review and find information.

4) Guessing

Guessing is very helpful for students, the advantages of the guessing or the students are: to guess the meaning word, grammatical relationship, a discourse relationship, infer implied meaning, about cultural reference, and content message. The key is to successful in to make it reasonably accurate.

5) Vocabulary Analysis

One way for learners to make guessing pay off when the students don't immediately recognize a word is to analyze it in terms of what the students know about it. These some techniques are:

- a) Look for the prefix
- b) Look for the suffix

- c) Look for the roots familiar
- d) Look for the grammatical context
- e) Look at the semantic context.

Based on the some techniques of reading comprehension above, the researcher can concluded that in comprehending the text, technique is one of important one to make it successful. Because the techniques are help and make simply the reader to know what the content of the text.

2. Explanation Text

a. Definition of Explanation Text

Explanation is speaking or writing about how or why things happen. The paragraph of explanation is often use to explain a process or procedure, or give direction or instruction. Daily life is field with the need to explain things, processes, idea, and give instructions. People ask and answer the question how? why? Many time each day.

Peter Knapp and Megan Watkins state that:

The genre of explaining is a fundamental language function for understanding the world and how it operates. The process of explaining is used to logically sequence the way that we and our environment physically function, as well as understanding and interpreting why cultural and intellectual ideas and concepts prevail.¹³

¹³ Peter Knapp & Megan Watkins, *Genre, TEXT, grammar (Technologies for Teaching and Assessing Writing)* (Sydney: University of New South Wales Press Ltd, 2005), p. 125.

Anderson and Anderson state that:

The explaining text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of an explanation text is to tell each step of the process (the how) and to give reasons (the why). Explanation is a piece of text that deals with the processes involved in understanding and making explicit the how and/ or why of particular phenomena, events, and concepts occur in scientific and technical fields.¹⁴

Based on the definitions above, the researcher can concluded explanation text is one of text types which in the process tell about a phenomenon or event, it can be the event that is occur nowadays.

b. Generic Structure

There are three steps for constructing or generic structure a written explanation according to Anderson and Anderson, they are:

- 1) General statement, about the event or thing that will be explained.
- 2) Series of sequence paragraphs, that tells the *hows* or *whys*. In this paragraph, the writer tells the sequence of explanation text.
- 3) Concluding paragraph, as a closing. The writer concludes what he/ she has explained in the paragraph.¹⁵

The researcher concluded the generic structure of explanation text are general statement is about the general view, series of sequence paragraph is about the detail describing from the general statement, while concluding paragraph is about the last step or process

¹⁴ K. Anderson & M. Anderson, *Text Types In English 1* (Australia: Macmillan Education Australia, 1997)

¹⁵ K. Anderson & M. Anderson, *Text Types In English 1*.....

Grammatical Feature of Explanation text:

- 1) Explanations are often about generic participant. For example, cars, cities, school, sun, rain.
- 2) Explanations about classes of things use verbs in the present tense unless, of course, the class of things no longer exist.
- 3) Explanations using simple present tense and future tense. For example, This is my plan for a house. It will be a two-story house so you will see the view.
- 4) Using conjunction time sequences in a cause and effect sequence. For example, first, then, after, finally.
- 5) Explanations using action verb. For example, burns, expands, forces.
- 6) Explanations generally using chronological connection. Such as: when, then, first, after, next.
- 7) Explanations will sometimes make use of modality. For example, might.

In short, grammatical feature of explanation text are, focusing general noun, using present tense and future tense, using conjunction time and cause, usually using action verb, generally using chronological connection, and using modality.

c. Example

Based on the explanation about the definition of explanation text, the following is one of example of explanation text that analyze base on the generic structure.

How Do We Breathe?

The nose, trachea and lungs are the main organs which make up the respiratory system. This system allows the exchanges of gases which are needed for us to live.

Breathing happens when the brain sends a message through the nerves to the intercostal muscles which lie between the ribs and diaphragm. When the instruction is received, the muscles pull the ribs outwards and the diaphragm relaxes so that the space in the chest gets bigger. Because the pressure in the chest gets lower, air rushes in to fill the lungs.

This air is first taken in through the nose or mouth. It then travels into the throat (the pharynx) and on through the voice box (the larynx). The opening to the voice box has a cover it called the epiglottis. This cover opens when a breath is taken. In this way, the air is able to flow down the trachea but food is kept out.

After passing down the trachea the air travels into the lung down either the right or left bronchus, through the bronchioles and at last into tiny air sacs called alveoli. They are covered with small blood vessels called capillaries. From here, oxygen is finally taken into the blood stream and carbon dioxide is passed back to the lungs.

The intercostal muscles then push the rib cage back inwards. As a result, the space in chest gets smaller and the pressure rises, thus pushing the carbon dioxide back out of the lungs.

And it happens in the space of a single breath!¹⁶

Analysis of the generic structure:

General statement: The nose, trachea and lungs are the main organs which make up the respiratory system. This system allows the exchanges of gases which are needed for s to live.

Series of sequences paragraph: Breathing happens when the brain sends a message through the nerves to the intercostal muscles which lie between the ribs and diaphragm. When the instruction is received, the muscles pull the ribs outwards and the diaphragm relaxes so that the space in the chest gets bigger. Because the pressure in the chest get lower, air rushes in to fill the lungs.

This air the first taken in through the nose or mouth. It then travels into the throat (the pharynx) and on through the voice box (the larynx). The opening to the voice box has a cover it called the epiglottis. This cover opens when a breath is taken. In this way, the air is able to flow down the trachea but foot is kept out.

After passing down the trachea the air travels into the lung down either the right or left bronchus, through the bronchioles and at last into tiny air sacs called alveoli. There are covered with small blood vessels

¹⁶ Explanation Texts, retrieved from, http://dinus.ac.id/respository/docs/ajar.explanation_text_introduction_and_overview-fp-916c1fe4.pdf, on Monday, November 20th 2017.

called capillaries. From here, oxygen is finally taken into the blood stream and carbon dioxide is passed back to the lungs.

The intercostal muscles then push the rib cage back inwards. As a result, the space in chest gets smaller and the pressure rises, thus pushing the carbon dioxide back out of the lungs.

Concluding paragraph: And it happens in the space of a single breath!

B. Review Related Findings

There were related findings that discusses about Reading Comprehension. Some researcher had been done as below: The first, Dian Permata Sari from State University of Bengkulu, Indonesia. She concluded that students of SMA N 10 Bengkulu 2014/2015 academic years are good at comprehending English text for literal and creative level, but they are low in comprehending English text for interpretive and critical level. In other word, most of the students could comprehend the English text well for literal and creative level but the low in comprehending English text for interpretive and critical level. She found the total mean score: literal 93.33%, interpretive 53.33%, critical 36.63%, and creative 72.00%.¹⁷

¹⁷ Dian Permata Sari, An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMA N 10 Bengkulu Academic Year 2014/2015), retrieved from, <http://ejournal.iainbengkulu.ac.id/index.php/linguists/article/download/102/97>, on Tuesday, October 17th, 2017.

The second, Anindya Sekarini, et.al from State University of Lampung. They concluded that the students at grade X SMA N 1 Bandar Lampung that the problems that students faced prove that understanding reading text is not as simple as many people mostly thought. If students do not master one of the factors they always have missing piece of understanding reading text. As students of foreign language, mastering vocabulary is the most important piece that need to be mastered first. They found perception of students about Narrative text, which 13.3% is easy, 86.7% is difficult.¹⁸

The third, Meylinda Susanti, et.al from State University of Lampung. They concluded that the students at grade VIII SMP Negeri 29 Bandar Lampung in academic year 2012/2013 in reading comprehension, there is an interaction between techniques and personalities of the students and there is difference score in scanning class of introvert is 79,71 and extroverts is 76,91 whereas in skimming class of introvert is 69,50 and extrovert is 81,40. Introvert personality has a high score in scanning technique and extrovert personality has a high score in skimming technique.¹⁹

So, from the above description, the researcher concluded that it was related to this research entitled An Analysis of Students' Reading

¹⁸ Anindya Sekarini, et.al., An Analysis Of Students' Reading Comprehension Constraints, retrieved from, <http://jurnal.fkip.unila.ac.id/index.php/123/article/view/13597>, on Tuesday, October 17th, 2017.

¹⁹ Meylinda Susanti, et.al., An Analysis of Students' Reading Comprehension Achievement by Using Scanning and Skimming, retrieved from, <http://jurnal.fkip.unila.ac.id/index.php/123/article/view/2628>, on Tuesday, October 17th, 2017.

Comprehension In Explanation Text at Grade XI SMA Negeri 3
Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Kinds of the Research

This research is design based on the problems identify and arranged to adjust the main purpose of the research, so that the researcher used qualitative approach. Qualitative approach is based on the collection data and analysis of non-numerical data such as observations, interviews, and other more discursive sources of information.¹

This research was used descriptive method. Surakhmad believes that a descriptive method is a kind of research method employing technique of searching, collecting, classifying, analyzing the data, interpreting them and finally describing the conclusion.² It is suitable to find out how students' reading ability in comprehending English text. So, this method is used to describe "*An Analysis of Students' Reading Comprehension In Explanation Text At Grade XI SMA Negeri 3 Padangsidempuan*".

B. Time and Location of the Research

This research was done at grade XI SMA N 3 Padangsidempuan. It was located at Jl. Perintis Kemerdekaan No. 56, Padangmatinggi, Kec.

¹ L. R. Gay and Peter Airasian, *Educational Research, Competenies for analysis and Application* (USA: Prentice Hall, 2000), p. 09.

² Surakhmad, *Pengantar Penelitian Ilmiah: Dasar Metode Teknik*, (Bandung: Tarsito, 1994), p. 48.

Padangsidempuan Selatan, Kota Padangsidempuan. The subject of the research was at grade XI-1 Padangsidempuan from 23rd October 2017 up to finish.

C. Sources of the Data

Primary sources of data (principal data) were the basic of data. The researcher took students of grade XI SMA N 3 Padangsidempuan that consists of 4 classes and decided at grade XI MIA-1 as primary source to collecting data. . This research used purposive sampling. Based on Sumadi Suryabrata purposive sampling is the technique which takes sample of source data with certain considering.³ It has representative to take the result of the research. So, the informants of the research were 30 students take used by purposive sampling.

D. Technique of the Data Collection

Researcher took the data by herself, the teachers and the students to collect the valid data. John W. Creswell stated that there are some step in collection the data of qualitative research include setting the boundaries of study, collecting information through unstructure (semi structure), observation, and interview, document and visual materials.⁴

1. Test

Based on the sources of the research, for the primary data the research used the test as a instrument for collecting data, although this research used the qualitative reserach. Appropriate with the instrument of

³ Sumadi Suryabrata, *Metode Penelitian* (Jakarta: Raja Grafindo Persada, 1983), p. 219.

⁴ John W. Creswell, *Research Design: Qualitative, Quantitative, And Method Approach*, p. 185.

this research, the researcher wanted to analyze students reading comprehension in explanation text. How the students understand the text such as determine the topic, determine general statement, determine series of sequence paragraph, and draw the concluding of paragraph on explanation text.

The researcher made 30 questions first in multiple choice and did validity test to the other sample informant. The researcher got 20 questions were valid and took it as the test to analyze students' skill. The score for each item were 5. It means the totality of score for this test is 100.

Tabel 1
Indicators of The Test

No.	Indicators	Total Test	Number Items	Score
1	Determine Topic	2	1, 11	2x5= 10
2	Determine General Statement	5	2, 3, 5, 13, 15	5x5= 25
3	Determine Series of Sequence Paragraph	8	4, 6, 8, 9, 14, 16, 17, 18	8x5= 40
4	Draw The Concluding Paragraph	5	7, 10, 12, 19, 20	5x5= 25
	Total	20	20	100

Base on the table above, the techniques for collecting data were below:

- 1) The researcher prepared the test.
- 2) The researcher gave the written test to the students according the sample states, and gave the test with multiple choice.

- 3) Determining the time of doing the test.
- 4) Giving chance or time for students to ask something left or not clears in doing the test.
- 5) Asking the students to do test and the researcher looks after the students during the test time.
- 6) After students finishing answer the test, the researcher collected their answer to analyze.

2. Interview

Gay and Peter Airasian state that interview is purposeful interaction usually between two people, focused on the person trying to get information from other person. In this research, the researcher does interview directly the English teacher to know about the students' reading comprehension and interview some students to ask them about their perception in reading comprehension.

In the interview, the researcher wanted to know some points that can help the researcher to simplify to finish this result. So, the researcher asked some questions to the students about; (1) students' difficult in understand explanation text. (2) students' difficult in analyze aspect/component of explanation text. (3) which one the aspects of explanation text that most difficult to understand.

E. Technique of the Data Analysis

After collecting data, the researcher analyzed them by using some steps. Based on Lexy J. Meleong technique analysis data in qualitative research can be done with these below:

1. Starting from research about all data which consist of some sources data.
2. Holding reduction of data with making abstraction
3. Arranging in one unit.
4. Categorization to the next steps.
5. Holding investigation about validity of data.
6. Making interpretation of data.⁵

So, from the explanation above, the researcher decided to make the techniques above to data analysis by the following procedure:

- a. Classification the data, it had done to classification of primary and secondary data.
- b. Checked the data collection.
- c. Calculated their result (mark) by using mean score, the formula is below:

$$M = \frac{(\sum x)}{N}$$

M = Mean Score (Average)

N = Sum of the respondents

$\sum x$ = Total of the result

⁵ Lexy J. Moleong, *Metode Penelitian Kualitatif*. (Bandung: Remaja Rosda Karya, 2009), p. 190.

d. Finally, the researcher concluded the analysis.

F. Technique of Checking the Data Trustworthiness

To reduce the bias of data and to improve the validity of the data collected, there are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as :

- a. The extension of participation was the extensions not only do at the short time, but need the long time.
- b. The application of research was the researcher must do the research with careful, detail and continuous to the object of the research.
- c. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
- d. Checking with friendly through discussion is doing with expos the interview result or the final result that gotten in discussion with friends.
- e. Analyze the negative case the research collects the example an inappropriate case with the model and the inclination of information that have collected a use as a substance of comparison.
- f. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics collect.
- g. Checking the member was the most important in checking the credibility.
- h. The detail description was a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.

- i. Auditing uses to check the truth and certainty of data, this point that done well to the process or result an extent.⁶

From the all of techniques to determine the data trustworthiness above, the researcher used the detail description a technique to demand the researcher to the result of researcher, so description do carefully and accurately to draw the text of research.

⁶ Lexy J. Moleong, *Metode Penelitian Kualitatif*p. 176

CHAPTER IV

RESULT OF THE RESEARCH

A. Findings

This study was a qualitative research which used descriptive design. The participant of this research was the grade XI-1 students of SMA Negeri 3 Padangsidempuan as the subject in this research. It took as the main focused as the discussion. The total of the students at grade XI-1 were 30 students. They were consists 8 male and 22 female. The instruments of this research were test in multiple choice and interview. In this research, the learning material was focused on explanation text.

1. The Description of Students' Reading Comprehension in Explanation Text at Grade XI SMA Negeri 3 Padangsidempuan

To find out the result of reading comprehension of students, the researcher distributed 20 items of reading comprehension test in explanation text consisted of identifying the topic, general statement, series of sequence paragraph, and concluding paragraph. The score of each item was 5. So, the total score of all items were 100. After researcher did the test to the students at grade XI SMA Negeri 3 padangsidempuan in comprehending the text, the score each of them can be explained as below:

a. Determine Topic

On the indicator to determine the topic, the researcher has been presented it into the table (see Appendix VII). Based on the table in appendix VII, it can be seen that the total scores of students at grade XI SMA N 3 Padagsidimpuan in determine topic on the explanation text was 180. The total of the questions were 2 items. It can be seen that there were many students can answer all the questions. They were; A2, B1, B2, C1, E1, E2, F2, H2, I2, M1 can answer all the questions about determine the topic and each of them got 10 score. While, there were some students can answer a part of the questions. They were; A1, C2, D1, D2, F1, G2, H1, I1, J2, K1, L2, M2, N1, N2, O1 can answer a part of the questions and got 5 score. There were some students did not answer all the questions. They were J1, K2, L1, O2 and all of them got 0 score.

b. Determine General Statement

The researcher has been presented the scores each of students for indicator to determine general statement into the table (see Appendix VII) Based on the table in appendix VII, it can be seen that the total scores of students in reading comprehension to determine general statement at grade XI SMA N 3 Padagsidimpuan was 475. The total of the questions were 5 items. There was each of students got different scores. There was

B2 answer correctly for all questions and it got 25 score. Some students answer correctly for 4 questions. They were B1, D1, E1, E2, H2, I2, J1, K1, L1, M2, N2, O1, O2 and they were got 20 score. Some students also answer correctly for 3 questions. They were A2, C2, D2, F2, G1, H1, J2, M1, NI and they were got 15 score. It can be seen, there were some students answer correctly for 2 questions. They were A1, G2, I1 and they were got 10 score. The last there were C1 and F1 answer correctly for 1 question and got 5 score.

c. Determine Series of Sequence Paragraph

For students reading comprehension in determine series of sequence paragraph, the researcher has been presented it into the table (see Appendix VII). Based on the table in appendix VII, it can be seen that the total of the questions were 8 items and the total scores of students at grade XI SMA N 3 Padagsidimpunan was 650. From the table, it can be seen the score who got each of the students was different. There was J1 answer correctly for 8 questions and got 40 score as the perfect score. There was F1 answer correctly for 7 questions and got 35 score. There were B1, E1, K1, L2, M2, O1 answer correctly for 6 questions and each of them got 30 score. While, A2, B2, D2, G1, I1, J2, L1 answer correctly for 5 questions and each of them got 25 score. There were 7 students answer correctly for 4 questions. They were A1, C2, I2, K2, M1, N1, O2 and each of them got 20 score. There were C1, D1, F2, G2, H1, H2 answer correctly for 3

questions and got 15 score for each of them. The last, there were E2 answer correctly for 1 question and got 5 score.

d. Determine Concluding Paragraph

On the appendix VII, the researcher has been presented the table of scores each of the students. From the table in appendix VII, it can be seen that the total scores of students at grade XI SMA N 3 Padangsidimpuan in determine concluding paragraph on the explanation text was 615. The total of the questions were 5 items. From all the students, it can be seen that there was no students got perfect score. There were students who got answer correctly for 4 questions and each of them got 20 score. They were B1, C1, D1, F1, G1, J1, K1, L2 and O1. For the students who answer correctly for 3 questions, they were A1, A2, B2, D2, E2, F2, G2, H1, H2, J2, K2, N1 and each of them got 15 score. While, it can be seen there were some students who answer correctly for 2 questions and it got 10 score. They were C2, I1, I2, L1, M2, N2 and O2. There was E1 who answer correctly for 1 question and it got 5 score. The last there was M1 did not answer correctly all the questions and it got 0 score.

The researcher took conclusion for grade XI students' ability in reading comprehension on explanation text by using criteria below.¹

¹ The Categories of Standard of Value in SMA N 3 Padangsidimpuan

Table 2
The Categories of Standard of Value

Score	Criteria
Excellent	100
Very Good	90
Good	80
Average	75
Poor	≤75

Based on the explanation above, the researcher can be analyzed that finding to determine general statement were easy to students' understand because from the table on appendix VII in determine general statement can be seen that majority of students got 20 score from 25 score as the perfect score in determine the general statement. In other word means that majority of students got answer correctly for 4 questions from 5 questions. While, finding the topic, series of sequence paragraph, and concluding paragraph were difficult to students understand.²

The score of students' reading comprehension for all the indicators can be seen in the Appendix VI. The researcher was calculated it by using the formula of mean score (see chapter III). Then, the researcher was got the calculating score of the students' reading comprehension in

² The Score Test of the Students at Grade XI SMA Negeri 3 Padangsidempuan, *Private Test*, 28 September 2018.

explanation text at grade XI SMA Negeri 3 Padangsidempuan was 58.66%.

Based on the criteria above, it can be categorized into *poor* category.

2. The Description of Students' Dominants Aspects that Can Not Understand in Explanation Text at Grade XI SMA Negeri 3 Padangsidempuan

Based on the result interview that the researcher did with an English teacher and some students at grade XI of SMA Negeri 3 Padangsidempuan, there were difficulties that faced by students in analyze the text. In the opportunity, the researcher asked some questions to knew how reading comprehension students at grade XI of SMA Negeri 3 Padangsidempuan that the researcher limited on the explanation text. The researcher asked around the difficulties of the students when analyze explanation text, such as: analyze the general statement, analyze series of the sequence paragraph, and analyze concluding paragraph in explanation text.

When the researcher interviewed Mr. Syaripuddin Siregar, S.Pd as one of an English teacher at grade XI, the researcher asked the students difficulties in comprehending the text. Mr. Syaripuddin, S.Pd said "There were some things that caused the students were difficult to comprehend the text. One of the factor were there were still many students who not like to learn English, it made them not interested to learn. Automatically, their mind set suggests that English was one of difficult lesson. In the other

factor, even though there were students like English, but they were still difficult to comprehend the text.

Lack of the vocabularies and tenses also made students difficult. When students were asked to do the questions with fixed time, many students were complained about it, because they always lack of the time, basically they can answer all the questions.”³ The researcher concluded the factors were made students difficult in analyzing the text was lack of vocabularies and tenses and they not interested to learn English.

The researcher also asked about the aspect in explanation text which students difficult to understand. Mr. Syaripuddin Siregar, S.Pd said “The students usually difficult to analyze concluding paragraph, because concluding was the point of the text, so it required the students to read all of the text. Whereas, as I said before, the students always lack of the time to answer the questions because they were does not know much the vocabulary. Other aspect that students can not understand in analyze explanation text also determine the series of the sequence paragraph. They always confused the paragraph included in series of the sequence paragraph or not. Because series of paragraph more than other aspect, so it sometimes made students trapped to made the concluding paragraph become series of

³ Syaripuddin Siregar, S.Pd., *English Teacher at Grade XI SMA Negeri 3 Padangsidempuan, Private Interview*, 28 September 2018.

the sequence paragraph.”⁴ The researcher concluded the aspects that students’ difficulties to understand were determine concluding paragraph and series of the sequence paragraph.

The researcher also interviewed some students at grade XI. The researcher asked about their difficulties in analyzing the text. Putri Dameria Dongoran said “I feel difficult in analyzing the text if I found the new vocabulary, so it make me difficult to answer the question because I did not understand the meaning. Also about the time, because the text so long and have many paragraph, it made me always lack of the time.”

The researcher also asked the difficulties in analyzing explanation text and the aspect that difficult to understand. Putri Dameria Dongoran said ”Actually I did not have the difficulties in analyzing explanation text, because I knew in the first paragraph as general statement, in the next paragraph as series of the sequence paragraph and the last paragraph as concluding paragraph. Between the aspects, I difficult to analyze how to determine the concluding paragraph. It caused sometimes, there was nothing concluding paragraph in the text, so it made me confused and trapped.”⁵ The researcher concluded the difficulties of students in

⁴ Syaripuddin Siregar, S.Pd., *English Teacher at Grade XI SMA Negeri 3 Padangsidempuan, Private Interview*, 28 September 2018.

⁵ Putri Dameria Dongoran, *The Student at Grade XI SMA Negeri 3 Padangsidempuan, Private Interview*, 29 September 2018.

analyzing the text were lack of vocabularies, lack of the time because they have so long text.

The researcher also asked the same questions to the Eben Ezer Fernando Pardede and Yuli Annita Situmorang as students at Grade XI. They said that their difficulties in analyzing the text was about the vocabulary and tenses. They were always confused if they found the new vocabulary. They were stuck in the question if they did not know the meaning of vocabulary. The changing of class word also made them difficult in analyzing the text. They always forgot the meaning of the word if it is change to other class word. Whereas, they were difficult to arranged the sequences of the event in analyze explanation text.

When the researcher asked them about the aspects that their difficult to analyzing in explanation text, Eben Ezer Fernando Pardede said “I was difficult in analyzing concluding paragraph, because concluding paragraph as the ending of the text, it means the point. So, to determine the concluding paragraph in explanation text I should adjust to the other aspects.

While, in analyzing general statement and series of sequence paragraph were more easy, because I just found the topic of the paragraph.” While, Yuli Annita Situmorang said “I was difficult in analyzing the series of the sequence paragraph, because there were so many series of sequence paragraph in explanation text. So, sometimes it make me trapped to

determine the paragraph. Sometimes, I made the paragraph that included series of the sequence paragraph become general statement.”⁶ The researcher concluded the difficulties of students in analyzing the text were lack of the vocabularies, about the changing of the class word, and tenses.

The next students that researcher interview were Adenia Nurdini Sitorus and Khairul Fahroji Harahap. Their difficulties in analyzing the text was about vocabulary. They were always difficult if they found the new vocabulary, they did not know the meaning. So, it made them difficult to answer the question and made them stuck on the question until they lack of the time.

While, when the researcher asked about the aspect that their difficulties in understanding explanation text, Adenia Nurdini Sitorus said “I was difficult to determine the concluding paragraph, because to determine the concluding paragraph I should analyze from the first paragraph. It caused the concluding paragraph as the point of the text, so I should know and read well from the first paragraph.”⁷ The researcher concluded the difficulties of students in analyzing the text were lack of the vocabularies, they did not know the meaning, so made them stuck on the question.

⁶ Eben Ezer Fernando Pardede and Yuli Annita Situmorang, *The Students at Grade XI SMA Negeri 3 Padangsidempuan, Private Interview*, 29 September 2018.

⁷ Adenia Nurdini Sitorus and Khairul Fahroji Harahap, *The Students at Grade XI SMA Negeri 3 Padangsidempuan, Private Interview*, 29 September 2018.

Based on the explanation of the interview result with an English teacher and some students at grade XI SMA N 3 Padangsidimpuan, the difficulties that always students faced in analyzing the text were about the vocabularies and the tenses. They were difficult if they found the new vocabulary in the text. Then, about the tenses, if the words change to the past tense, they were always forgot the meaning of the word, so it made them confused. While, the aspect caused they were difficult to understand in analyzing explanation text was to determine the concluding paragraph, because the paragraph as the point in the text, so it related to other paragraph. Therefore, they should analyze and understand the paragraph from the first.

B. Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had many activities when they answered the test they less concentrate test. There were the weaknesses of time. When they were answered the test, they less concentrate test and researcher can not control seriously of the students in answering the test. So, the researcher took the sets answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were threats the writer. The researcher has searched this research only. Finally, this has been done because the helping from advisors and English teacher.

C. Discussion

After doing the research and analyzing the data, it was gotten the students' reading comprehension in explanation text at grade XI SMA Negeri 3 Padangsidempuan can be categorized into poor category. It can be known from the calculation score (see Appendix III) that the students' reading comprehension in explanation text at grade XI SMA Negeri 3 Padangsidempuan was 58.66%. Then, the dominant aspects that students can not understand in explanation text was determine concluding paragraph. The researcher discussed the result and compared it with result in research related findings:

The first, Dian Permata Sari "An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMA N 10 Bengkulu Academic Year 2014/2015)". The concluding of her is Students of SMA N 10 Bengkulu 2014/2015 academic years is most of the students are good at comprehending English text for literal and creative level, but they are low in comprehending English text for interpretive and critical level. In other word, most of the students could comprehend the English text well for literal and creative level but the low in comprehending English text for interpretive and critical level. She found the total

mean score: literal 93.33%, interpretative 53.33%, critical 36.63%, and creative 72.00%.⁸

The second, Anindya Sekarini, et. al “An Analysis of Students’ Reading Comprehension Constraints”. The concluding of them is the students at grade X SMA N 1 Bandar Lampung that the problems that students faced prove that understanding reading text is not as simple as many people mostly thought. If students do not master one of the factors they always have missing piece of understanding reading text. As students of foreign language, mastering vocabulary is the most important piece that needed to be mastered first. They found perception of students about Narrative text, which 13.3% is easy, 86.7% is difficult.⁹

The third, Meylinda Susanti, et.al from State University of Lampung. They concluded that the students at grade VIII SMP Negeri 29 Bandar Lampung in academic year 2012/2013 in reading comprehension, there is an interaction between techniques and personalities of the students and there is difference score in scanning class of passive is 79,71 and active is 76,91 whereas in skimming class of passive is 69,50 and active is 81,40. Passive personality has a high score

⁸ Dian Permata Sari, An Analysis of Students’ Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMA N 10 Bengkulu Academic Year 2014/2015), retrieved from, <http://ejournal.iainbengkulu.ac.id/index.php/linguists/article/download/102/97>, on Tuesday, October 17th, 2017.

⁹ Anindya Sekarini, et.al., An Analysis Of Students’ Reading Comprehension Constraints, retrieved from, <http://jurnal.fkip.unila.ac.id/index.php/123/article/view/13597>, on Tuesday, October 17th, 2017.

in scanning technique and active personality has a high score in skimming technique.¹⁰

So, based on the explanation above, the comparison of the result between the researcher's finding and previous researcher were; first, the researcher found the mean score of students' reading comprehension that researcher did in SMA N 3 Padangsidempuan was 58.66%. Whereas, the previous researcher was do the research in SMA N 10 Bengkulu. So, from the percentages that explain above, the students' reading comprehension based on the literal level, the researcher's finding was lower than previous research. Based on the interpretative level, the researcher's finding was higher than previous research. Based on the critical level, the researcher's finding was higher than previous research. Based on the creative level, the researcher's finding was lower than previous research.

Second, the researcher found the mean score of students' reading comprehension that researcher did at grade XI SMA N 3 Padangsidempuan was 58.66%. Whereas, the previous researcher was do the research at grade X SMA N 1 Bandar Lampung. Based on the percentages, the students' reading comprehension on previous research were still low, it showed there were 13.3% students easy and 86.7% students difficult in analyzing narrative text. So, it means that the researcher's finding (58.66%) was higher than previous research.

¹⁰ Meylinda Susanti, et.al., An Analysis of Students' Reading Comprehension Achievement by Using Scanning and Skimming, retrieved from, <http://jurnal.fkip.unila.ac.id/index.php/123/article/view/2628>, on Tuesday, October 17th, 2017.

Third, the researcher found the mean score of students' reading comprehension that researcher did at grade XI SMA N 3 Padangsidempuan was 58.66%. Whereas, the previous researcher was do the research at grade VIII SMP Negeri 29 Bandar Lampung in academic year 2012/2013. Based on the percentages, the score of students in scanning class was good (76.91). Then, the score of students in skimming class was very good (81.40). So, it means that the researcher's finding (58.66%) was lower than previous research.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research at the grade XI of SMA Negeri 3 Padangsidimpun and analyzed the data, the researcher would like given the conclusion about students' reading comprehension in explanation at grade XI SMA Negeri 3 Padangsidimpun, and the conclusions as follow:

1. The students easy to determined general statement in the explanation text and the students' reading comprehension can be categorized into poor category. It can be seen by the result of the test that was researcher gave to the students at grade XI, the mean score was 58.66% (See Appendix VI). From the criteria score interpretations, the score include into *poor* category.
2. The dominant aspect that students' can not understand in explanation text was determined the concluding paragraph. The students difficult to determine concluding paragraph because to find out concluding paragraph, they must understand all the content of the text caused the point of the text was there in concluding paragraph.

B. Suggestions

1. To the students; they have increase their reading comprehension by study harder. It can be done by habit themselves to read English book or English text and try to understand the content by analyze the

elements of reading comprehension. It can be also done by following the English course and they have to be more seriously in study, especially in reading comprehension on the text.

2. To the English teacher; all of teachers have to be creatively in making the comfortable learning. So, the students are seriously in comprehending the text, especially for the English teachers. They have to improve their ability and always motivate the students to be seriously in learning English especially about comprehending the text.
3. To the readers; the researcher hopes this research as a motivation to do better research and to improve the readers' ability in comprehending the text.

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APPENDIX I

Petunjuk

1. Bacalah pertanyaan dengan seksama
2. Kerjakan soal sesuai petunjuk
3. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas
4. Waktu yang tersedia 90 menit.

Instruction: Read carefully the following paragraph. Choose the best answer and circle a, b, c, or d!

Text 1

The Life-Cycle of Bees

Bees are social insects that live in large groups called colonies. Of all the insects, only bees, ants, wasps and termites take care of their families. All bees in a colony have special jobs and social responsibilities. Colonies of bees live in well-organized places called hives.

There are three types of bees in a colony: a queen, the female workers and the male drones. The queen bee produces eggs which are cared for by the female worker bees. In a hive there are thousands of worker bees, a few dozen drones and only one queen. The male drones have only one job in a hive – to mate with the queen.

When a new queen hatches from her queen cell, she must mate with a drone who provides millions of tiny sperm cells that the queen bee stores in a special pouch in her body. Just before she lays new eggs, she fertilizes each one with a sperm cell, so that it can develop into a new worker.

The egg laid by the queen is so small that it is barely visible. Three days after it is laid it hatches into a white larva. A few minutes after the larva has hatched, a worker appears at the cell to feed it a special food called 'royal jelly'. This feeding process goes on continuously. About once a minute a worker arrives to feed the larva. For the first two days the larva is fed royal jelly and the following four days it is fed 'bee bread' – a mixture of flower pollen and honey. Over this period the larva grows so quickly, it fills the entire cell.

It now begins to produce a sticky silk from glands near its mouth. Weaving back and forth, it spins the silk into a lacy cocoon. At this stage the workers stop feeding the larva and seal the cell with wax. Inside the cocoon, the soft, legless body of the grub stiffens. Outlines of legs, wings, eyes, antennae, begin to form. The larva is changing into a pupa.

Twelve days later, a sharp new pair of jaws begins to cut away at the wax sealing the cell. The cell opens and the new worker bee appears. After about one day, this new bee is busy at work in the organization of the hive.

1. What is the topic of the paragraph above?
 - a. Ants.
 - b. Bees.
 - c. Termites.
 - d. Wasps.
2. What is the *general statement* of the explanation text above?
 - a. Bees are social insects that live in... well-organized places called hives.
 - b. When a new queen hatches... into a new worker.
 - c. Twelve days later,... the organization of the hive.

- d. The egg laid... the entire cell.
3. From the text above, “*Bees are social insects that live in large groups called colonies. Of all the insects, only bees, ants, wasps and termites take care of their families. All bees in a colony have special jobs and social responsibilities. Colonies of bees live in well-organized places called hives*”, the paragraph is?
- a. Concluding paragraph.
 - b. General statement.
 - c. Topic.
 - d. Series of sequence paragraph.
4. What is the tells about on *series of sequences paragraph* number 3?
- a. Mating.
 - b. Incubation.
 - c. Larva.
 - d. Pupa.
5. From the text above, which the paragraphs is not include *series of sequences paragraph*?
- a. Paragraph 2,3,4.
 - b. Paragraph 4,5.
 - c. Paragraph 1.
 - d. Paragraph 2,4.
6. What is the tells about on *series of sequences paragraph* number 4?
- a. Pupa.
 - b. Incubation and Pupa.

c. Emergence from cocoon.

d. Larva.

7. From the text above, *“Twelve days later, a sharp new pair of jaws begins to cut away at the wax sealing the cell. The cell opens and the new worker bee appears. After about one day, this new bee is busy at work in the organization of the hive”*, what is the paragraph?

a. Concluding paragraph.

b. General statement.

c. Topic.

d. Series of sequence paragraph.

8. *“When a new queen hatches from her queen cell, she must mate with a drone who provides millions of tiny sperm cells that the queen bee stores in a special pouch in her body. Just before she lays new eggs, she fertilizes each one with a sperm cell, so that it can develop into a new worker.”*

What is the number paragraph above on *series of sequences paragraph* from the text?

a. 1

b. 2

c. 3

d. 4

9. *“It now begins to produce a sticky silk from glands near its mouth. Weaving back and forth, it spins the silk into a lacy cocoon. At this stage the workers stop feeding the larva and seal the cell with wax. Inside the cocoon, the soft, legless body of the grub stiffens. Outlines of legs, wings, eyes, antennae, begin to form. The larva is changing into a pupa.”*

What is the number paragraph above on *series of sequences paragraph* from the text?

- a. 3
- b. 2
- c. 5
- d. 4

10. What is the concluding paragraph from the text above?

- a. When a new queen hatches... into a new worker.
- b. Twelve days later,... the organization of the hive.
- c. It now begins to produce... changing into a pupa.
- d. The egg laid... the entire cell.

Text 2

The Life Cycle of a Frog

The frog is one of the animals which has a metamorphosis in its life. Here are the explanations about metamorphosis of a frog.

First, the egg begins as a single cell. There may be thousands of eggs laid at once. It becomes surrounded by a jellylike covering, which protects the egg. The female may or may not stay with the eggs to take care of the young after she had laid them. The egg slowly develops.

Then, the mass of cells in the egg come to form an embryo. Organs and gills begin to form, and the embryo lives off the internal yolk. This supplies it with nutrients for 21 days.

After its 21 day development period, the embryo leaves its jelly shell, and attaches itself to a weed in the water. This quickly becomes a tadpole. The tadpole has a long tail, and lives in the water. It has external gills like a fish to absorb oxygen and feeds on algae. It is extremely vulnerable, and must rely on its camouflage to protect it. Colors range from brown, green or gray.

About five weeks, the tadpole begins to change. It starts to grow hind legs, which are soon followed with forelegs. Lungs begin to develop, preparing the frog for its life on land. Over time, the tadpole becomes even more froglike. Its mouth widens, it loses its horny jaws, and gills are lost. The tail becomes much smaller, and the legs grow. The lungs are almost functioning at this point.

Eleven weeks after the egg was laid, a fully developed frog with lungs, legs, and no tail emerges from the water. This frog will live mostly on land, with occasional swims. Eventually, it finds a mate. The way this is done varies depending on the species. The female lays the eggs, the male fertilizes them, and the whole process begins again.

11. What is the topic of the paragraph above?

- a. Metamorphosis.
- b. Frog.
- c. Egg.
- d. Embryo.

12. Which one the paragraphs that include *series of sequences paragraph* from text above?

- a. Paragraph 1,2,3.
- b. Paragraph 2,3,5.
- c. Paragraph 1,4,6.
- d. Paragraph 2,3,4,5.

13. What is the *general statement* of the explanation text above?
- a. First, the egg begins as a single cell... the egg slowly develops.
 - b. After its 21 day development period,... green or gray.
 - c. The frog is one of the animals which has a metamorphosis in its life. Here are the explanations about metamorphosis of a frog.
 - d. Eleven weeks after the egg... the whole process begins again.
14. What is the tells about on *series of sequences paragraph* number 3?
- a. Tadpole.
 - b. Embryo.
 - c. Egg.
 - d. Frog.
15. From the text above, “*The frog is one of the animals which has a metamorphosis in its life. Here are the explanations about metamorphosis of a frog*”, the paragraph is?
- a. Concluding paragraph.
 - b. General statement.
 - c. Topic.
 - d. Series of sequence paragraph.
16. “*Then, the mass of cells in the egg come to form an embryo. Organs and gills begin to form, and the embryo lives off the internal yolk. This supplies it with nutrients for 21 days.*”
- What is the number paragraph above on *series of sequences paragraph* from the text?
- a. 2
 - b. 5

c. 6

d. 4

17. "About five weeks, the tadpole begins to change. It starts to grow hind legs, which are soon followed with forelegs. Lungs begin to develop, preparing the frog for its life on land. Over time, the tadpole becomes even more froglike. Its mouth widens, it loses its horny jaws, and gills are lost. The tail becomes much smaller, and the legs grow. The lungs are almost functioning at this point."

What is the number paragraph above on *series of sequences paragraph* from the text?

a. 4

b. 5

c. 6

d. 2

18. Which one of the first paragraph on *series of sequences paragraph* from the text?

a. Then, the mass of cells... with nutrients for 21 days.

b. After its 21 day development period,... green or gray.

c. First, the egg begins as a single cell... the egg slowly develops.

d. About five weeks...functioning at this point.

19. Which one of the text above is not include from *series of sequence paragraph*?

a. 2,3.

b. 1,6.

c. 2,3,4,5.

d. 6.

20. What is the concluding paragraph from the text above?

- a. First, the egg begins as a single cell... the egg slowly develops.
- b. Eleven weeks after the egg... the whole process begins again.
- c. After its 21 day development period,... green or gray.
- d. The frog is one of the animals which has a metamorphosis in its life. Here are the explanations about metamorphosis of a frog.

APPENDIX II

THE KEY ANSWER

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

**APPENDIX
III**

**Validity
of the
Questions**

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	0	21	441	
2	0	0	1	1	0	0	1	1	1	1	1	1	0	0	0	1	0	1	0	1	1	1	0	0	0	0	1	1	1	0	16	256	
3	1	1	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	18	324	
4	1	0	0	0	0	0	1	1	1	1	0	1	1	1	0	0	0	1	0	1	0	0	1	1	1	0	0	0	1	1	15	225	
5	1	0	1	0	0	1	1	0	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	1	1	0	0	1	1	15	196	
6	0	0	1	0	1	0	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	21	441	
7	1	1	0	0	0	1	1	0	0	1	1	1	0	1	0	0	1	0	0	1	1	0	0	1	1	1	0	1	1	1	17	289	
8	0	0	0	0	0	0	1	1	1	1	0	1	0	0	1	0	1	0	1	1	0	1	1	0	0	0	1	0	1	1	14	196	
9	1	1	1	1	1	1	0	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	0	1	1	1	0	0	1	1	18	324	
10	1	0	0	0	1	1	1	1	1	0	0	1	1	1	0	0	1	0	1	0	1	0	1	1	1	1	0	1	1	1	19	361	
11	1	1	1	0	0	1	0	0	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	0	0	0	0	16	256	
12	0	0	0	0	0	1	1	1	1	0	1	0	1	0	0	0	1	1	1	0	1	0	0	1	1	0	1	1	1	1	16	256	
13	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	0	22	484	
14	0	0	1	1	0	1	1	1	1	1	1	1	0	0	0	1	0	1	0	1	1	1	0	0	1	0	1	1	0	0	17	289	
15	0	1	1	1	0	0	1	0	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	17	289	
16	0	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	1	1	1	20	400	
17	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	0	0	0	1	21	441	
18	0	0	1	1	0	0	1	1	1	1	1	1	0	0	0	1	0	1	0	1	1	1	0	0	0	0	1	1	1	0	16	256	
19	1	1	1	1	1	1	0	0	1	0	0	1	1	1	0	1	1	1	1	0	0	0	1	0	0	1	1	1	1	0	19	361	
20	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	22	484	
21	1	0	1	0	0	0	1	1	1	0	0	1	1	1	0	0	1	0	1	0	1	0	1	1	0	0	0	0	0	1	15	225	
22	1	0	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	23	529	
23	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	21	441	
24	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	0	23	529
25	0	0	0	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	20	400	
26	0	0	0	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	19	361	
27	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	21	441	
28	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	20	400	
29	1	0	1	1	1	1	1	0	0	1	0	0	1	0	0	0	1	1	1	1	0	0	0	1	1	1	0	0	1	1	17	289	
30	1	0	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	0	0	1	0	0	1	1	1	17	289	
	17	12	21	13	16	21	22	17	21	21	18	18	22	15	12	17	21	24	15	20	24	14	17	15	21	21	17	18	24	22	556	10473	

	0.5	0.4	0.7	0.4	0.5	0.7	0.7	0.5	0.7	0.7	0.6	0.6	0.7	0.5	0.4	0.5	0.7	0.8	0.5	0.6	0.8	0.4	0.5	0.5	0.7	0.7	0.5	0.6	0.8	0.7	Σx	Σx^2
	0.5	0.6	0.3	0.6	0.5	0.3	0.3	0.5	0.3	0.3	0.4	0.4	0.3	0.5	0.6	0.5	0.3	0.2	0.5	0.4	0.2	0.6	0.5	0.5	0.3	0.3	0.5	0.4	0.2	0.3		

APPENDIX IV

$$\text{Calculation of } r_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

A. Calculation of Test

1. Mean score from score total (M_t)

$$M_t = \frac{\sum xt}{N}$$
$$M_t = \frac{556}{30} = 18.53$$

2. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum xt^2}{N} - \left(\frac{\sum xt}{N}\right)^2}$$
$$SD_t = \sqrt{\frac{10473}{30} - \left(\frac{556}{30}\right)^2}$$
$$SD_t = \sqrt{349.1 - 18.53^2}$$
$$SD_t = \sqrt{349.1 - 343.3}$$
$$SD_t = \sqrt{5.8} = 2.40$$

3. Mean Score (M_p)

Item 1

$$Mp_1 = \frac{\text{total score of students' score that true item answer}}{n_1}$$
$$Mp_1 = \frac{21+18+15+15+17+18+19+16+22+21+21+19+15+23+23+20+17+17}{18}$$
$$Mp_1 = \frac{316}{18} = 17.55$$

Item 2

$$Mp_2 = \frac{\text{total score of students' score that true item answer}}{n_2}$$
$$Mp_2 = \frac{21+18+17+18+16+17+20+21+19+21+21+21}{11}$$
$$Mp_2 = \frac{230}{11} = 20.90$$

Item 3

$$Mp_3 = \frac{\text{total score of students' score that true item answer}}{n_3}$$
$$Mp_3 = \frac{21+16+15+21+18+16+22+17+17+20+21+16+19+22+15+23+21+23+21+17+17+17}{21}$$
$$Mp_3 = \frac{415}{21} = 19.76$$

Item 4

$$Mp_4 = \frac{\text{total score of students' score that true item answer}}{n_4}$$
$$Mp_4 = \frac{21+16+18+22+17+17+20+16+19+20+19+20+17}{13}$$
$$Mp_4 = \frac{242}{13} = 18.61$$

Item 5

$$Mp_5 = \frac{\text{total score of students' score that true item answer}}{n_5}$$

$$Mp_5 = \frac{21+21+18+19+22+20+19+22+23+21+23+20+19+21+20+17}{16}$$

$$Mp_5 = \frac{326}{16} = 20.37$$

Item 6

$$Mp_6 = \frac{\text{total score of students' score that true item answer}}{n_6}$$

$$Mp_6 = \frac{15+17+18+19+16+16+22+17+20+21+19+22+23+21+23+20+19+21+20+17+17}{21}$$

$$Mp_6 = \frac{403}{21} = 19.19$$

Item 7

$$Mp_7 = \frac{\text{total score of students' score that true item answer}}{n_7}$$

$$Mp_7 = \frac{16+18+15+15+21+17+19+16+17+17+21+16+22+15+23+21+23+20+19+21+17}{21}$$

$$Mp_7 = \frac{389}{21} = 18.52$$

Item 8

$$Mp_8 = \frac{\text{total score of students' score that true item answer}}{n_8}$$

$$Mp_8 = \frac{21+16+18+15+14+19+16+22+17+21+16+15+23+23+20+20+17}{17}$$

$$Mp_8 = \frac{313}{17} = 18.41$$

Item 9

$$Mp_9 = \frac{\text{total score of students' score that true item answer}}{n_9}$$

$$Mp_9 = \frac{21+16+15+15+21+14+19+16+22+17+17+21+16+19+15+23+21+23+21+20+17}{21}$$

$$Mp_9 = \frac{389}{21} = 18.52$$

Item 10

$$Mp_{10} = \frac{\text{total score of students' score that true item answer}}{n_{10}}$$

$$Mp_{10} = \frac{16+18+15+21+17+14+18+16+17+20+21+16+22+23+21+23+19+21+20+17+17}{21}$$

$$Mp_{10} = \frac{392}{21} = 18.66$$

Item 11

$$Mp_{11} = \frac{\text{total score of students' score that true item answer}}{n_{11}}$$

$$Mp_{11} = \frac{21+16+18+21+17+16+16+22+17+17+20+16+22+23+20+19+20+17}{18}$$

$$Mp_{11} = \frac{338}{18} = 18.77$$

Item 12

$$Mp_{12} = \frac{\text{total score of students' score that true item answer}}{n_{12}}$$

$$Mp_{12} = \frac{21+16+15+17+14+19+16+22+17+15+16+19+22+15+21+23+21+17}{18}$$

$$Mp_{12} = \frac{326}{18} = 18.11$$

Item 13

$$Mp_{13} = \frac{\text{total score of students' score that true item answer}}{n_{13}}$$

$$Mp_{13} = \frac{21+18+15+21+18+19+16+22+17+20+15+15+19+22+15+23+21+23+20+19+21+17+17}{22}$$

$$Mp_{13} = \frac{434}{22} = 19.72$$

Item 14

$$Mp_{14} = \frac{\text{total score of students' score that true item answer}}{n_{14}}$$

$$Mp_{14} = \frac{21+15+17+18+19+16+22+20+15+15+29+22+15+23+20+17}{15}$$

$$Mp_{14} = \frac{304}{15} = 20.26$$

Item 15

$$Mp_{15} = \frac{\text{total score of students' score that true item answer}}{n_{15}}$$

$$Mp_{15} = \frac{21+18+15+14+16+22+20+23+23+20+19+20}{12}$$

$$Mp_{15} = \frac{231}{12} = 19.25$$

Item 16

$$Mp_{16} = \frac{\text{total score of students' score that true item answer}}{n_{16}}$$

$$Mp_{16} = \frac{21+16+18+21+18+16+22+17+17+20+16+15+19+23+21+23+21+20}{17}$$

$$Mp_{16} = \frac{344}{17} = 20.23$$

Item 17

$$Mp_{17} = \frac{\text{total score of students' score that true item answer}}{n_{17}}$$

$$Mp_{17} = \frac{18+15+21+17+14+18+19+16+17+21+19+22+15+23+21+22+20+19+21+17+17}{21}$$

$$Mp_{17} = \frac{392}{21} = 18.66$$

Item 18

$$Mp_{18} = \frac{\text{total score of students' score that true item answer}}{n_{18}}$$

$$Mp_{18} = \frac{21+16+18+15+15+21+18+16+16+22+17+17+20+21+16+19+22+23+15+21+20+19+21+20+17}{24}$$

$$Mp_{18} = \frac{466}{24} = 19.41$$

Item 19

$$Mp_{19} = \frac{\text{total score of students' score that true item answer}}{n_{19}}$$

$$Mp_{19} = \frac{21+21+14+19+16+22+17+21+19+15+15+23+21+21+20+17}{15}$$

$$Mp_{19} = \frac{302}{15} = 20.13$$

Item 20

$$Mp_{20} = \frac{\text{total score of students' score that true item answer}}{n_{20}}$$

$$Mp_{20} = \frac{21+16+18+15+21+17+14+16+22+17+15+20+16+22+23+21+20+19+21+17+17}{20}$$

$$Mp_{20} = \frac{388}{20} = 19.4$$

Item 21

$$Mp_{21} = \frac{\text{total score of students' score that true item answer}}{n_{21}}$$

$$Mp_{21} = \frac{21+16+18+15+21+17+18+19+16+16+22+17+17+20+21+16+22+15+15+23+21+23+20+19+21}{24}$$

$$Mp_{21} = \frac{469}{24} = 19.54$$

Item 22

$$Mp_{22} = \frac{\text{total score of students' score that true item answer}}{n_{22}}$$

$$Mp_{22} = \frac{21+16+21+14+16+22+17+17+21+16+22+23+20+17}{14}$$

$$Mp_{22} = \frac{260}{14} = 18.57$$

Item 23

$$Mp_{23} = \frac{\text{total score of students' score that true item answer}}{n_{23}}$$

$$Mp_{23} = \frac{21+15+15+21+14+19+16+22+17+21+19+22+15+23+20+19+20}{17}$$

$$Mp_{23} = \frac{319}{17} = 18.76$$

Item 24

$$Mp_{24} = \frac{\text{total score of students' score that true item answer}}{n_{24}}$$

$$Mp_{24} = \frac{15+15+21+17+18+19+16+21+22+15+21+23+20+21+17}{15}$$

$$Mp_{24} = \frac{281}{15} = 18.73$$

Item 25

$$Mp_{25} = \frac{\text{total score of students' score that true item answer}}{n_{25}}$$

$$Mp_{25} = \frac{18+15+15+21+17+18+19+16+17+20+21+22+15+23+21+23+20+19+21+17+17}{21}$$

$$Mp_{25} = \frac{405}{21} = 19.28$$

Item 26

$$Mp_{26} = \frac{\text{total score of students' score that true item answer}}{n_{26}}$$

$$Mp_{26} = \frac{21+18+15+17+18+19+16+22+17+20+21+19+22+23+21+23+20+19+21+20+17}{21}$$

$$Mp_{26} = \frac{409}{21} = 19.47$$

Item 27

$$Mp_{27} = \frac{\text{total score of students' score that true item answer}}{n_{27}}$$

$$Mp_{27} = \frac{21+16+18+21+14+16+22+17+20+16+15+19+22+23+23+20+19+20}{17}$$

$$Mp_{27} = \frac{342}{17} = 20.11$$

Item 28

$$Mp_{28} = \frac{\text{total score of students' score that true item answer}}{n_{28}}$$

$$Mp_{28} = \frac{16+21+17+19+16+17+20+16+19+22+23+21+23+20+19+21+20+17}{18}$$

$$Mp_{28} = \frac{347}{18} = 19.27$$

Item 29

$$Mp_{29} = \frac{\text{total score of students' score that true item answer}}{n_{29}}$$

$$Mp_{29} = \frac{16+18+15+15+21+17+14+18+19+16+17+20+16+19+22+23+21+23+20+19+21+15+20+17+17}{24}$$

$$Mp_{29} = \frac{469}{24} = 19.54$$

Item 30

$$Mp_{30} = \frac{\text{total score of students' score that true item answer}}{n_{30}}$$

$$Mp_{30} = \frac{18+15+15+21+17+14+18+19+16+17+20+21+22+15+15+23+21+20+19+21+20+17+17}{22}$$

$$Mp_{30} = \frac{421}{22} = 19.13$$

4. Calculation of the Formulation $r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$

Item 1

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.55-18.53}{2.40} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{-0.98}{2.40} \sqrt{1}$$

$$r_{pbi} = -0.408 \times 1 = -0.408$$

Item 2

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{20.90-18.53}{2.40} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{2.37}{2.40} \sqrt{0.666}$$

$$r_{pbi} = 0.987 \times 0.816 = 0.805$$

Item 3

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.76-18.53}{2.40} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.23}{2.40} \sqrt{2.333}$$

$$r_{pbi} = 0.512 \times 1.527 = 0.781$$

Item 4

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.61-18.53}{2.40} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{0.8}{2.40} \sqrt{1.5}$$

$$r_{pbi} = 0.333 \times 1.224 = 0.407$$

Item 5

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{20.37-18.53}{2.40} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{1.84}{2.40} \sqrt{1}$$

$$r_{pbi} = 0.766 \times 1 = 0.766$$

Item 6

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.19-18.53}{2.40} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.66}{2.40} \sqrt{2.333}$$

$$r_{pbi} = 0.275 \times 1.527 = 0.419$$

Item 7

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.52-18.53}{2.40} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{-0.01}{2.40} \sqrt{2.333}$$

$$r_{pbi} = -0.004 \times 1.527 = -0.006$$

Item 8

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.41-18.53}{2.40} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{-0.12}{2.40} \sqrt{1}$$

$$r_{pbi} = -0.12 \times 1 = -0.12$$

Item 9

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.52-18.53}{2.40} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{-0.01}{2.40} \sqrt{2.333}$$

$$r_{pbi} = -0.004 \times 1.527 = -0.006$$

Item 10

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.66-18.53}{2.40} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.13}{2.40} \sqrt{2.333}$$

$$r_{pbi} = 0.054 \times 1.527 = 0.082$$

Item 11

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.77-18.53}{2.40} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{0.24}{2.40} \sqrt{1.5}$$

$$r_{pbi} = 0.6 \times 1.224 = 0.734$$

Item 12

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.11-18.53}{2.40} \sqrt{\frac{0.6}{0.4}}$$

$$\Gamma_{pbi} = \frac{-0.42}{2.40} \sqrt{1.5}$$

$$\Gamma_{pbi} = -0.175 \times 1.224 = -0.214$$

Item 13

$$\Gamma_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$\Gamma_{pbi} = \frac{19.72-18.53}{2.40} \sqrt{\frac{0.7}{0.3}}$$

$$\Gamma_{pbi} = \frac{1.19}{2.40} \sqrt{2.333}$$

$$\Gamma_{pbi} = 0.495 \times 1.527 = 0.755$$

Item 14

$$\Gamma_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$\Gamma_{pbi} = \frac{20.26-18.53}{2.40} \sqrt{\frac{0.5}{0.5}}$$

$$\Gamma_{pbi} = \frac{1.73}{2.40} \sqrt{1}$$

$$\Gamma_{pbi} = 0.720 \times 1 = 0.720$$

Item 15

$$\Gamma_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$\Gamma_{pbi} = \frac{19.25-18.53}{2.40} \sqrt{\frac{0.6}{0.4}}$$

$$\Gamma_{pbi} = \frac{0.72}{2.40} \sqrt{1.5}$$

$$\Gamma_{pbi} = 0.3 \times 1.224 = 0.367$$

Item 16

$$\Gamma_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$\Gamma_{pbi} = \frac{20.23-18.53}{2.40} \sqrt{\frac{0.5}{0.5}}$$

$$\Gamma_{pbi} = \frac{1.7}{2.40} \sqrt{1}$$

$$\Gamma_{pbi} = 0.708 \times 1 = 0.708$$

Item 17

$$\Gamma_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$\Gamma_{pbi} = \frac{18.66-18.53}{2.40} \sqrt{\frac{0.7}{0.3}}$$

$$\Gamma_{pbi} = \frac{0.13}{2.40} \sqrt{2.333}$$

$$\Gamma_{pbi} = 0.054 \times 1.527 = 0.082$$

Item 18

$$\Gamma_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$\Gamma_{pbi} = \frac{19.41-18.53}{2.40} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.88}{2.40} \sqrt{4}$$

$$r_{pbi} = 0.366 \times 2 = 0.733$$

Item 19

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{20.13-18.53}{2.40} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{1.6}{2.40} \sqrt{1}$$

$$r_{pbi} = 0.666 \times 1 = 0.666$$

Item 20

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.4-18.53}{2.40} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{0.87}{2.40} \sqrt{1.5}$$

$$r_{pbi} = 0.362 \times 1.224 = 0.450$$

Item 21

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.54-18.53}{2.40} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.01}{2.40} \sqrt{4}$$

$$r_{pbi} = 0.420 \times 2 = 0.841$$

Item 22

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.57-18.53}{2.40} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{0.04}{2.40} \sqrt{0.666}$$

$$r_{pbi} = 0.016 \times 0.816 = 0.013$$

Item 23

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.76-18.53}{2.40} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{0.23}{2.40} \sqrt{1}$$

$$r_{pbi} = 0.095 \times 1 = 0.095$$

Item 24

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.73-18.53}{2.40} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{0.2}{2.40} \sqrt{1}$$

$$r_{pbi} = 0.083 \times 1 = 0.083$$

Item 25

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.28-18.53}{2.40} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.75}{2.40} \sqrt{2.333}$$

$$r_{pbi} = 0.312 \times 1.527 = 0.477$$

Item 26

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.47-18.53}{2.40} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.94}{2.40} \sqrt{2.333}$$

$$r_{pbi} = 0.391 \times 1.527 = 0.598$$

Item 27

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{20.11-18.53}{2.40} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{1.58}{2.40} \sqrt{1}$$

$$r_{pbi} = 0.658 \times 1 = 0.658$$

Item 28

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.27-18.53}{2.40} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{0.74}{2.40} \sqrt{1.5}$$

$$r_{pbi} = 0.308 \times 1.224 = 0.377$$

Item 29

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.54-18.53}{2.40} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.01}{2.40} \sqrt{4}$$

$$r_{pbi} = 0.420 \times 2 = 0.841$$

Item 30

$$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.13-18.53}{2.40} \sqrt{\frac{0.7}{0.3}}$$

$$\Gamma_{\text{pbi}} = \frac{0.6}{2.40} \sqrt{2.333}$$

$$\Gamma_{\text{pbi}} = 0.25 \times 1.527 = 0.381$$

APPENDIX V**Table Validity of Test**

Number of Item	Mp	Mt	SDt	P	Q	$r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$	$t_{t \text{ on } 5\% \text{ Significant}}$	Interpretation
1.	17.55	18.53	2.40	0.5	0.5	-0.408	0.349	Invalid
2.	20.90	18.53	2.40	0.4	0.6	0.805	0.349	Valid
3.	19.76	18.53	2.40	0.7	0.3	0.781	0.349	Valid
4.	18.61	18.53	2.40	0.6	0.4	0.407	0.349	Valid
5.	20.37	18.53	2.40	0.5	0.5	0.766	0.349	Valid
6.	19.19	18.53	2.40	0.7	0.3	0.419	0.349	Valid
7.	18.52	18.53	2.40	0.7	0.3	-0.006	0.349	Invalid
8.	18.41	18.53	2.40	0.5	0.5	-0.120	0.349	Invalid
9.	18.52	18.53	2.40	0.7	0.3	-0.006	0.349	Invalid
10.	18.66	18.53	2.40	0.7	0.3	0.082	0.349	Invalid
11.	18.77	18.53	2.40	0.6	0.4	0.734	0.349	Valid
12.	18.11	18.53	2.40	0.6	0.4	-0.214	0.349	Invalid
13.	19.72	18.53	2.40	0.7	0.3	0.755	0.349	Valid
14.	20.26	18.53	2.40	0.5	0.5	0.720	0.349	Valid
15.	19.25	18.53	2.40	0.6	0.4	0.367	0.349	Valid
16.	20.23	18.53	2.40	0.5	0.5	0.708	0.349	Valid
17.	18.66	18.53	2.40	0.7	0.3	0.082	0.349	Invalid
18.	19.41	18.53	2.40	0.8	0.2	0.733	0.349	Valid
19.	20.13	18.53	2.40	0.5	0.5	0.666	0.349	Valid
20.	19.40	18.53	2.40	0.6	0.6	0.450	0.349	Valid
21.	19.54	18.53	2.40	0.8	0.8	0.841	0.349	Valid
22.	18.57	18.53	2.40	0.4	0.6	0.013	0.349	Invalid
23.	18.76	18.53	2.40	0.5	0.5	0.095	0.349	Invalid
24.	18.73	18.53	2.40	0.5	0.5	0.083	0.349	Invalid
25.	19.28	18.53	2.40	0.7	0.3	0.477	0.349	Valid
26.	19.47	18.53	2.40	0.7	0.3	0.598	0.349	Valid
27.	20.11	18.53	2.40	0.5	0.5	0.658	0.349	Valid
28.	19.27	18.53	2.40	0.6	0.4	0.377	0.349	Valid
29.	19.54	18.53	2.40	0.8	0.2	0.841	0.349	Valid

30.	19.13	18.53	2.40	0.7	0.3	0.381	0.349	Valid
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APPENDIX VI

The Students' Score In Reading Comprehension On Explanation Text at Grade XI SMA N 3 Padangsidimpuan

Respondents Numbers	Respondents' answers of each item numbers																				SUM
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	5	5	5	0	5	5	0	0	5	0	5	0	0	0	5	0	5	0	0	50
2	5	5	0	0	5	5	5	5	5	0	5	0	0	0	5	5	0	5	0	5	60
3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	0	5	0	0	5	80
4	5	5	5	5	5	0	0	5	5	0	5	5	5	0	5	0	5	5	5	5	75
5	5	0	0	5	5	5	5	0	5	5	5	5	0	0	0	0	0	0	5	0	50
6	5	5	5	0	0	0	5	0	5	0	0	5	0	5	5	0	5	5	0	0	50
7	0	5	5	5	5	0	5	0	0	5	5	0	5	0	0	0	5	5	5	5	60
8	5	5	0	0	5	5	5	5	5	5	0	0	5	5	0	0	5	0	5	0	60
9	5	5	5	5	5	0	0	0	5	0	5	0	5	5	0	5	5	5	5	0	65
10	5	5	5	0	5	0	5	0	0	5	5	0	0	0	5	0	0	5	5	0	50
11	5	0	0	5	0	5	5	5	5	0	0	5	5	0	0	5	5	5	5	5	65
12	5	5	5	5	0	0	0	0	0	5	5	5	0	0	5	0	5	0	5	0	50
13	0	5	0	5	5	5	0	0	5	5	0	5	5	0	0	5	0	5	5	5	60
14	5	5	0	0	5	0	5	0	5	0	0	5	0	5	0	5	0	0	5	0	45
15	0	5	5	0	5	0	0	5	0	5	5	5	0	5	0	0	5	0	0	5	50
16	5	5	5	0	5	5	0	5	0	5	5	5	5	0	0	0	5	0	5	0	60
17	5	5	0	5	0	0	5	5	0	5	0	0	5	5	0	0	5	5	0	0	50
18	5	5	0	0	5	5	0	0	5	5	5	5	5	0	5	0	5	5	0	0	60
19	0	0	5	5	5	5	5	5	5	5	0	0	5	5	5	5	5	5	5	5	80
20	5	0	0	0	5	5	5	0	0	0	0	5	5	5	5	5	5	5	5	0	60
21	0	0	5	5	5	5	0	0	0	5	5	5	5	5	5	5	5	5	5	5	75
22	0	0	5	5	0	5	0	0	5	5	0	0	5	5	0	0	5	0	5	5	50
23	0	0	5	5	5	5	5	5	0	5	0	0	5	0	5	5	5	0	0	0	55
24	0	0	5	5	0	0	5	5	5	5	5	5	5	5	0	5	0	5	0	5	65
25	5	5	0	0	5	0	0	5	0	0	5	0	5	0	0	5	0	5	0	0	40
26	5	5	5	5	5	5	0	0	5	5	0	0	5	5	0	5	0	5	5	0	65
27	0	5	5	0	5	5	5	5	0	5	5	0	0	0	0	5	0	5	5	0	55
28	5	5	0	0	5	0	0	5	0	5	0	0	5	0	5	0	5	0	5	0	45
29	5	5	0	0	5	5	5	0	5	5	0	0	5	5	5	5	5	5	5	5	75
30	0	5	5	5	0	0	5	5	0	5	0	0	5	5	5	0	0	5	5	0	55

Σ	20	22	18	17	22	17	18	15	16	22	15	15	21	15	13	15	16	19	20	12	1760
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The researcher calculated the score by using the formula:

$$M = \frac{(\Sigma x)}{N}$$

$$= \frac{1760}{30}$$

$$= 58.66\%$$

It can be also calculated by using the formula as below:

$$\text{Level of Achievement} = \frac{\Sigma \text{Score}}{\Sigma \text{Respondent} \times \text{Question Item} \times \text{Highest Value Score}} \times 100\%$$

$$= \frac{1760}{30 \times 20 \times 5} \times 100\%$$

$$= \frac{1760}{3000} \times 100\%$$

$$= 58.66\%$$

APPENDIX VII

The Students' Score In Reading Comprehension On Explanation Text for Each of Indicators at Grade XI SMA N 3 Padangsidempuan

1. Determine Topic

The score of students reading comprehension in Determine Topic

No.	Students in a Code	Total of Questions	Number Items	The Total of Correct Answer	Score
1	A1	2	1, 11	1	5
2	A2	2	1, 11	2	10
3	B1	2	1, 11	2	10
4	B2	2	1, 11	2	10
5	C1	2	1, 11	2	10
6	C2	2	1, 11	1	5
7	D1	2	1, 11	1	5
8	D2	2	1, 11	1	5
9	E1	2	1, 11	2	10
10	E2	2	1, 11	2	10
11	F1	2	1, 11	1	5
12	F2	2	1, 11	2	10
13	G1	2	1, 11	1	5
14	G2	2	1, 11	1	5
15	H1	2	1, 11	1	5
16	H2	2	1, 11	2	10
17	I1	2	1, 11	1	5
18	I2	2	1, 11	2	10
19	J1	2	1, 11	0	0
20	J2	2	1, 11	1	5
21	K1	2	1, 11	1	5
22	K2	2	1, 11	0	0
23	L1	2	1, 11	0	0
24	L2	2	1, 11	1	5
25	M1	2	1, 11	2	10
26	M2	2	1, 11	1	5
27	N1	2	1, 11	1	5
28	N2	2	1, 11	1	5
29	O1	2	1, 11	1	5
30	O2	2	1, 11	0	0

		60		36	180
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2. Determine General Statement

The score of students reading comprehension in Determine General Statement

No.	Students in a Code	Total of Questions	Number Items	The Total of Correct Answer	Score
1	A1	5	2, 3, 5, 13, 15	2	5
2	A2	5	2, 3, 5, 13, 15	3	15
3	B1	5	2, 3, 5, 13, 15	4	20
4	B2	5	2, 3, 5, 13, 15	5	25
5	C1	5	2, 3, 5, 13, 15	1	5
6	C2	5	2, 3, 5, 13, 15	3	15
7	D1	5	2, 3, 5, 13, 15	4	20
8	D2	5	2, 3, 5, 13, 15	3	15
9	E1	5	2, 3, 5, 13, 15	4	20
10	E2	5	2, 3, 5, 13, 15	4	20
11	F1	5	2, 3, 5, 13, 15	1	5
12	F2	5	2, 3, 5, 13, 15	3	15
13	G1	5	2, 3, 5, 13, 15	3	15
14	G2	5	2, 3, 5, 13, 15	2	10
15	H1	5	2, 3, 5, 13, 15	3	15
16	H2	5	2, 3, 5, 13, 15	4	20
17	I1	5	2, 3, 5, 13, 15	2	10
18	I2	5	2, 3, 5, 13, 15	4	20
19	J1	5	2, 3, 5, 13, 15	4	20
20	J2	5	2, 3, 5, 13, 15	3	15
21	K1	5	2, 3, 5, 13, 15	4	20
22	K2	5	2, 3, 5, 13, 15	2	10
23	L1	5	2, 3, 5, 13, 15	4	20
24	L2	5	2, 3, 5, 13, 15	2	10
25	M1	5	2, 3, 5, 13, 15	3	15
26	M2	5	2, 3, 5, 13, 15	4	20
27	N1	5	2, 3, 5, 13, 15	3	15
28	N2	5	2, 3, 5, 13, 15	4	20
29	O1	5	2, 3, 5, 13, 15	4	20
30	O2	5	2, 3, 5, 13, 15	4	20
		150		96	475

3. Determine Series of Sequence Paragraph

The score of students reading comprehension in Determine Series of Sequence Paragraph

No.	Students in	Total of	Number Items	The Total	Score
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	a Code	Questions		of Correct Answer	
1	A1	8	4, 6, 8, 9, 14, 16, 17, 18	4	20
2	A2	8	4, 6, 8, 9, 14, 16, 17, 18	5	15
3	B1	8	4, 6, 8, 9, 14, 16, 17, 18	6	30
4	B2	8	4, 6, 8, 9, 14, 16, 17, 18	5	25
5	C1	8	4, 6, 8, 9, 14, 16, 17, 18	3	15
6	C2	8	4, 6, 8, 9, 14, 16, 17, 18	4	20
7	D1	8	4, 6, 8, 9, 14, 16, 17, 18	3	15
8	D2	8	4, 6, 8, 9, 14, 16, 17, 18	5	15
9	E1	8	4, 6, 8, 9, 14, 16, 17, 18	6	30
10	E2	8	4, 6, 8, 9, 14, 16, 17, 18	1	5
11	F1	8	4, 6, 8, 9, 14, 16, 17, 18	7	35
12	F2	8	4, 6, 8, 9, 14, 16, 17, 18	3	15
13	G1	8	4, 6, 8, 9, 14, 16, 17, 18	5	25
14	G2	8	4, 6, 8, 9, 14, 16, 17, 18	3	15
15	H1	8	4, 6, 8, 9, 14, 16, 17, 18	3	15
16	H2	8	4, 6, 8, 9, 14, 16, 17, 18	3	15
17	I1	8	4, 6, 8, 9, 14, 16, 17, 18	5	25
18	I2	8	4, 6, 8, 9, 14, 16, 17, 18	4	20
19	J1	8	4, 6, 8, 9, 14, 16, 17, 18	8	40
20	J2	8	4, 6, 8, 9, 14, 16, 17, 18	5	25
21	K1	8	4, 6, 8, 9, 14, 16, 17, 18	6	30
22	K2	8	4, 6, 8, 9, 14, 16, 17, 18	4	20
23	L1	8	4, 6, 8, 9, 14, 16, 17, 18	5	25
24	L2	8	4, 6, 8, 9, 14, 16, 17, 18	6	30
25	M1	8	4, 6, 8, 9, 14, 16, 17, 18	3	15
26	M2	8	4, 6, 8, 9, 14, 16, 17, 18	6	30
27	N1	8	4, 6, 8, 9, 14, 16, 17, 18	4	20
28	N2	8	4, 6, 8, 9, 14, 16, 17, 18	2	10
29	O1	8	4, 6, 8, 9, 14, 16, 17, 18	6	30
30	O2	8	4, 6, 8, 9, 14, 16, 17, 18	4	20
		240		132	650

4. Determine Concluding Paragraph

The score of students reading comprehension in Determine Concluding Paragraph

No.	Students in a Code	Total of Questions	Number Items	The Total of Correct Answer	Score
1	A1	5	7, 10, 12, 19, 20	3	15
2	A2	5	7, 10, 12, 19, 20	3	15
3	B1	5	7, 10, 12, 19, 20	4	20
4	B2	5	7, 10, 12, 19, 20	3	15
5	C1	5	7, 10, 12, 19, 20	4	20

6	C2	5	7, 10, 12, 19, 20	2	10
7	D1	5	7, 10, 12, 19, 20	4	20
8	D2	5	7, 10, 12, 19, 20	3	15
9	E1	5	7, 10, 12, 19, 20	1	5
10	E2	5	7, 10, 12, 19, 20	3	15
11	F1	5	7, 10, 12, 19, 20	4	20
12	F2	5	7, 10, 12, 19, 20	3	15
13	G1	5	7, 10, 12, 19, 20	4	20
14	G2	5	7, 10, 12, 19, 20	3	15
15	H1	5	7, 10, 12, 19, 20	3	15
16	H2	5	7, 10, 12, 19, 20	3	15
17	I1	5	7, 10, 12, 19, 20	2	10
18	I2	5	7, 10, 12, 19, 20	2	10
19	J1	5	7, 10, 12, 19, 20	4	20
20	J2	5	7, 10, 12, 19, 20	3	15
21	K1	5	7, 10, 12, 19, 20	4	20
22	K2	5	7, 10, 12, 19, 20	3	15
23	L1	5	7, 10, 12, 19, 20	2	10
24	L2	5	7, 10, 12, 19, 20	4	20
25	M1	5	7, 10, 12, 19, 20	0	0
26	M2	5	7, 10, 12, 19, 20	2	10
27	N1	5	7, 10, 12, 19, 20	3	15
28	N2	5	7, 10, 12, 19, 20	2	10
29	O1	5	7, 10, 12, 19, 20	4	20
30	O2	5	7, 10, 12, 19, 20	2	10
		150		87	615

APPENDIX VIII

A. Interview to the Students

1. Apa kesulitan yang kamu alami dalam menganalisis teks explanation?
(What the difficulty do you feel in analyze explanation text?)
2. Aspek/komponen apa saja yang kamu rasa sulit untuk dianalisis?
(What the aspect/component that you feel are difficult to analyze?)
3. Manakah aspek yang paling sulit untuk dipahami/analisis dalam mempelajari teks Explanation ?
(Which one aspects that most difficult to understand/analysis in study Explanation text?)

B. Interview to the Teacher

1. Apakah siswa mengalami kesulitan dalam memahami teks explanation?
(Does student's feel difficult in comprehending explanation text?)
2. Menurut ibu/bapak, dimana letak kesulitan membaca siswa dalam memahami teks explanation?
(What do you think about their difficulties in comprehending explanation text?)
4. Aspek/komponen apa saja yang siswa rasa sulit untuk dianalisis?
(What the aspect/component that students are feel difficult to analyze?)
5. Manakah aspek yang paling sulit untuk dipahami/analisis siswa dalam mempelajari teks Explanation ?
(Which one aspects that most difficult to students understand/analysis in study Explanation text?)

APPENDIX IX

Documentations

A. Test



B. Interview



CURRICULUM VITAE



A. IDENTITY

1. Name : NONA TARI PULUNGAN
2. Reg. Num. : 14 203 00090
3. Place/Birth : Asam Jawa, February 20th 1996
4. Address : Kotapinang, Labuhanbatu Selatan
5. Sex : Female
6. Religion : Islam
7. Civics : Indonesia

B. PARENTS

1. Father's Name : MARAIDIN PULUNGAN
2. Mother's Name : HABIBAH HASIBUAN, S.Pd

C. EDUCATIONAL BACKGROUND

1. Elementary School : SD Negeri 114359 Asam Jawa
2. Junior High School : SMP Negeri 1 Kotapinang
3. Senior High School : SMA Negeri 1 Kotapinang
4. Institute : IAIN Padangsidimpuan



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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: 51/ In: 14/E.6a/PP.00.9/09/2017

Padangsidimpuan, 20 September 2017

: Biasa

: -

: Pengesahan Judul dan Pembimbing skripsi

Kepada Yth. Bapak/Ibu

1. Eka Sustris Harida, M.Pd (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum (Pembimbing II)

Di -

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM : Nona Tari Pulungan/14 203 00090

Jurusan : Tadris Bahasa Inggris

Judul Skripsi : **An Analysis of Students' Reading Comprehension In Explanation Text at Grade XI SMA Negeri 3 Padangsidimpuan**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

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Pembimbing II

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