

**A STUDY ON STUDENTS' READING COMPREHENSION OF ARGUMENTATIVE  
TEXT OF SEVENTH SEMESTER AT THAMA VITAYA MULANITI SCHOOL IN  
THAILAND**

**THESIS**

*Intended to Fulfill One of the Requirements for the Awards of Sarjana  
Degree in English Language Teaching and Education Faculty  
Islamic University of Riau*



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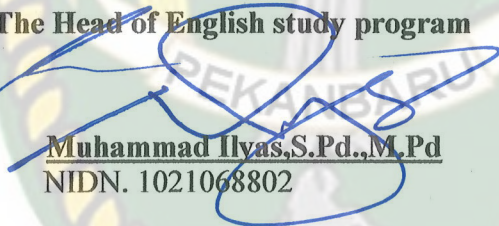
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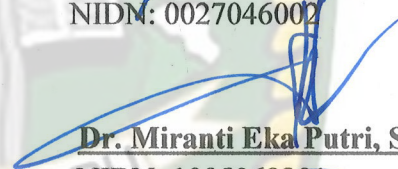
  
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|    | 22 September 2021             | Check all chapter  | Thesis Revision                 |                        |
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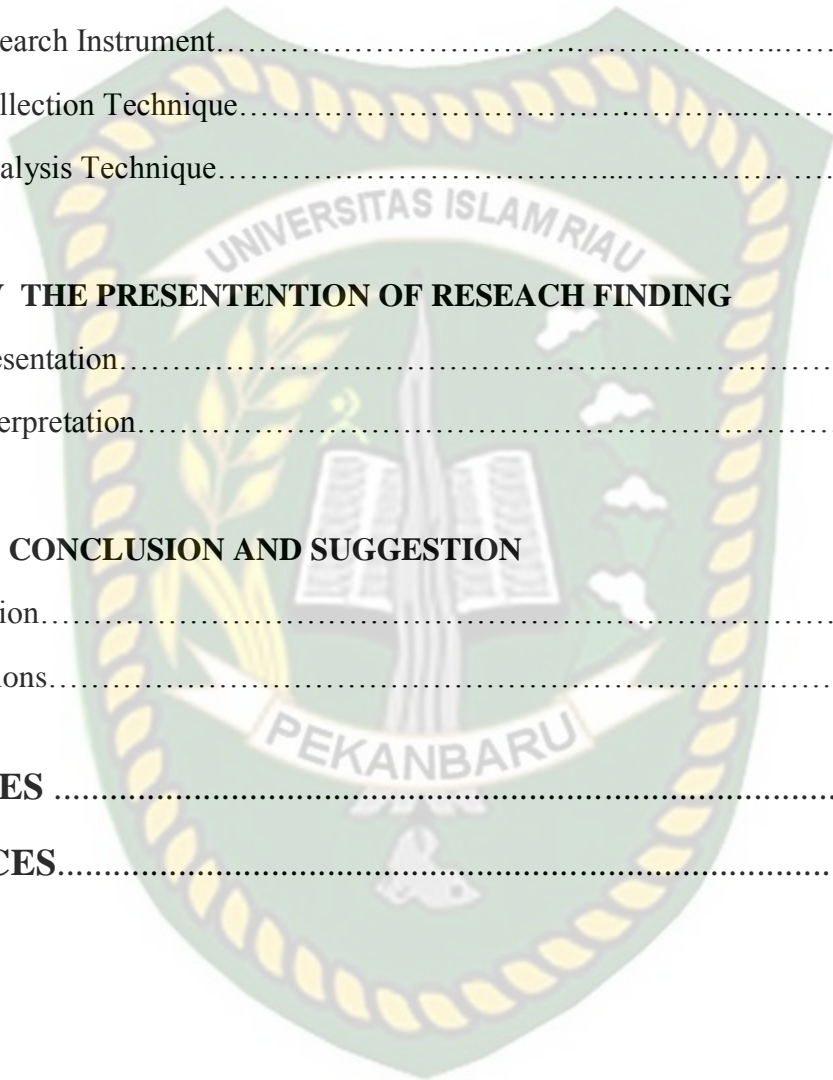
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## **ABSTRACT**

*The objective of this study is to know the students' reading comprehension of Argumentative texts of seventh-semester students at Thama vitaya Mulaniti School in Thailand.*

*This study is the descriptive qualitative research design. The participants of this study were 25 students of the seventh semester at Thama Vitaya Mulaniti School in Thailand. The data was collected using 20 reading tests which included five components; identifying word meaning, main idea, explicit information, implicit information, and reference of pronoun. Descriptive analysis was used to analyze the data of this study.*

*Based on the data analysis, it was found that the most difficult component of reading is Reference pronoun (12%). Perhaps it was because the students were not trained to activate the Reference pronoun of the word after they read a passage. The second most difficult reading skill for these students was identifying explicit information also become the most difficult component in reading an argumentative text (33%). It might also be because they were not able to find ideas of the original passage or sentence in their word, although, they understood the idea of the original passage. From the data analysis, it was also found that identifying implicit information was the third most difficult reading component for these respondents (38%), And Identifying word meaning also become the most difficult component in reading an argumentative text (33%). The last Main Idea (49%). This study indicated that the students at Thama Vitaya Mulaniti school were good readers. They did not face many difficulties in reading. It can be seen from the results of the findings of this study.*



## ABSTRAK

*Tujuan dari penelitian ini adalah untuk mengetahui pemahaman membaca siswa tentang teks Argumentative siswa semester tujuh di Thama vitaya Mulaniti School di Thailand.*

*Penelitian ini merupakan penelitian deskriptif kualitatif dengan desain penelitian. Partisipan penelitian ini adalah 25 siswa semester tujuh di Thama Vitaya Mulaniti School di Thailand. Data dikumpulkan dengan menggunakan 20 tes membaca yang meliputi lima komponen; mengidentifikasi makna kata, gagasan utama, informasi eksplisit, informasi implisit, dan referensi kata ganti. Analisis deskriptif digunakan untuk menganalisis data penelitian ini.*

*Berdasarkan analisis data, ditemukan bahwa komponen membaca yang paling sulit adalah Kata ganti referensi (12%). Mungkin karena siswa tidak dilatih untuk mengaktifkan kata ganti referensi dari kata setelah mereka membaca sebuah bagian. Keterampilan membaca yang paling sulit kedua bagi siswa ini adalah mengidentifikasi informasi eksplisit juga menjadi komponen yang paling sulit dalam membaca teks argumentatif (33%). Mungkin juga karena mereka tidak dapat menemukan ide dari bagian atau kalimat asli dalam kata-kata mereka, meskipun, mereka memahami ide dari bagian aslinya. Dari analisis data juga ditemukan bahwa mengidentifikasi informasi implisit merupakan komponen membaca tersulit ketiga bagi responden tersebut (38%), dan Mengidentifikasi makna kata juga menjadi komponen tersulit dalam membaca teks argumentatif (33%). Terakhir adalah Ide Utama (49%). Hasil penelitian ini menunjukkan bahwa siswa disekolah Thama Vitaya Mulaniti adalah pembaca yang bai.. Mereka tidak mengalami banyak kesulitan dalam membaca. Hal itu dapat dilihat dari hasil temuan penelitian ini.*

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

The reading skills of students are at a low level. The reason is that the teacher uses inappropriate teaching methods causing student reading to fail. And teaching does not allow students to truly develop reading skills because the instructor will focus on translation focus on vocabulary memory Grammar rules which don't promote thinking skills causing students to not understand in reading. Unable to summarize knowledge from reading into words or letters. In addition, the teacher did not teach the students to practice the reading process. But will teach by how to translate to Thai Instead of having students understand it using English. Another important thing is that reading skills require experience, prior knowledge, and experience in learning, the environment, and teaching and learning activities, which have influences that help learners enjoy their studies. The instructor has to arrange activities that are appropriate for the age, ability, and aptitude for study and must let students use English as much as possible. The teachers should not use the Thai language and should teach students the ability to use language as a tool for understanding publications in various forms that appear in everyday life. There are exercises for students to use language automatically and organize language activities that allow students to practice using the language. To communicate in real situations and activities must have the situation closest to reality.

Reading comprehension leads a student to effective reading that is helping him or her understand a text more effectively. Certainly, he or she must apply a reading comprehension strategy in which there are steps or regular procedures available for use. Reading skills should be thought earlier to the children (Tessero 2013). Reading habits can increase the students' achievement. Most Thailand learners realize that knowledge of reading supports them in reaching their goals of studying but in low categories. Many efforts have been performed to socialize reading as a burden for most school ages. This phenomenon affects them to be creative readers, which finally will influence their comprehension towards their achievement is categories low.

The purpose of reading in any language is to inform ourselves about something we are interested in or to challenge certain methods. In other words, to extend our experience of the world in which we live. A person may read to get information. He may also read for enjoyment, or to enhance knowledge of the language being read ( Janz: 2004 ). Although every student knows how to read, many have never learned good reading skills. (Royse, 2004).

The purpose of reading is to guide the reader to select the appropriate text, to determine the appropriate reading comprehension. The nature of reading is not merely read the text through-line, a reader has to bring his mind into the text to comprehend what is read. Cooper (1984) states that to comprehend the written words the reader must able to: understand what an author has to structure of organized the ideas and information presented in the text and Relate the ideas and information from the text to ideas information stored in his or her mind.

Nowadays, science and technology development demands people to increase their knowledge and experience. One way to increase their knowledge and experience is by reading. Reading is one-stop to study effectively. Through this step, it can develop our memory, comprehension, and more knowledge for example when the people study textbook, article, short story, and even a novel. Reading can increase our science and give us knowledge information. Reading is an activity with a purpose. Someone may read for many reasons, for instance, to gain information and exiting knowledge, or in order or writing style.

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend. In many cases, learners feel difficulty in reading comprehension because they do not understand some of the words meaning in the text. Moreover, grammatical composition in the reading text makes them difficult to get the point of the text because they still lack grammar. Also, learner finds difficulties to comprehend the text because they do not have previous knowledge about the reading topic: In case, reading comprehension is an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic. While reading, the reader constructs a various representation of the text that is important for comprehension.

The comprehension aims to understand how to use different reading activities that affect readers' comprehension of argumentative text. Reading comprehension is defined as the level of understanding of a passage or argumentative paragraph. Reading at the rate of 200 to 220 words per minute is considered as a normal speed of reading for a normal reading rate, 75% is an acceptable level of comprehension. That means, if a student can understand the meaning of at least 75% of that total short given, then it is regarded as an acceptable limit for reading comprehension. On the other hand, reading comprehension aims at first to let better grasping of the context, sequence, and the character narrated in the text, second, certain parts of the text can confuse readers. We can say that reading is an important skill for the student and it should be taught effectively and purposely. In this thesis, the writer is interested in investigating students' reading comprehension of argumentative texts the seventh semester of Thama Vitaya Mulniti School in Thailand.

## **1.2 Setting of the Problem**

Students have difficulty in learning and comprehending the text that they have read. They find some difficulties to comprehend English words. The students also lack prior knowledge and this makes them cannot to understand the text well. The students felt that English is a very difficult subject, so omits their motivation to listen to the teacher's explanation to them.

Many students feel difficult to identify the meaning of the words or phrases that are stated in a reading text. Then, they are difficult to identify the main idea of

the text, they are also difficult to identify explicit information of the text, they are difficult to identify implicit information of the text, and the last they are difficult to identify reference pronoun another problem is that the content of the text is too difficult.

The problem which appears from the students is they cannot comprehend the reading passage well. The students do not have sufficient vocabulary and it makes them spend most of their time just reading the text. The student felt discouraged to try to comprehend the text as a whole. Based on the problems about the writer is interested in researching **“The student's reading comprehension of argumentative texts of the seventh semester at Thama Vitaya Mulniti School in Thailand”**.

### **1.3 Limitation of the Problem**

To make this research definite, the writer limits this research as a study on students' difficulties and ease level in comprehending argumentative text-based on five components of reading comprehension such as identify word meaning, identify the main idea, identify explicit information, identify implicit information, and identify reference pronoun.

### **1.4 Objectives of the Study**

Objective of the research was to know the Reading Comprehension of Seventh Semester of Argumentative Texts of Thama Vitaya Mulniti School in Thailand.

## 1.5 The Needs for the Research

The writer conducted this research in order to give good contribution as follows:

1. To present the reading comprehension ability of the seventh year students of English study program Thama Vitaya Mulniti School in Thailand in reading comprehension on argumentative text.
2. To find problems of the seventh year students of English study program Thama Vitaya Mulniti School in Thailand in reading comprehension on argumentative text.
3. To postulate the ways to solve the problems of the Seventh year students of English study program Thama Vitaya Mulniti School in understanding reading argumentative text.

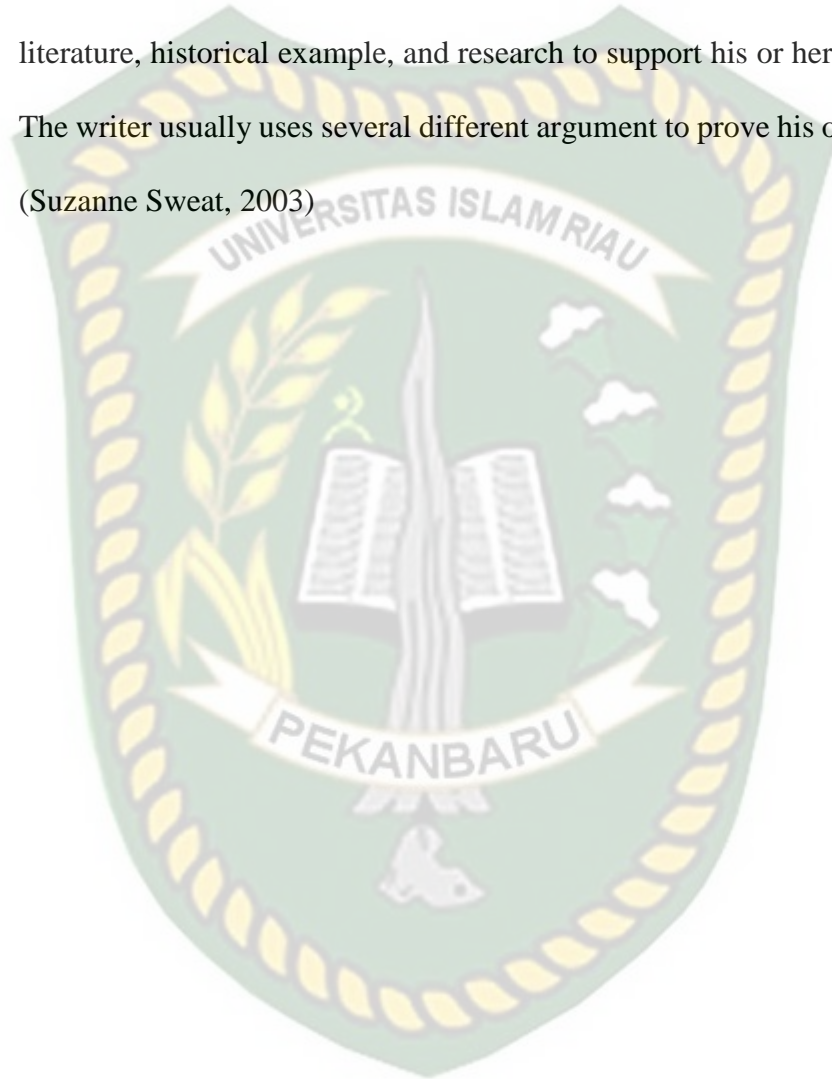
## 1.6 Definition of key Terms

In order to clarify the key terms used in this study, definitions are put forward.

1. Reading is a kind of activity in translating written symbols into corresponding sound. Reading Corresponding sound Reading skills enable readers to turn writing into meaning and achieve the Goals of independence, comprehension, and fluency.
2. Reading comprehension (the decoded information from a text or from reading material (latham: in parker , in burnes and page, 1985)

### 3. Argumentative Text.

An argumentative text is a type of writing that requires a writer to defend a position on a topic using evidence from personal experience, literature, historical example, and research to support his or her viewpoint. The writer usually uses several different argument to prove his or her point. (Suzanne Sweat, 2003)





## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 The Nature of Reading

According to Grellet (1981), reading comprehension is the way students get required information from a passage which has to be done as efficiently as possible. While Howell (1993: 182) in Arbryan (2012 ) defines reading comprehension as the act reader combining information in the passage in prior knowledge to construct meaning. In line with Howell, Kennedy (1981) in Sarastiti (2012 ) states that reading comprehension is a thought process through which reader becomes of an idea, understand it in terms of their experiential background and interprets it about their of own needs and purposes. Kennedy adds that reading comprehension is not a skill or ability that can be developed once and for all at any level of instruction. It is a cumulative process that begins in early childhood and continues as long as an individual reads for information. On the order hand, according to Smith and Robbinson (1980) in Srastiti (2012 ) reading with comprehension is the understanding, evaluating, and utilizing of information and idea through an interaction between the reader and the author. Moreover, Farris, et al (2004 ) in Sholihah (2012) states that reading comprehension is the process of understanding the message that the author is trying to convey.

Besides, according to Klingner (2007) in Ratnaningsih (2012), reading comprehension is the process of constructing meaning by coordinating several complex processes that include word reading word and world knowledge, and fluency. Then Grabe (2009 ) in Ratnaningsih (2012 ) states reading comprehension is a complex set of processes that are carried out automatically for an extended period and with apparently few processing difficulties and devoted to automatic word recognition, syntactic parsing, meaning formation, and text-building comprehension processes.

## 2.2 Kinds of Reading Comprehension

There are three kinds of reading comprehension level as follows:

### 1. Literal Comprehension

Heilman (198) in Wijayanti (2011) states that literal comprehension is a level which includes understanding ideas and information explicitly states in the passage, the abilities in the knowledge Of word meaning recalling of details directly states or paraphrased in own words, understanding of grammatical (clues-subject, verb , pronoun, conjunction and so on ) recalling main idea explicitly states and knowledge of sequence of information presented in passage

In addition, according to Kennedy (1981) in Wijayanti (2011), beginning reading instruction places much emphasizes on what a writer says. Literal reading results in this kind of comprehension. It requires ability to (1) locate specific facts, (2)identify happening that described directly , (3) find answer to questions based on given facts, (4) classify or categorize information given and

(5) summarize the details expressed in selection . It means reading to understand, remember or recall the information explicitly stated main ideas, detail, sequence, cause-effect relationship and patterns.

## 2. Interpretative Comprehension

Interpretative comprehension is a level that concerns an understanding of ideas and information that is not stated in the passage explicitly (Heilman, 1981) in Wijayanti (2011 ). At this level, the reader must present their understanding of the author's tone, purpose, and attitude; infer factual information, ideas, comparison, a cause-effect relationship that is not explicitly stated in the passage, and summarization of story content. Kennedy (1981) in Wijayanti (2011) called interpretative comprehension inferential comprehension. It means reading to find information, which is not explicitly stated in the passage. The readers use his explicitly and intuition. This activity includes inferring main ideas, details, comparison, a cause-effect relationship which is not explicitly stated, drawing conclusions, or generalizations from a text, predicting the outcome.

## 3. Critical Comprehension

According to Heilman (1981) in Wijayanti (2011), critical comprehension is a level that includes analyzing evaluating, and personally reacting to information offered in a passage. At this level, the readers must have some abilities, for example, reacting to information in a passage personally, indicating its meaning to the reader, and analyzing and evaluating the quality of written information in terms of some standards. Kennedy (1981) in Wijayanti (2014) called critical comprehension

evaluative comprehension. It means reading to compare information in a passage with the reader's own knowledge and values; for example, distinguishing between facts and facts and opinion, reacting to a text's content, characters, and use of language.

### **2.3 Kinds of Reading Comprehension Skill**

Bond and Wagner (1963) in Riana (2012) state there are various skills that makes up the ability to comprehend what is read, they are:

#### **1. Comprehending Word-Meanings**

The most basic of all comprehension abilities is associating the correct meaning of word with its printed symbols. Word –meaning is very essential to word – recognition and interrelated with word-recognition. The students comprehend the printed page only to the degree that they understand the specific meaning of essential word used by author.

#### **2. Comprehending Thought Units**

The crux of efficient meaningful reading is having sufficiently rapid word-recognition techniques to enable the reader to assemble words into units, coupled with skills in locating and using those units in rapid, thoughtful reading. It should be stressed that the development of reading by thought units not only increases the speed of reading but also produces more adequate comprehension of the material read.

### 3. Comprehending Sentence Senses

Sentence senses includes the students' appreciation of the unity of a sentence. The students must be taught to sense the relationship between its parts, and to sense the part in sentence of unusual order. The form of exercises that proves useful is to have the students locate in sentences within material they are reading those parts that tell who , what, when, why and so forth.

### 4. Comprehending Paragraphs

The basic element of paragraph comprehension are taught by giving specific attention to the meaning and organization of paragraphs. The students should be able to identify various types of paragraph in material they are reading and then they should be able to identify the topic sentences. It can help them to understand the meaning of the topic sentences. It can help them to understand the meaning of the paragraph.

### 4. Understanding Total Selections

Sensing the meaning of a total selection is a basic comprehension ability that depends upon discerning the interrelationship among the paragraphs and also the interrelationship among the various section of the larger presentation. Detecting the difference between well-organized and poorly-organized factual or narrative presentation leads understanding of the total selection.

Further, Spears (2000) in Riana (2012) state several important reading comprehension skills are:

#### 1. Finding Main Ideas

According to Cortina and Khatharine (1994) in Riana (2012) main idea is as the most important point which the author wants you to understand about the subject matter of the paragraph. Determining the main idea gives some benefits as follows: (1) it helps the readers concentrate on what they are reading, (2) it helps the readers recall many more of details that support the main idea, (3) it enables the readers to write effective summary of longer selection.

Cortina and Khatharine (1994) in Riana (2012 ) state the common location of the main idea. The main idea may takes place in the first sentence of paragraph, sometimes in the last of paragraph, and occasionally, it is neither in the first nor the last sentence of paragraph, but in one of the other sentences within the paragraph

#### 1. Finding Specific Details

Writers work to ensure the readers understand their main ideas by supporting them with details. Using detail develops the main idea with examples; reasons and facts details are the proof of the main idea statement. Some details make a main idea vivid; other detail is evidence that proves a point.

#### 2. Finding the meaning of Words or Expression

Almost all readers encounter words that are the meaning of syntactic to them but find that the meaning of these words are apparent by they are used in the passage. The context, the information in surrounding words and sentences, can give

clues the meaning of word. Furthermore, how the word is used, part of speech, sometimes supplies the clue to its meaning

### 3. Making Inference

This means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements (Grellet, 1996) in Riana (2012) In making inference, the reader should makes connection between what the author says and what the author want the reader to understand.

### 4. Paraphrasing

According to Spears (2000) in Riana (2012), paraphrasing is putting someone else's words into writer's own words, or restating the ideas without changing their meaning . Paraphrasing can be reached through substituting synonyms for a key word or word in original changing the order of the ideas within sentences, or combining ideas whenever it is possible

### 5. Mentioning Reference

All texts have some elements that refer to something else for interpretation. These elements are not directly semantically interpreted but rely on reference to something else for semantic interpretation. Bloor (1995) in Riana (2012) tells that reference can be cohesive when two or more expressions in the text refer to the same person, thing or idea. An essential characteristic of cohesive reference is that, on the second and subsequent mention, the person or thing referred to is not named but is indicated means of a pronoun, demonstrative or comparative.

While, De Boer and Dallmann (1964) in Makmuroh (2010 ) state there are two specific skills of comprehension as follows:

1. According to the reader' s purpose
  - a. Reading to find main idea
  - b. Reading to select singnificant details
  - c. Reading to answer questions
  - d. Reading to arrive at generalizations
  - e. Reading to follow directions
  - f. Reading to predict outcome
  - g. Reading to evaluate critically
  - h. Reading graphs, tables, charts and maps
1. According to the length and nature of selection read
  - a. Getting phrase meaning
  - b. Getting sentence meaning
  - c. Getting paragraph meaning
  - d. Comprehension of longer selection

#### **2.4 Factor Influencing Comprehension Ability**

Dawson and Bamman ( 1967 ) in Kurniawati (2011) state there are five factors that influence comprehension ability, They are:

1. Intelligence Students have different intelligence, so it will be possible for them to produce different comprehension.
2. Experience



Students with limited experience may have difficulty in comprehending many ideas and activities with which other students are familiar before they come to school.

1. Mechanics of reading Comprehension will be easier for the students if they have all mastered the skill of word meaning, and if they have learned to handle material books properly. Obviously, there must be a fine balance somewhat in each student between careful attention to word attack skills and to comprehension skills.

2. Interest and interest span

It is a truism that we respond quickly to what we read are interested in the topic or at least familiar with it. The interest span is related to personality factors; a disturbed student who has encountered many unfortunate experiences at home or in school may be unable to preserve when required for comprehending reading passages.

1. Skill of comprehending

Another obvious factor, which influences the depth and amount of Comprehension, is the skill, which the students have developed for that purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skill

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The design of this research was descriptive research because there was only one variable that is observed. Isaac and Michael in Ismi (1986) says that descriptive research is done to describe the facts and characteristics of a given population or area of interest factually and accurately. It consists of one variable since the writer wants to identify the students' reading comprehension of seventh-semester students' of Argumentative texts of Thama Vitaya Mulaniti School in Thailand. The data will be described and classified based on the problem discussed.

#### 3.2 Location and Time of the Study

The research was a kind of descriptive research, and it investigates the Students' reading comprehension of the seventh semester at Thama Vitaya Mulaniti school in Thailand. On argumentative texts. The data took on June 2018 of English students of Seventh Semester at Thama Vitaya Mulaniti school in Thailand

##### 3.3.1 Population and sample of study

According to Gay (1987) population is the group of interest to research or to which she/he would like the result of the study to be generalized. In this case, the writer is interested in having a population of seventh-semester students at Thama Vitaya Mulaniti school in Thailand. The total population is 120 students. Because

the population is quite large, so it is necessary to have a sample. According to Gay (1987) is the population is homogenous enough, for the population less than 100 people, the sample can be taken 50 % of them in minimum and if the population is more than 100, the sample used is 10% in minimum Then the writer decided to take 25 students.

### 3.3.2 Sample

The procedure to get the sample was by using the random sampling technique. Gay (1987) said that random sampling involved defining the population, identifying each member of the population. Select individual for the sample of the research, and completely change basis. The writer made 25 students of third-semester students as the sample, then, the writer made the students of third-semester students as a sample. Then, the writer made the students who is not chosen to be a sample will try out participants.

**Table 3.1 Sample of the Research**

| No | Class            | Total |
|----|------------------|-------|
| 1  | Seventh semester | 25    |
| 2  | Total            | 25    |

### 3.3 The Research Instrument

To get the data for this research, the test was applied by the writer. To know the ease and difficulties level in reading argumentative text. The test was used as an instrument for identifying word meaning, identifying the main idea, identifying explicit information, identifying implicit information, and identifying reference of pronoun. The materials for the test were gained from two argumentative texts. There are 20 questions on the test.

**Table 3.2. The Blue Print of Test**

| <b>Indicators</b>                   | <b>The number of Items</b> |
|-------------------------------------|----------------------------|
| 1. Identifying Word Meaning         | 6,9,10,19                  |
| 2. Identifying Main Idea            | 1,5,13,17                  |
| 3. Identifying Explicit Information | 2,7,8,15                   |
| 4. Identifying Implicit Information | 3,4,14,16                  |
| 5. Identifying Reference of Pronoun | 11,12,18                   |

### 3.4. Data Collection Technique

In collecting the data, the writer collected the data use test in the classroom. The writer took the lecture confirmation about talking the data firstly. After getting the confirmation, the writer came to the class and took the data that related to understanding in reading argumentative texts.

### 3.5 Data Analysis Technique

The procedures were.

1. The writer collected the data which related to the students' understanding in reading argumentative texts.
2. The writer identified and classified them into type of the students' understanding in reading argumentative texts.
3. The writer calculated the data in percentage.

To find out the percentage of the students' understanding in reading argumentative text, the research use the following formula:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequently

N = The number item

Miller ( 1982 : 24

## CHAPTER IV

### THE PRESENTATION OF RESEARCH FINDINGS

#### 4.1. Data presentation

This chapter presented the results of reading comprehension test data. The writer analyzed the data quantitatively based on the research design. In the Other words, the writer presented the data from respondents along the teaching and learning process. The test was used to get the information about the students' reading Comprehension in the teaching and learning process. The test was used to get some Data about the component of student reading comprehension.

**Table 4.. The percentage Level of Students Reading Comprehension in Identifying Word Meaning**

| Reading Comprehension Component | Question Number   | Total Answer |           |
|---------------------------------|-------------------|--------------|-----------|
|                                 |                   | Correct      | Incorrect |
| Identifying word Meaning        | 6                 | 12           | 13        |
|                                 | 9                 | 4            | 21        |
|                                 | 10                | 11           | 14        |
|                                 | 19                | 6            | 19        |
|                                 | <b>Total</b>      | 33           | 67        |
|                                 | <b>Percentage</b> | 33%          | 67%       |

In this study identifying the word meaning component which means perceiving the meaning of the word in a reading text was represented by test items number 6, 9, 10, and 19 Respondents were asked to answer the questions based on a particular reading text. The result of data analysis showed that from a total of 4 items which were given to twenty-five respondents, 33 % of total respondents answers (or 33 answers) were correct and 67 % of total respondents answers (or 67 answers) were incorrect. Therefore, it could be assumed that this reading comprehension component was the most difficult component of reading comprehension for the respondents.

**Table 4.2 The percentage Level Students Reading Comprehension in Identifying Main Idea**

| Reading Comprehension Component | Question Number   | Total Answer |           |
|---------------------------------|-------------------|--------------|-----------|
|                                 |                   | Correct      | Incorrect |
| Identifying Main Idea           | 1                 | 21           | 4         |
|                                 | 5                 | 7            | 18        |
|                                 | 13                | 11           | 14        |
|                                 | 17                | 10           | 15        |
|                                 | <b>Total</b>      | 49           | 57        |
|                                 | <b>Percentage</b> | 49%          | 57%       |

In this study identifying the main idea component which means perceiving the main idea in a reading text was represented by test items number 1, 5, 13, and 17 Respondents were asked to answer the questions based on a particular reading text. The result of data analysis showed that from a total of 4 items which were given to twenty-five respondents, 49 % of total respondents answers (or 49 answers) were correct and 51 % of total respondents answers (or 51 answers) were incorrect.

**Table 4.3 The percentage Level Students Reading Comprehension in Identifying Explicit Information**

| Reading Comprehension Component  | Question Number | Total Answer |           |
|----------------------------------|-----------------|--------------|-----------|
|                                  |                 | Correct      | Incorrect |
| Identifying Explicit Information | 2               | 16           | 9         |
|                                  | 7               | 24           | 18        |
|                                  | 8               | 18           | 17        |
|                                  | 15              | 7            | 17        |
|                                  | Total           | 38           | 62        |
|                                  | Percentage      | 38%          | 62%       |

In this study identifying the explicit information component which means perceiving the explicit information in a reading text was represented by test items number 2, 7, 8, and 15 Respondents were asked to answer the questions based on a particular reading text. The result of data analysis showed that from a total of 4 items which were given to twenty-five respondents, 38 % of total respondents



answers (or 38 answers) were correct and 62 % of total respondents answers (or 62 answers) were incorrect.

**Table 4.4. The percentage Level Students Reading Comprehension in Identifying implicit Information**

| Reading Comprehension Component  | Question          | Total Answer |           |
|----------------------------------|-------------------|--------------|-----------|
|                                  | Number            | Correct      | Incorrect |
| Identifying Implicit Information | 3                 | 14           | 11        |
|                                  | 4                 | 14           | 11        |
|                                  | 14                | 3            | 22        |
|                                  | 16                | 2            | 23        |
|                                  | <b>Total</b>      | 33           | 67        |
|                                  | <b>Percentage</b> | 33%          | 67%       |

In this study identifying the Implicit information component which means perceiving the Implicit information in a reading text was represented by test items number 3, 4, 14, and 16 Respondents were asked to answer the questions based on a particular reading text. The result of data analysis showed that from the total of 4 items that were given to twenty-five respondents, 33 % of total respondents' answers (or 33 answers) were correct and 67 % of total respondents' answers (or 67 answers) were incorrect.

**Table 4.5. The percentage Level Students Reading Comprehension in Identifying Reference of pronoun**

| Reading Comprehension<br>Component | Question<br>Number | Total Answer |           |
|------------------------------------|--------------------|--------------|-----------|
|                                    |                    | Correct      | Incorrect |
| Identifying Reference of pronoun   | 11                 | 3            | 22        |
|                                    | 12                 | 4            | 21        |
|                                    | 18                 | 5            | 20        |
|                                    | <b>Total</b>       | 12           | 63        |
|                                    | <b>Percentage</b>  | 16%          | 84%       |

In this study identifying Reference of pronoun which means perceiving the meaning of the word in a reading text was represented by test items number 11, 12, and 18 Respondents were asked to answer the questions based on a particular reading text. The result of data analysis showed that from total 3 items which were given to twenty-five respondents

**Table 4.6. Easy Level of Students' Reading Comprehension Components**

| No. | Kinds of Reading component       | The Last Level |
|-----|----------------------------------|----------------|
| 1.  | Identifying Reference Pronoun    | 12             |
| 2.  | Identifying Explicit Information | 33             |
| 3.  | Identifying Implicit Information | 38             |
| 4.  | Identifying main Idea            | 49             |
| 5.  | Identifying word meaning         | 33             |

The table showed that identifying reference pronouns was the easiest component for the respondents in reading text argumentative. The respondents answer 12 answers of 33 maximum answers.

**Table 4.7. Difficulty Level of Students Reading Comprehension Components**

| No. | Kinds of Reading component       | The Last Level |
|-----|----------------------------------|----------------|
| 1.  | Identifying Reference Pronoun    | 63             |
| 2.  | Identifying Explicit Information | 67             |
| 3.  | Identifying Implicit Information | 62             |
| 4.  | Identifying main Idea            | 51             |
| 5.  | Identifying word meaning         | 67             |

The table showed that Identifying word was the most difficult component for the respondents in reading text argumentative. The respondents answer 67 answer of 310 maximum answer.

#### **4.2 Data Interpretation**

The most difficult reading component for these students was the Reference pronoun (12%) Perhaps it was because the students were not trained to activate the Reference pronoun of the word after they read a passage. Usually, they were asked to answer some set of questions after reading a text. Thus they might not get enough exposure to this component. The second most difficult reading skill for these students was identifying explicit information also become the most difficult component in reading an argumentative text (33%). It might also be because they were not able to find ideas of the original passage or sentence in their word, although, they understood the idea of the original passage. To be the reader had to have good in Identifying implicit information of the argumentative text. However, able to use a different word to restate the idea of the original passage, it found that identifying implicit information was the third most difficult reading component for these respondents (38%) And Identifying word meaning also become the most difficult component in reading an argumentative text (33%) and the last Main Idea (49%). This study indicated that readers were good readers. They did not face many difficulties in reading. It can be seen from the results of the findings of this study.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

Based on the analysis of the data, the writer concludes that though this present research was a small-scale one, the finding discussed in this study showed that each reading component of reading comprehension has a different level of difficulty for the respondents. The most difficult reading component for this student was Reference pronoun (12%) Identifying main idea students was the easiest component in reading texts argumentative (49%)

#### 5.2 Suggestions

Further research could be conducted on a larger scale which larger number of reading tests covering a larger number of items each reading skill could be administered. A larger number of respondents could also be used to produce wider results which could be used to generalize. Regarding the result of this research, some suggestion is given as follow:

##### 1. For the Lecturers

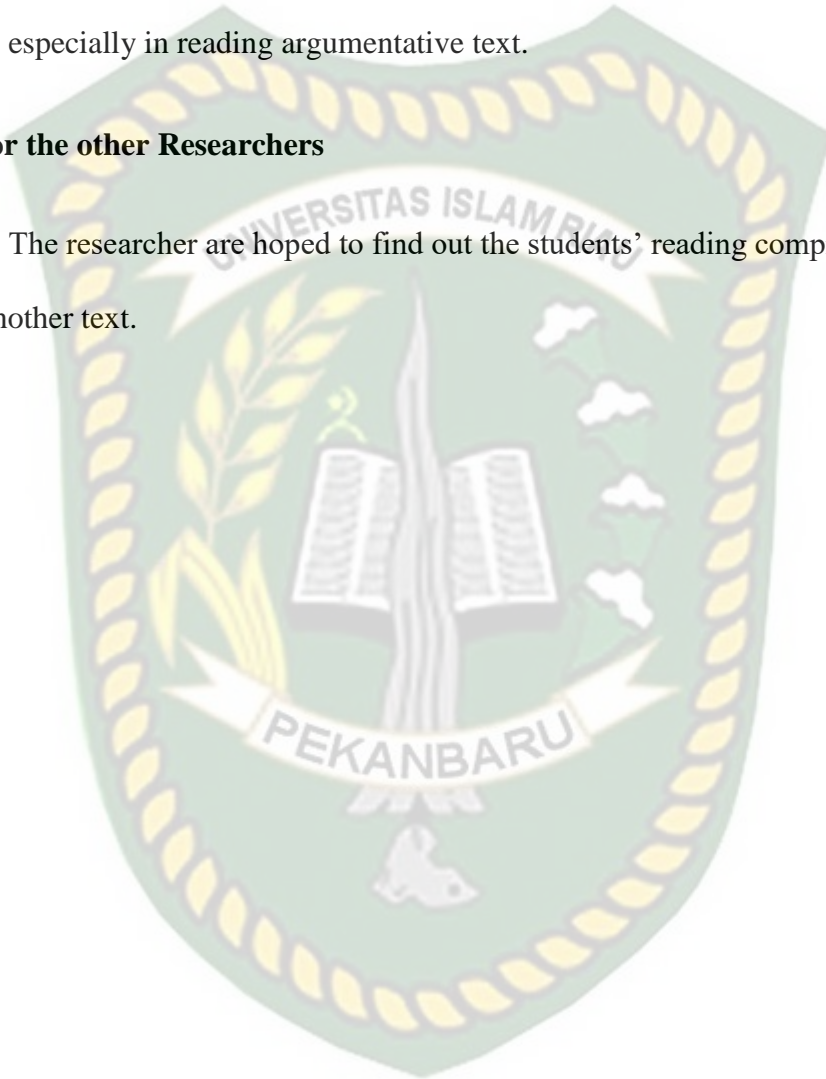
The lecturers must give simulation to the students about what are they read of the text with some interesting activities by using some techniques in the class.

## 2. For the Students

The student should improve students' reading comprehension for especially in reading argumentative text.

## 3. For the other Researchers

The researcher are hoped to find out the students' reading comprehension with another text.



## APPENDIX I

NAME :

CLASS :

**THIS TEXT FOR QUESTIONS NUMBER 1 -**

### **2 Good and Bad Teachers**

Teaching can without any doubts be called the leading power of the society's development. It is well know that there exist three main factors that influence the development of the personality. They are: heredity, social encirclement and education. Usually the term education is used meaning the great impact that parent have on the future personality of their child. But this also includes school education, because nowadays, when parent are very busy they are the people, who teach children what is beautiful and what is ugly, what is right and what is wrong. Through them children learn to perceive the inner world. And the way they perceive it depends on the teacher's personal particularities that are transmitted to children through interaction and the knowledge that the teacher offers them. A good teacher is a person who finds individual approach to every pupil, taking care about the child's adaptation in class, increasing one's social status in class and making sure the children learn to take into account and respect the thoughts of other people.

Therefore there is much more to a teacher than high professionalism. What makes kids hardly wait until the lesson starts in one cases and hating the subject in others? Of course high professionalism in the field of the taught subject very

important, but when it comes to being a bad or a good teacher this is not the weightiest factor. A good teacher is a person who not just reproduces the knowledge he got. Not a person that only brings up the interest to the subject. It is a person who finds individual approach to every pupil, taking care about the child's adaptation in class, increasing one's social status in class and making sure the children learn to take into account and respect the thoughts of other people. It is a man or a woman that cannot "play" the teacher's role but he in the first place "a feeling human being" in front of the students, a person that can show emotional response. For example, if the teacher is professionally good enough but does not take critics from the pupils constructively or does not explain why he thinks he is right this makes a huge gap between the students and the teacher. And when there is no emotional contact the learning cannot be called successful, for the students are not completely involved. When the teacher does not treat students as people that obey him, treats them like they are equal to him and explains equally to everybody it can really be a "good" teacher. And one other very important thing is creativity. One of the indicators of a "good" teacher it is his desire to teach in anew, original form, adding something new and personal to make the learning process as exciting as it can possibly be. A bad teacher is a person that focuses only on the information he provides not taking into account the children or anything. It is a person that is doing its job. Such a person can be very good in the theoretical part of his subject but he will never have students being emotionally attached to him. It is a teacher that lest his personal mood influence on the way he treats his students, at. That



cannot reduce awkward situations with humor either it is him in the situation or his student. Being a good teacher is about loving children and wanting to give them only the teacher has inside of him.

1. What is the main idea of the first paragraph?
  - a. Teaching is the power of society
  - b. Teaching is the obligation
  - c. Teaching is society's development
  - d. Teaching is the leading power of society
2. How many factors that influenced the development of personality?
  - a. One factor
  - b. Two factors
  - c. Three factors
  - d. Four factors
3. What are the role of the good teachers based on the text?
  - a. Find the students' individual approach
  - b. Transferring knowledge
  - c. Motivated students
  - d. Perceive the inner world
4. Why is teaching considered to be leading power of society's development?
  - a. Because teaching is building movement
  - b. Because Teaching is on obligation
  - c. Because Teaching is a social status
  - d. Because Teaching is taking care of the students

5. The third paragraph tells us about....
  - a. The indicators of a good teacher
  - b. The indicators of a bad teacher
  - c. The indicators of a bad teacher and a good teacher
  - d. Focus on the information influenced to be a good and bad teacher
6. What is the desire of a “good” teacher?
  - a. Teaching inside of the students
  - b. Treats his students
  - c. Teach in new, original form, adding something new, new make learning process to be exciting
  - d. Reduce awkward situations
7. How can a good teacher be defined?
  - a. A person who finds loving children and giving the best for his students
  - b. A person who Perceives the inner world
  - c. A person reproduces knowledge
  - d. A person who Treats the students
8. How can a bad teacher be defined?
  - a. A person who does his job
  - b. A person who giving love to his students
  - c. A person who taking care to his students
  - d. A person who treats his students

9. The teacher's personal particularities that are transmitted to children through interaction and the knowledge. The underlined word has same meaning.....

- a. Conduct
- b. Send out
- c. Avoid

10. One of indicators of a "good" teacher it is his desire to teach in a new. The underlined word has same meaning.....

- a. Frenzy
- b. Ambition
- c. Satisfaction
- d. Hate

11. **It** is well know that there exist three main factors. The word "it" in paragraph one line two refers to.....

- a. Leading power
- b. Society's development
- c. Teaching
- d. Three factors

12. **It** is a person that is doing its job. The word "it" paragraph three line four refers to....

- a. Good teacher
- b. Loving children
- c. Teacher
- d. Bad teacher

**This text questions number 13- 19**

### **The Influence of Education for Human life**

Education is very important for human life. It becomes main necessity beings. Almost all aspects of life are influenced by education. A human is introduced to education started from born, and it keeps going on until the death. If a human has a good basic education, it will be easy for the next development. Human will be easily accept and adapt their self with education which more advanced. They can accept values in social life, school, family, and environment. Moreover, of course they will be smart and be respectful human. Sometimes, education is regarded as a sing whether a human is in high class or not. It influences a lot of areas in human life, for example; in the world of work, in getting money , in communicating with others, and in adapting human in this more modern era and advanced technology. First, education influences the world of work. Human are demanded to have skill in its sector. Usually a company conduct interview before recruiting employee. In recruitment process, there are some questions that related to level of education background. Having good quality in education will help a human to get wanted job and of course with balance income. A human who has high level education

will get good job easier than a human who has not good education. Moreover, to get a job is very difficult. It shows that education has important role in the world of work. Secondly, education helps human in getting money. Educated human are more useful and easier in getting money because they have something that can be sold. Just by using the skill, they can get money. Furthermore, they do not need to work powerfully because they work use their brain. It is different with and Uneducated human. Uneducated human usually work by using their muscle. Less of education and do not realize about the importance of education, maybe this is one of many factors that make many human in poverty. How wonderful if all the people can undergo the values of education for the better life. Thirdly, education has important role in communication activity. As a good human beings, it is very important to have good capability in making communication with others. A human must know the attitude how to interact with others well, either from body language or from words. When talking to others, please give attention to the gestures. Are the gestures polite or not. Also to the words, it needs capability in choosing the good words. A human must be smart in using the words, jargons, greetings, and jokes. Educated human will uphold the values of politeness. The way human talk, it shows human personality. In addition, now human are in modern era. Moreover, everything is Becoming more sophisticated including the technology. The result of modernity and advance technology can be enjoyed by human, and it is very useful for human life. Overall, advanced technology and its result cannot be separated from the human life. Something, the existence

of technology makes human are in dependence. Technology is able to change everything becomes advanced, for example; the presence of smart phones, flat screen televisions, modern computers or laptop, and many other devices. Human also can get fast services, such as; foods, banking services, and internet networks. Recently, fast food becomes popular food because it is not difficult to be found. Now, bank gives the ease to the customers in activities that related to banking services, such as transfer process. Thus, Internet network is the most popular result of technology. It is very useful and helpful for human especially for the students. Usually, the students are given the easy way to get some materials of studying via internet. Being adaptable human is the way to maintain the survival in this situation. Human are demanded to upgrade the knowledge and increase the quality of education because that is very helpful in increasing human's quality. Therefore, education is very important in the survival of a human .Because it affects many aspects of life. It can be gotten from formal institute and informal institute. However, many human prefer to choose formal education. Usually it is started from elementary school until university. It has big role in forming good personality,such as; responsibility, honesty, and attitude. Responsibility is important thing that must be belonged to every human. Then, honesty comes from the heart. The price of it is very expensive and it cannot be changed by everything. Next is about attitude, it related to human's behavior. Attitude cannot be kept hiding because it comes out spontaneously. Human do not need to be worried if they have good habit in behavior, because a good habit shows a good attitude.

13. What is the main idea of first paragraph?

- a. The importance of education
- b. The necessity of education
- c. Influence of education
- d. The education development

14. What is the function of education in human life?

- a. Preparation for next development
- b. Adaptation of environment
- c. Respectful human
- d. Education can change human life, social, school, and environment

15. How many factors influence the education for human life?

- a. Three factors
- b. Four factors
- c. Six factors
- d. Seven factors

16. How can education influence for human life?

- a. Education accept the social values
- b. Education are useful for getting money
- c. Education used in communication activity

d. Education is regarded as a sign whether a human is in high class or not 17. What is the main idea of the last paragraph?

- a. Education is very important
- b. Education can be used for survival of a human
- c. Every human prefer to choose formal education
- d. Formal education started from elementary

18. They can accept values in social life. The word “they” in paragraph on line six, refers to.....

- a. Students
- b. Human
- c. School
- d. Family

19. The result of modernity and advanced technology. The word “Modernity” refers to.....

- a. Backward
- b. New innovation
- c. Uncommon
- d. Education background



APPENDIX II

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



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