

**THE CORRELATION BETWEEN STUDENTS' ABILITY IN
IDENTIFYING KINDS OF TEXT STRUCTURE AND THEIR
READING COMPREHENSION AT THE SECOND YEAR
STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL
OF RAMBAH SUB DISTRICT OF
ROKAN HULU REGENCY**

Thesis

Submitted to fulfill one of requirements

For bachelor degree in English education

(S.Pd.)



By

AILA MAHIRTA

NIM. 10714000781

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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SUPERVISOR APPROVAL

The thesis entitled “*The Correlation between Students’ Ability in Identifying Kinds of Text Structure and Their Reading Comprehension at the Second Year Students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency*” is written by Aila Mahirta, NIM. 10714000781. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau, to fulfill a requirement for getting Undergraduate Degree (S.Pd.) in English Education.

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Approved by

The Chairperson of the Department
of English Education

Dr. Hj. Zulhidah, M.Pd.

Supervisor

Rizki Fiprintita, M.Pd.

EXAMINER APPROVAL

The thesis entitled “*The Correlation between Students’ Ability in Identifying Kinds of Text Structure and Their Reading Comprehension at the Second Year Students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency*” is written by Aila Mahirta, NIM. 10714000781. It has been approved and examined by the examination committee of undergraduate degree on Dzulqo’dah 26, 1432 H/October 24, 2011 M at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

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October 24, 2011 M

Examination Committee

Chairperson

Secretary

Prof. Dr. H. Salfen Hasri, M.Pd.

Dr. Hj. Zulhidah, M.Pd.

Examiner I

Examiner II

Drs. H. Sutarmo, M.Ag.

Riri Fauzana, M.Sc.

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.

NIP. 197002221997032001

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The title of this thesis is the correlation between students' ability in identifying kinds of text structure and their reading comprehension at the second year of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency.

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The writer

Aila Mahirta

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Agar kalian selalu tersenyum... walau apa yang Ananda beri tidak sebesar apa yang Aku terima selama ini...

ABSTRACT

Aila Mahirta (2011). The Correlation between Students' Ability in Identifying Kinds of Text Structure and Their Reading Comprehension at the Second Year of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency.

The title of this research is "The Correlation between students' ability in identifying kinds of text structure and their reading comprehension at the second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency". The research has three formulations of the problems that how students' ability in identifying kinds of text structure is, how students' reading comprehension is, and whether or not a significant correlation between students' ability in identifying kinds of text structure and their reading comprehension. The objective of the research are to find out the students' ability in identifying kinds of text structure, to find out students' reading comprehension and to find out whether there is influence students' ability in identifying kinds of text structure and their reading comprehension at the second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency. The research was carried out at Islamic Senior High School of Rambah sub District of Rokan Hulu Regency. The population of this research was 30 students and researcher took all sample. The technique used in taking the sample is total sampling technique.

In collecting the data, the researcher used test for both of the variables in this research. In analyzing the data, the researcher used linear regression, in which to analyze how strength correlation between students' ability in identifying kinds of text structure and their reading comprehension at the second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency.

Based on the research findings, mean of students' ability in identifying kinds of text structure was 52.5 with sum of score 1575. Mean of students' reading comprehension was 43.5 with sum of score 1305. After analyzing the data, it got r_{xy} , 0.817. it was bigger than coefficient value of product moment correlation with significancy 5% (0.361) and 1% (0.436). In other words, H_a was accepted and H_o was rejected. It means that there is significant influence of students' ability in identifying kinds of text structure and their reading comprehension at the second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency.

ايلا مهرت (2011) : العلاقة بين قدرة الطلاب في التعرف على أنواع -- أنواع بنية النص والقراءة والفهم لدى الطلاب في مدرسة ثانوية في الصفوف اثنين الإسلامية روكان هولو المقاطعة.

عنوان الدراسة هـ " العلاقة بين مهارات الطلاب في التعرف على أنواع هياكل النص والفهم في القراءة في المرتبة الثانية الطالب الإسلامية الصف المدرسي منطقة هولو روكان هذه الدراسة ثلاثة صياغة المشكلة ، وهي : كيف يمكن للطالب القدرة على تحديد أنواع هيكل النص ، وكيف الطلاب في القراءة والفهم ما إذا كانت هناك علاقة كبيرة بين الطلاب القدرة على تحديد أنواع هياكل النص والفهم في القراءة. من هذه الدراسة فقط للعثور على العلاقة بين مهارات الطلاب في التعرف على أنواع هياكل النص والفهم في القراءة على طالبة في المدرسة الثانوية الإسلامية منطقة هولو روكان. إجراء البحوث الإسلامية في مدرسة حي هولو روكان. وكان سكان هذه الدراسة طالبة في المدرسة الثانوية الإسلامية منطقة هولو . كان سكان هذه الدراسة 30 طالبا واقتيد تماما كعينة. التقنيات المستخدمة في أخذ العينات هو أسلوب أخذ العينات الكلي.

في جمع البيانات ، واستخدام الكتاب اختبارا لكلا المتغيرات في هذه الدراسة. في تحليل البيانات ، واستخدام الباحثون الانحدار الخطي ، من أجل معرفة كيفية مساهمة كبيرة من أنواع بنية النص على الفهم قراءة في المرتبة الثانية الطالب الصف المدرسة الإسلامية منطقة هولو روكان

قيمة مهارات الطلاب في تحديد أنواع بنية النص مع 52.5 قيمتها الإجمالية 1575. في حين فهم الطلاب القراءة 43.5 بقيمة إجمالية من 1305. بعد كل من تحليل البيانات ، فمن 0817rxy. هذه القيمة هي أكبر من ارتباط الجدول قيمة المنتج لحظة مع مستوى الدلالة 5 (0361) 1 (0436). وبعبارة أخرى ، ها هو المقبولة والمرفوضة. ن ذلك قد يعني وجود تأثير كبير بين قدرة الطلاب في التعرف على أنواع هياكل النص والفهم في القراءة على طالبة في المدرسة الثانوية الإسلامية منطقة هولو روكان.

ABSTRAK

Aila Mahirta (2011). Hubungan antara Kemampuan Siswa dalam Mengidentifikasi Jenis – Jenis Struktur Teks dan Pemahaman Membaca pada Siswa Kelas Dua SMA Islam Kecamatan Rambah Kabupaten Rokan Hulu.

Judul dari penelitian ini adalah “Hubungan antara kemampuan siswa dalam mengidentifikasi jenis-jenis struktur teks dan pemahaman membaca mereka pada siswa kelas dua SMA Islam Kecamatan Rambah Kabupaten Rokan Hulu” Penelitian ini mempunyai tiga rumusan masalah yaitu; bagaimana kemampuan siswa dalam mengidentifikasi jenis-jenis struktur teks, bagaimana pemahaman membaca siswa dan apakah ada hubungan yang signifikan antara kemampuan siswa dalam mengidentifikasi jenis-jenis struktur teks dan pemahaman membaca mereka. Tujuan dari penelitian ini adalah hanya untuk menemukan hubungan antara kemampuan siswa dalam mengidentifikasi jenis-jenis struktur teks dan pemahaman membaca mereka pada siswa kelas dua SMA Islam Kecamatan Rambah Kabupaten Rokan Hulu. Penelitian dilaksanakan di SMA Islam Kecamatan Rambah Kabupaten Rokan Hulu . Populasi dari penelitian ini adalah siswa kelas dua di SMA Islam Kecamatan Rambah Kabupaten Rokan Hulu. Jumlah populasi dari penelitian ini adalah 30 siswa dan di ambil seluruhnya sebagai sampel. Teknik yang digunakan dalam pengambilan sampel adalah teknik total sampling.

Dalam pengumpulan data, penulis menggunakan tes untuk kedua variable dalam penelitian ini. Dalam menganalisa data, peneliti menggunakan regressi linear, guna mengetahui seberapa besar kontribusi jenis-jenis struktur teks terhadap pemahaman membaca pada siswa kelas dua SMA Islam Kecamatan Rambah Kabupaten Rokan Hulu.

Berdasarkan hasil temuan penelitian, nilai rata-rata kemampuan siswa dalam mengidentifikasi jenis-jenis struktur teks adalah 52.5 dengan nilai keseluruhan 1575. Sedangkan pemahaman membaca siswa adalah 43.5 dengan nilai keseluruhan 1305. Setelah kedua data dianalisa, diketahui bahwa rxy sebesar 0.817. Nilai ini lebih besar daripada nilai tabel koefisien korelasi Product Moment dengan taraf signifikansi 5% (0.361) dan 1% (0.436). Dengan kata lain, H_a diterima dan H_0 ditolak. Bisa diartikan ada pengaruh yang signifikan antara kemampuan siswa dalam mengidentifikasi jenis-jenis struktur teks dan pemahaman membaca mereka pada siswa kelas dua SMA Islam Kecamatan Rambah Kabupaten Rokan Hulu.

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CHAPTER I

INTRODUCTION

A. The Background

Reading is one of the language skills that should be comprehended by students who want to be fluent in English. Since English is not a daily language the students should read much in English to make them familiar with the language. In general the aim of teaching reading is to develop the student's ability to read the material, to get information, and understand the text.

Reading also is an interactive process in which the reader engages in an exchange of ideas with an author via text.¹ The writer's message can be received if a reader has skill to understand the text. Moreover, to be able to comprehend the messages or ideas of the whole text, the reader should know three characteristics of a text : social fuction, generic structure and lexicogrammatical features, which develop its content and build up the meaning.

In addition, the activity of reading is an exercise dominated by the eyes and their brain of the reader.² It means that the eyes receive the message and the brain then has to work out the significance of these messages and require the students to read for meaning. They not only read the text, but also understand the meaning of the written text being read.

¹ Burnes Don and Page Glenda, *Insights and Strategies for Teaching Reading* (Brisbane College of Advanced Education: Horcourt Brace Jovannovich Group (Australia) Pty Limited,1985), p.26

²Jeremy Harmer, *The Practice of English Language Teaching* (England: Pearson Education, 1991), p.190

From the statement above, it can be concluded that reading is to understand the text and to get information or meaning from text. By reading, the students can get the ideas of what they are reading. Therefore, the writer and the reader must have a good interaction, and reader has to be able to comprehend the text correctly.

According to Sheperd, reading comprehension is the ability of the reader to think about the information from the text.³ It is clear that reading comprehension is the main condition that should be fulfilled by the reader to understand the paragraph.

A traditional approach of reading comprehension of teaching strategies would have to do with having students read a passage in order to find out the difficult word, and answer the question based on the text.⁴

Teaching text structure increases students' reading comprehension.⁵ A text's structure provides clues to readers to help them comprehend the text. When students can recognize the different text structures, they know what to expect in a given passage and can answer questions to display their understanding.

Based on the 2006 curriculum (KTSP), the focus of teaching English for Senior High School is genre. Genre is defined as kinds of text which each of text has its own communicative goal generic structure and certain linguistic features.

³ Serepina Pangaribuan, *A Study on Understanding the Leads of the Jakarta Post Newspaper* (Unpublished, 2002), p.4

⁴ Burnes Don and Page Glenda, *Insights and Strategies for Teaching Reading* (Brisbane College of Advanced Education: Horcourt Brace Jovannovich Group (Australia) Pty Limited, 1985), p.2

⁵ Jessica Mahoney, *How to Teach Text Structure to Improve Reading Comprehension*, (retrieved on March 22, 2011), <http://www.slideshare.net/elkissn/teaching-text-structure>. p.1

Nunan states that the concept of genre has been as a useful one for helping us to understand the structure of language in use.⁶

Genre is still not popular for English teachers and students. They still have difficulties in understanding the genre. The term genre is used to refer a particular text type, not to traditional varieties of literature.⁷ It is a type or kind of text, defined in term of its social purposes: also the level of content dealing with social purposes. There are many kinds of genre namely: descriptive, analytical exposition, narrative, report, recount, procedure, etc.

Based on the syllabus of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency, there are four genres taught to the second year students of senior high school. They are narrative, report, analytical exposition, and exposition hortatory. Even though the students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency have been taught about the genre, they can not identify the kind of text.

Based on the above background, the problems can be seen from the symptoms, as follows:

1. Some of the students are not able to identify the kinds of text structure.
2. Some of the students are not able to identify features of the text.
3. Some of the students do not understand the text that is being read that causes the students to be uninterested in reading text.
4. Some of the students are lazy to read.

⁶ David Nunnan, *Language Teaching Methodology* (Sydney: Prentice Hall, 1985), p.45

⁷ Djuharie and Otong Setiawan, *Genre Dilengkapi 700 Soal Uji Pemahaman* (Bandung: Yrama Widya, 2007), p. 10

Based on the phenomena above, the writer is interested in conducting a research entitled **“The Correlation Between Students’ Ability in Identifying Kinds of Text Structure and Their Reading Comprehension at the Second Year of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency”**.

B. The Problem

1. Identification of the Problem

Based on the symptoms above, there are some problems that can be identified as follows:

- a. Why do the students have lack of reading?
- b. Why is the students’ ability in comprehending reading still low?
- c. What are the factors influence the students to have lack knowledge in identifying kinds of text on the passage whereas they read the text?
- d. Is there any significant influence students’ ability in identifying kinds of text structure and their reading comprehension?

2. The Limitation of the Problem

The topic that the writer chooses to be discussed is about the students' ability in identifying kinds of text structure and their reading comprehension at the second year of islamic senior high school of Rambah sub District of Rokan Hulu Regency.

- a. Students' ability in identifying kinds of text structure at the second year of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency.
- b. Students' reading comprehension at the second year of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency.

3. The Formulation of the Problems

Based on the background of the study, the writer formulates the problems in the following questions:

- a. How is students' ability in identifying kinds of text structure at the second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency?
- b. How is the students' reading comprehension at the second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency?
- c. Is there any significant influence students' ability in identifying kinds of text structure and their reading comprehension at the second year students

of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency?

C. The Reason of Choosing the Title

Why the writer' chooses the title because of some reasons, they are:

1. This title is very important to be investigated in a research to know, what are the students' ability in identifying kinds of text structure.
2. This problem is interested to be studied because it can give us a lot of information and knowledge about identifying kinds of text structure and reading comprehension.
3. This title is very necessary to be investigated in a research because to know, there is correlation between students' ability in indentifying kinds of text structure and their reading comprehension at the second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency.
4. The students still get difficulties in identifying kinds of text.
5. As far as the writer knows, this topic have not yet researched.

D. Objective and Significance of Research

1. The objectives of the research

Based on the problems formulated above, the general objectives of the research are:

- a. To find out the students' ability in identifying kinds of text structure at the second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency.
- b. To find out students' reading comprehension at the second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency.
- c. To find out whether there is influence the students' ability in identifying kinds of text structure and their reading comprehension at the second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency.

2. The significance of the research

Related to the objectives of the research above, the significances of the research are as follows:

- a. To give information to the teachers, and the institutions about the the relationship between students ability in identifying kinds of text structure and students' reading comprehension.
- b. To give some contributions to the students in order to improve students' ability in identifying kinds of text structure and their reading comprehension.

D. The Definition of the Term

The topic of this research is correlation between students' ability in identifying kinds of text structure and their reading comprehension at the second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency. In order to avoid misinterpretation and misunderstanding in reading this paper, it is necessary for the writer to define the following terms.

1. Correlation is relationship between two variables or more.⁸ This research has two variables Y (dependent variable) and X (independent variable). In this research, variable X is the students' ability in identifying kinds of text structure and variable Y is their reading comprehension.
2. Students' ability is mental or physical capacity power or skill of the students required to do something⁹. In this research, ability means the capacity of the students to identify kinds of text structure and reading comprehension.
3. Text is the main written or printed part of a book or page, contrasted with notes illustration, ect.¹⁰ In this research, text means the kinds of text that is taught at Senior High School.
4. Reading Comprehension is a reading thinking activity and as such relies for its succes upon the level of intelligence of the reader, his or her speech

⁸ Hartono, *Statistik Pendidikan* (Pekanbaru: CV Jaya Pratama, 2004), p.75

⁹ AS. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995), p.2

¹⁰ AS. Hornby, *Oxford ESL Dictionary* (New York: Oxford University Press, 1995), p.1234

of thinking, and ability to detect relationship.¹¹ In this research, comprehension is the students' ability to understand the reading text.

¹¹ Burnes Don and Page Glenda, *Insights and Strategies for Teaching Reading*, (Brisbane College of Advanced Education: Horcourt Brace Jovannovich Group (Australia) Pty Limited, 1985) p.47

CHAPTER II

REVIEW OF LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing . The students should be able to read the subject and get the information from the reading text. Reading is making meaning from print and from visual information. In the other words, reading is an interactive process that goes on between the reader and the text, resulting in comprehension.¹ It means that when we read some written text, there is an interaction between the reader and text, and that the reader will transfer the meaning of the text or information from the text.

According to Burnes, reading is reader's knowledge, skill and strategies.² He defines these into four classifications. First, it is classified into linguistics competence: the ability to recognize the elements of writing system; knowledge of vocabulary; knowledge of how words are structured into sentences. Second, it is classified into discourse competence: knowledge of discourse markers and how they connect parts of the text to one another. Third, it is classified into sociolinguistic competence: knowledge about different types of texts and their

¹ Kalayo Hasibuan and Muhammad Fauzan Anshari, *Teaching English as Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha UNRI Press,2007),p..114

² Vella Jingga Pratiwi, *A Study on Ability in Comprehending Analytical Exposition Text at The Second Year Students of SMA Handayani*. (Unpublished, 2010), p.8

usual structure and content. Fourth, it is classified into strategic competence: the ability to use top-down strategies (attend to the overall meaning) or bottom-up strategies (knowledge of the language that focuses on the words and phrases).

2. The Nature of Reading Comprehension

Reading is one of four English skills. There are many experts who state the definition of reading. According to Oxford Advanced Learning Dictionary, there are three definitions about comprehension. First comprehension is the minds' act or power of understanding; second exercise aimed at improving or testing one's understanding of language; third, power of including. Broadway says that comprehension is a mental process obtaining the meaning.³ Comprehension, he said, is not from printed page because it is not standing there. Comprehension will be found in the reader's mind.

According to Burnes and Glenda, reading comprehension is a reading-thinking activity and as such relies for its success upon the level of intelligence of reader, his or her speech of thinking, and ability to detect relationship.⁴ In other words, comprehension suggested by pigged is a process involving assimilation of incoming information into the child's existing knowledge.

In addition, Reading comprehension is ability to comprehend or retell the content of the text. The aspects are the main idea that contains in the topic

³ Heni Elvira, *A Study on the Ability in Comprehending English Texts At The Second Year Students of SMPN 1 Cerenti* (Unpublished, 2010), p.7

⁴ Burnes Don and Page Glenda, *Insights and Strategies for Teaching Reading* (Brisbane College of Advanced Education: Horcourt Brace Jovannovich Group (Australia) Pty Limited, 1985), p. 47

sentences, supporting sentences, conclusion and the writer's attitude to the idea. Implicitly, the writer's attitude contains a message, an emphasizing, and a critic which is written through that idea. From this definition, the writer concludes that understanding the main idea is one of the aspects contained in reading comprehension.

3. The Students' Reading Comprehension

Reading comprehension is understanding a text that is read, or the process of "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation.⁵

In comprehending the texts, the students needs to prepare by knowing some skills that they can apply while they are reading so the goal of reading can be achieved.

There are some ways that must be done by students to make them familiar and interested to read a text. In this case not only the students have the big rule but also the teachers. As a teacher, it is important to make a good atmosphere for students that make them enjoy and comfort to read the text.

There are several points that the students should do in order to comprehend the reading text:

- a. First point, the students find the meaning of the difficult words in the text and also the students must have so many vocabularies in order to understand the passage of the text.

⁵ [Http://en.wikipedia.org/wiki/teacher](http://en.wikipedia.org/wiki/teacher) Sunday, 6th November, 2011

- b. The second point, the students have to know which one is verb, noun, adjective, adverb, and all the grammar aspects in the text.
- c. The third point, the students must master grammar and structure that exist in the reading text.
- d. The next point, the students have to know the content of the text. It means that the information and message from the text.

In English curriculum for senior high school, there are five purpose of reading that has to mastered by students, they are: finding main idea, reading is concerned with meaning to greater extent than it is with form. If the students know the main idea of the text. They will know what the text talk about. An efficient reader understands not only the ideas but also the relative significance as expressed by writer. The main idea is usually expressed as a complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea not only in the beginning of the paragraph but also in the middle and the end of the paragraph.

Finding factual information. It requires reader to scan specific details. The factual information question are proceeded by WH-questions (where, why, what, who, how, etc).

Finding the meaning of vocabulary in context. It means that the reader could develop his questing ability to the word which is not familiar with him or her, by relating the close meaning (synonym) of unfamiliar words to the text and the topic of the text that is read.

Identify reference. The authors use reference words to avoid repeated words or phrases. Reference words are usually short and very frequently pronouns, such as: it, she, they, this, etc.

Inference, the important thing that is needed in reading understanding. It means that reading needs a clear purpose in order to get the best understanding about the content of the texts or books which the reader read.

4. The Factor of Students' Reading Comprehension

There are two basic factors that effect reading comprehension.⁶ There are reader and text. Within these two basic factors are quite a few subfactors. The reader is, of course, the person reading the material. The text is, obviously, the material that is written and being read.

- 1) The subfactors of the reader
 - a. foreknowledge- what you might already know about the subject before reading
 - b. vocabulary- being familiar with the written words and knowing their meanings, along with being able to apply the meanings
 - c. fluency- recognizing words quickly, which allows quick reading and the smooth flow of words
 - d. comprehension strategies- the ability to troubleshoot comprehension problems while reading

⁶ Julio Matsumoto, *Reading Comprehension: The Factors*, (retrieved on October 3,2011), <http://habee.hubpages.com/hub/How-to-Improve-Reading-Comprehension>,p.1

- e. comprehension skills- automatically noting key factors in a story, including sequencing and cause-and-effect
 - f. motivation- how badly the student wants to read and understand the material
- 2) The subfactors of the text
- a. genres- unique characteristics of a story or book – the type of book
 - b. text structures- the way the text is organized
 - c. text features- glossary, index, table of contents, etc.

Each of the above listed subfactors contribute to the level of reading comprehension. The reader needs to have the ability to understand what he is reading. Reading way beyond an individual's level of understanding is not beneficial to the reader. Readers should gradually read more difficult texts, after reaching an acceptable level of comprehension of the prior level of difficulty. Understanding the factors that affect reading comprehension can help you choose the appropriate course for your own reading comprehension goals, as well as that of your child's.

5. The Identifying Kinds of Text Structure

Text genre is only a part of genre. It is a type of written or spoken discourse where texts are classified into genres on the basis of the intent of the communicator. In short, text genres are kinds of texts that have special features.

According to Djuharie nowadays, in Indonesia, genre has been applied in teaching English and included in Junior and Senior High School curriculum.⁷ Genre is considered as a good way in understanding the language easily so that it is stated in current curriculum in our country.

In addition, according to Hartono, genre is a type or kind of text defined in terms of its social purpose, also the level of context dealing with social purposes.⁸ Genre shares the idea based on context related to social purposes and culture. Genre is used as media for communication which is related to the social context. The social context is realized in the schematic attribute. Moreover, Dudley-Evans says that genre is used for communicative purpose.⁹ Language is not only seen as a series of language forming but also seen as a source of meaning. In this term, the position of structure of a language is to draw how a discourse forms the meaning.

According to definition above, it can be concluded that genre means kinds of text which has specific character for each type. Now, kinds of text in different form that is widely used in high academic activities in KTSP, namely, exposition, anecdote, report, exposition, narrative, discussion, recount, news item, procedure, explanation.¹⁰

In conclusion, studying genre means study about all of aspect on the text that makes the text have meaning and can be understood easily. Each text could

⁷ Djuhari, *Genre* (Jakarta: Yama Widya, 2007), p.9

⁸ Rudy Hartono, *Genre of Texts* (Unpublished, 2005), p.4

⁹ Mike Karmila, *The Ability in Identifying Identical Language Features of Different Texts at The Second Year Students of SMAN 2 Siak* (Unpublished, 2011), p.10

¹⁰ Rudy Hartono, *Genre of Texts* (Unpublished, 2005), p.7

be differentiated by showing their communicative goal, generic structure, and lexicogrammatical features. In this research, the writer will focus just on the text that is identical such as analytical exposition, narrative, and report text.

1) Report Text

Report text is a text type we use when we want to describe the way things are such as a man-made thing, animals, and plants. In addition, report text is factual texts.¹¹ It delivers information about something naturally, as a result of observations, systematically or analysis. It also provides and organizes factual information on a specific topic. Pearson says that report text classified into different types, analyzes the components and examines the various aspects such as size, function, behaviour, effects, etc.

The description of a report text could be as a general statement, for example whales included mammals because it gives birth to child. To make a report like this, students observe and compare whales with another animal that has same features.

a. Purpose

Report text has some communicative purposes, such as:

- a) To systematically organize and record factual information to classify and describe a whole class of things.
- b) To provide information about natural and non-natural phenomena

¹¹ Rigby Heinemann, *Writing Resource Book Advance Press* (Australia: Bassendean Western, 2004), p.85

- c) To document, organize and store factual information on a topic, classify and describe the phenomena of our world, about a whole class of things about living things like phones, bikes, or oceans.

b. Generic structure

In addition, like other texts, report text also has its own generic. They are as follows:

- a) General classification or statements: Tell what the phenomenon under discussion is, or shown the reported subject, statement, and classification. It introduces the topic of the report, such as the class or the subclass.
- b) Description: Tell what the phenomenon under discussions is like in terms of (1) Parts, (2) qualities, (3) habits or behaviours, if living; uses, if non-natural.

c. Language features

The language features of report text as follows:

- a) Use of formal, accurate and objective style to deal with the facts.
Personal opinions and comments are not added.
- b) Generally written in third person.
- c) Use of noun phrase (noun groups) to build up description.
- d) Use of general nouns rather than particular nouns.
- e) Use of action verbs to describe behavior, e.g. jump, run, hop, etc.

- f) Use of relating verbs to link features, e.g. is, are, has, have.
- g) Use of timeless present tense

Table II.1
Example of Report Text Structure

<i>General Classification</i>	<i>Plants are living beings. They need food, water and air for survival.</i>
<i>Description</i>	<i>Plants derive their food from the earth and the air. If you look at their roots, you will find that ends of these roots are like fine fibers. We call them root-hairs. They absorb water and minerals, then transport them upwards to the leaves through the trunk and the branches. It is the leaves which prepare the food.</i>
<i>Description</i>	<i>The green material, chlorophyll, prepares the food like a machine. It converts the carbon dioxide taken from the air and water from the ground into sugar with the help of sunlight. This chemical reaction is called photosynthesis. In fact, the chlorophyll takes energy from the sunlight and uses it to synthesize the hydrogen from water and carbon from carbon dioxide for making sugar. This reaction also gives out oxygen and water which are excreted by the leaves.</i>

2) Narrative Text

Narrative text is a text to entertain the reader with a story that deals with complication or problematic events which lead to a crisis and in turn finds a resolution.¹² The text of narrative, one of fictional text is generally used to educate in enjoyment way. The lesson of life and livings are delivered the speaker or the writer of narrative with the easiest way and tend to be simple and appropriate with the children world that is full of imagination. Because text of narratives has a high power of attraction for children, until it can be called that this kind of text plays an important roles to the early development of literacy ability.

Narrative relationship with the reality experiences, imaginary, or the event intricates that aims to the crisis that finally find solution (resolution). Example: folktale, legend, fable.

According to Sudarwati and Grace, narratives deal with problematic events which lead to a crisis or turning point of some kinds (climax), which in turn finds a resolution.

a. Purpose

To amuse or entertain the readers with actual or imaginary experiences in different ways. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.

¹² Yusak Muchlas, *A Brief Introduction to Genre*. (Jawa Tengah: LPMP, 2004), p.46

b. Generic structure

Narrative texts are used to entertain the readers or listeners with our stories. A narrative text usually has four main parts, they are as follows:

- a) Orientation: introducing the characters of story, the time and the place story happened. (who/what, when, and where)
- b) Complication: a series of events in which the main character attempts to solve the problem.
- c) Resolution: the ending of the story containing the solving problem.
- d) Re-orientation: closing expressions that show the story have been ending.

c. Language features

The language features of a narrative text, such as:

- a) Noun: as personal person, animals, and noun in the story, e.g. stepmother, household, etc.
- b) Focus on specific and usually individualized participants
- c) Use past tense, e.g. went, ran, ate, etc.
- d) Use temporal conjunctions and temporal circumstances, e.g. after, before, soon, then, after that, etc.
- e) Action verbs, the verbs that show events or activity, e.g. stayed, climbed, killed, etc.
- f) Saying verb and thinking verbs, the verbs that show report, e.g. said, told, promised, though, understood, etc.

Table II.2
Example of Narrative Text Structure

<i>Orientation</i>	<i>Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.</i>
<i>Complication</i>	<i>One day an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The step sister went to the ball without her.</i>
<i>Resolution</i>	<i>Fortunately, the fairy good other came and helped her to get the ball. At the ball, cinderella danced with the prince.</i>
<i>Re-orientation</i>	<i>The prince fell in love with her then he married her. They lived happily ever after.</i>

3) Analytical Exposition Text

Expositions is a text type we use when we want to offer opinions, give suggestions and convince people to take particular actions.¹³ An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper article, academic speech or lectures, research report, etc.

¹³ Yusak Muchlas, *A Brief Introduction to Genre* (Jawa Tengah: LPMP, 2004), p.72

a. Purpose

To persuade the reader or listener that something is the case, to analyze a topic and to persuade the reader or listener that the opinion is correct and supported by arguments such as argumentative essay an exploratory essay.

b. Generic structure

The generic structure of analytical exposition consists of three parts, they are as follows:

a) Thesis

The thesis introduces the topic and shows the writer's position. In other words, this part is used to direct the readers into the topic discussed or arguments presented.

b) Arguments

The arguments can be classified into argument 1, argument 2, and so on. It depends on how many arguments the writer owns to be stated. The writer explains the argumentation as detail and strong as possible for convincing the readers. Usually, the argumentations come with factual facts.

c) Reiteration

The reiteration or conclusion is used to restate the writer's position. This part says the thesis point in another word. Also, it gives conclusions from the topic that has been discussed.

c. Language features

a) Focus on generic human and non human participats

Focus on generic and non human participants that are usually used in analytical exposition related to human and other things, which are related human itself as follows: general noun such as car, pollution leaded petrol car, and use abstract noun such as policy and government.

b) Use of relational processes

The relational process is the verb to show the participants condition and possession. The verb is usually used in the term of rational process such as be, get, keep, look, smell, become, need, turn, remain, require and etc.

c) Giving reasons through causal conjunction

A conjunction links one part of a sentence to another part. It joins words, phrase, clauses to one another, showing the relationship between them. Enumeration is sometimes necessary to show the list of given arguments; firstly, secondly..., finally.

d) Use of the simple present tense.

Table II.3
Example of Analytical Exposition Text Structure

<i>Thesis</i>	<i>Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.</i>
<i>Argument 1</i>	<i>Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.</i>
<i>Argument 2</i>	<i>Secondly, the city is very busy. Pedestrians wander averywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.</i>
<i>Argument 3</i>	<i>Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.</i>
<i>Reiteration</i>	<i>In conclusion, cars should be banned from the city for the reasons listed</i>

6. The Students' Ability in Identifying Kinds of Text Structure

Text structure is the organization structure used within paragraph or longer text, appropriate to genre and purpose. Research in literacy learning over two past

decades indicates that an understanding of various text structure and their purposes enhances students' ability to comprehend what is read.¹⁴

Text structure refers to the ways that authors organize information in text. Teaching students to recognize the underlying structure of content-area texts can help students focus attention on key concepts and relationships, anticipate what's to come, and monitor their comprehension as they read.

Studying about all of aspect on the text structure that makes the students have meaning and can be understood easily. The students could be identified each text by showing their communicative goal, generic structure, and lexicogrammatical features.

7. The Influence of Students' Ability in Identifying Kinds of Text Structure and Their Reading Comprehension

Knowing much about text structure is very important. It will help students to comprehend the text. Teaching text structure increases students' reading comprehension.¹⁵ A text's structure provides clues to readers to help them comprehend the text. When students can recognize the different text structures, they know what to expect in a given passage and can answer questions to display their understanding.

According to Dickson, “ the benefit of text structure instrument for reading comprehension has strong empirical support. Research also supports the causal

¹⁴ Karin K. Hess, *Teaching and Assessing Understanding of Text Structure Across Grades*, (retrieved on March 11, 2011), http://www.nciea.org/publications/textstructures_p.1

¹⁵ Jessica Mahoney, *How to Teach Text Structure to Improve Reading Comprehension*, (retrieved on March 22, 2011), http://www.slideshare.net/elkissn/teaching-text-structure_p.1

relationship between text structure instruction and improvement in composition skills”.¹⁶ The influence of text structure on reading comprehension has been demonstrated via different measures of comprehension, summaries, retelling, and question-answering.

Knowledge about the ways different types of text are structured and the ways these structures reveal the organization and interweaving of the author’s ideas that have been shown to influence comprehension. Proficient readers use awareness of text structures to understand key points of the text. When they are asked to recall what they have read, their summaries reflect the text organization.

Based on the explanations above, it is very clear that knowing text structure will influence students’ reading comprehension. Students should study about kinds of text structure in order to increase their reading comprehension as well. So, there is a correlation between the students’ ability in identifying kinds of text structure and their reading comprehension.

B. Relevant Research

There are some researchers who study about the genres such as: Yusnita in her research the students ability in identifying the features of genres use at the first year of MAN Kepenuhan Pasir Pengaraian.¹⁷ Based on her research finding, the students’ ability in identifying features of text is not good because most of the

¹⁶ Dickson Simmons, *Teaching and Assessing Understanding of Text Structure Across Grades*, (retrieved on March 11, 2011), http://www.nciea.org/publications/textstructures_p.1

¹⁷ Yusnita, *The Students Ability in Identifying the Features of Genres Use at the First Year of MAN Kepenuhan Pasir Pengaraian*. (Unpublished, 2011), p.5

students reach poor level of ability, from the data above, it can be seen that the mean score is 57.88 % (poor to average level).

The research was conducted by Mike Karmila.¹⁸ The research is about the ability of the second year students of MAN 2 Siak in identifying identical language feature of different text. She has focused her research on the students who are expected to identify identical language feature of different texts. Based on her research finding, the students ability in identifying identical language feature of different texts is in good level, because most of the students obtain good level of ability. It can be seen that the mean score is 60.09 %.

C. Operational Concept

Concept is important in a scientific study because it is a main element to avoid misinterpreting and misunderstanding. To gain about students' ability in identifying kinds of text structure and their reading comprehension at second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency, there are some indicators from the variables (variable X and variable Y). Therefore, the operational concept can be used to avoid misinterpreting and misunderstanding by looking at some indicators.

1. The Indicators of Ability in Identifying Kinds of Text Structure

1) The analytical exposition text

- a. The students are able to identify the purpose of analytical exposition text.

¹⁸ Mike Karmila, *The Ability in Identifying Identical Language Features of Different Texts at The Second Year Students of SMAN 2 Siak* (Unpublished, 2011), p.10

- b. The students are able to identify the generic structure of analytical exposition text.(e.g.: thesis, arguments, reiteration)
- c. The students are able to identify the language features that are used in analytical exposition text.

2) The report text

- a. The students are able to identify the purpose of report text.
- b. The students are able to identify the generic structure of report text. (e.g.: general classification, identification)
- c. The students are able to identify the language features that are used in report text.

3) The narrative text

- a. The students are able to identify the purpose of narrative text.
- b. The students are able to identify the generic structure of narrative text. (e.g.: orientation, complication, resolution)
- c. The students are able to identify the language features that are used in narrative text.

2. The Indicators of Reading Comprehension

- 1) The students are able to determine the main idea of paragraph.
- 2) The students are able to find the factual information.
- 3) The students are able to identify the supporting idea in a paragraph.
- 4) The students can determine the topic of the material.
- 5) The students are able to find the meaning of vocabulary in context.

D. The Assumptions and Hypothesis

1. The Assumptions

In this reseach, the writer assumes that the result of this research will show that the students ability in identifying kinds of text structure can influence students' reading comprehension. So, if students can recognize kinds of text structure, it means their reading comprehension is good.

2. The Hypothesis

The hypothesis, which is necessarily tested through this research, is as follows:

- a. There is a significant correlation between students' ability in identifying kinds of text structure and their reading comprehension (Ha).
- b. There is no significant correlation between students' ability in identifying kinds of text structure and their reading comprehension (Ho).

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The research design is a correlational research. Correlation research as a statistical test to determine the tendency or pattern for two even more variables or two sets of data to vary consistently. It provides an opportunity to predict scores and explain the relationship among variable.¹

This research describes the correlation between students' ability in identifying kinds of text structure and their reading comprehension. There are two variables of this research, they are independent and dependent variables. Independent variable is the students' ability in identifying kinds of text which is symbolized by 'X', and dependent variable is their reading comprehension, which is symbolized by 'Y'. The following diagram is the design of this research:



B. The Location and Time of Research

The research was conducted at Islamic Senior High School of Rambah sub District of Rokan Hulu Regency and the time was in May until June 2011.

¹ John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research: Third Edition* (New Jersey: Pearson Education , Inc., 2008), p.356

C. The Subject and Object of the Research

The subject and the object of this research, the subject was student at the second year of Islamic senior high school of Rambah Subdistrict of Rokan Hulu Regency and the object was the correlation between students' ability in identifying kinds of text structure and their reading comprehension.

D. The Population and Sample

1. Population

The population of this research was the second year students of Islamic senior high school of Rambah Subdistrict of Rokan Hulu Regency. It has only one class, and the total number of population is 30 students. The researcher took the total of population as the sample of this research by total sampling.

2. Sample

Because the population was not too big, the researcher took them all as sample of this research. The table below shows the information about this :

Tabel III.1
The Population and Sample

Male students	Female students	Total sampling
13	17	30

E. The Techniques of Data Collection

This research needs data. In order to get the data, the researcher used test as technique of data collection. It is used to know the students' ability in identifying kinds of text structure and their reading comprehension.

First test, it was used to find out the student's ability in identifying kinds of text structure. Before giving test, the researcher explained the material for 15 minutes and continued giving the text for students. The questions are about analyzing the text, consist of finding kinds of text structure such as analytical exposition, report and narrative text. It was done by giving the reading text to the students they had to read the text.

Second test, it was used to find out the student's reading comprehension. Before test, the researcher explained the material for 15 minutes and continued giving the test. The questions about analyzing text consist of finding main idea, factual information, topic, vocabulary in context and the supporting idea in reading comprehension. It was done by giving the reading text to the students that they had to read the text and answer the questions.

F. Techniques of Data Analysis

In this research, to know whether there is contribution of students' ability in identifying kinds of text and their reading comprehension or not. The data were analyzed by using Regress Linear².

$$Y = a + bX$$

Where:

Y = reading comprehension

a = constanta Interpreception

b = coefficient

x = ability in identifying kinds of text structure

$$a = \frac{(\sum y)(\sum x^2) - (\sum x)(\sum xy)}{n \sum y^2 - (\sum y)^2}$$

$$b = \frac{N \sum xy - (\sum x)(\sum y)}{n \sum y^2 - (\sum y)^2}$$

² Hartono, *Statistik untuk Penelitian* (Yogyakarta: Pustaka Pelajar ,2009), p.160

And then to know the significance correlation between two variables. The researcher used the formula of product moment correlation³. The formula is as follows:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2)(n \sum y_i^2 - (\sum y_i)^2)}}$$

Where:

r = Index of correlation “r” product moment

N = Sample

$(\sum xy)$ = The sum of Score x and y

$(\sum x)$ = The total of Score x

$(\sum y)$ = The total of Score y

In the process of data, the researcher used the SPSS Program (*statistical package for the society science*.) 16.0 version for windows⁴. SPSS is one of computer programs that are used to manufacture the statistical data.

Besides, to analyze the students’ score in identifying kinds of text structure and students’ score in reading comprehension test, it can also be classified into the following table:

³ Hartono, *Statistik untuk Penelitian* (Yogyakarta: Pustaka Pelajar, 2009), p.84

⁴ Hartono, *SPSS 16.0 Analisis Data Statistik dan Penelitian* (Yogyakarta: Pustaka Pelajar, 2008), p.95

Table III.2
The Classification of Students' Score

The Classification Score	Category
80-100	Good to Excellent
60-79	Average to good
50-59	Poor to Average
0-49	Poor

(Harris, (1974) in Yusnita)⁵

It means to get score 0-100 for the students' ability in identifying kinds of text structure and their reading comprehension. The researcher used the formula:

$$P = \frac{X}{N}$$

Where:

P = individual score

N = number of item

X = correct answer

100 = standard mark

G. The Reliability and the Validity of the Test

Reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons.⁶ The

⁵ Yusnita, *The Students Ability in Identifying the Features of Genres Use at the First Year of MAN Kepenuhan Pasir Pengaraian*. (Unpublished, 2011), p.32

⁶ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education Inc, 2003), p.19-27

characteristic of reliability is sometimes termed consistently. It means that, the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, the Mean and Standard Deviation of test must be known. Validity in general refers to appropriateness of a given test or any of its component parts as measurement of what it is purposed to measure. It means that the test will be valid to be measured about what it is supposed to measure.

The validity and reliability are a relation. It is possible for a test to be reliable without being valid for a specified purpose, but it is impossible for a test to be valid without being reliable.

The reliability coefficients for good to identify kinds of text structure text and reading comprehension test are expected to exceed 0.0 and closed 1.00. Heaton states that, the reliability of the test is considered as follows⁷:

1. 0.00– 0.20 Reliability is low
2. 0.21 – 0.40 Reliability is sufficient
3. 0.41 – 0.70 Reliability is high
4. > 0.70 Reliability is very high

⁷J.B. Heaton, *Writing English Language Tests* (New York: Cambridge University Press,1988), p.16

To know the reliability of the test, we must know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha. researcher used the SPSS 16.0 for windows-statistical software.

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

- a. Listwise deletion based on all variables in the procedure.

Item Statistics

	Mean	Std. Deviation	N
X	52.5000	11.19960	30
Y	43.5000	8.62534	30

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.882	.899	2

From the table above, the reliability is very high because the result of reliability is $0.899 > 0.70$, so the reliability is very high.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

The data of the research is the score of students' ability in identifying kinds of text structure test (the score of variable X-test) and the score of students' reading comprehension test (the score of variable Y-test). Before the test was given, the researcher gave Tryout of identify kinds of text structure and their reading comprehension to 30 students in order to know the items difficulties of the tests. After the researcher gave tryout, then the researcher distributed the test of identifying kinds of text structure and reading comprehension. The test consists of 20 items of multiple choice for ability in identifying kinds of text structure test and reading comprehension test.

B. The Presentation of Data

The data of the research is the score of the students' ability in identifying kinds of text structure test and the students' reading comprehension test. The researcher presents the result of the research data collected from the second year students of Islamic senior high school of Rambah Subdistrict of Rokan Hulu Regency. The presented data were gained through tests. The tests administered to the second year students of Islamic senior high school of Rambah Subdistrict of Rokan Hulu Regency has been distributed to 30 respondents. The result of the study is presented as follows:

1. Data of Students' Ability in Identifying Kinds of Text Structure

a. The Students' Ability in Identifying the Analytical Exposition Text

The ability of the second year students of Islamic senior high school of Rambah Subdistrict of Rokan Hulu Regency in identifying the analytical exposition text namely communicative goal, generic structure and language features can be seen in the table below.

Table IV.1
The Classification of Students' Ability in Identifying the Communicative Goal of Analytical Exposition Text

Scores	Level of ability	Frequency	percentage
80-100	Good to excellent	12	40%
60-79	Average to good	0	0%
50-59	Poor to average	0	0%
0-49	Poor	18	60%
Total		30	100%

The table above represents that there are 12 students (40%) that have good to excellent level of ability and 18 students (60%) have the poor level of ability. In other words, the average level of students' ability is poor level.

Table IV.2
The Classification of Students' Ability in Identifying the Generic Structure of Analytical Exposition Text

Scores	Level of ability	Frequency	percentage
80-100	Good to excellent	3	10%
60-79	Average to good	11	36.7%
50-59	Poor to average	0	0%
0-49	Poor	16	53.3%
Total		30	100%

The table above shows that there are 3 students (10%) at the Good to excellent level of ability. 11 students (36.7%) at the average to good level of ability, and 16 students (53.3%) at the poor level of ability. In conclusion, the students' ability in identifying generic structure of analytical exposition text is not good because most of students reach poor level of ability.

Table IV.3
The Classification of Students' Ability in Identifying the Language Features of Analytical Exposition Text

Scores	Level of ability	Frequency	percentage
80-100	Good to excellent	13	43.3%
60-79	Average to good	0	0%
50-59	Poor to average	10	33.3%
0-49	Poor	7	23.4%
Total		30	100%

The table above shows that there are 13 students (43.3%) at the Good to excellent level of ability. 10 students (33.3%) at the poor to average level of ability, and 7 students (23.4%) at the poor level of ability. In conclusion, the students' ability in identifying language features of analytical exposition text is enough because most of students reach average to good level of ability.

b. The Students' Ability in Identifying the Report Text

The ability of the second year students of Islamic senior high school of Rambah Subdistrict of Rokan Hulu Regency in identifying the report text namely communicative goal, generic structure and language features can be seen in the table below. The table below shows the classifications of the students' ability in identifying the report text.

Table IV.4
The Classification of Students' Ability in Identifying the Communicative Goal of Report Text

Scores	Level of ability	frequency	percentage
80-100	Good to excellent	13	43.3%
60-79	Average to good	0	0%
50-59	Poor to average	0	0%
0-49	Poor	17	56.7%
Total		30	100%

The table above represents that there are 13 students (43.3%) that have good to excellent level of ability and 17 students (56.7%) have the poor level of ability. In conclusion, the students' ability in identifying generic structure of report text is not good because most of students reach poor level of ability.

Table IV.5
The Classification of Students' Ability in Identifying the Generic Structure of Report Text

Scores	Level of ability	Frequency	percentage
80-100	Good to excellent	4	13.3%
60-79	Average to good	9	30%
50-59	Poor to average	0	0%
0-49	Poor	17	56.7%
Total		30	100%

The table above shows that there are 4 students (13.3%) at the Good to excellent level of ability. 9 students (30%) at the average to good level of ability, and 17 students (56.7%) at the poor level of ability. In conclusion, the students'

ability in identifying generic structure of report text is not good because most of students reach poor level of ability.

Table IV.6
The Classification of Students' Ability in Identifying the Language Features of Report Text

Scores	Level of ability	Frequency	percentage
80-100	Good to excellent	2	6.7%
60-79	Average to good	11	36.7%
50-59	Poor to average	0	0%
0-49	Poor	17	56.6%
Total		30	100%

The table above shows that there are 2 students (6.7%) at the Good to excellent level of ability. 11 students (36.7%) at the average to good level of ability, and 17 students (56.6%) at the poor level of ability. In conclusion, the students ability in identifying language features of report text is not good because most of students reach poor level of ability.

c. The Students' Ability in Identifying the Narrative Text

The ability of the second year students of Islamic senior high school of Rambah Subdistrict of Rokan Hulu Regency in identifying the narrative text namely communicative goal, generic structure and language features can be seen in the table below. The table below shows the classifications of the students' ability in identifying the narrative text.

Table IV.7
The Classification of Students' Ability in Identifying the Communicative Goal of Narrative Text

Scores	Level of ability	Frequency	percentage
80-100	Good to excellent	19	63.3%
60-79	Average to good	0	0%
50-59	Poor to average	0	0%
0-49	Poor	11	36.7%
Total		30	100%

The table above represents that there are 19 students (63.3%) that have good to excellent level of ability and 11 students (36.7%) have the poor level of ability. In conclusion, the students' ability in identifying communicative goal of narrative text is enough because most of students reach average to good level of ability.

Table IV.8
The Classification of Students' Ability in Identifying the Generic Structure of Narrative Text

Scores	Level of ability	frequency	Percentage
80-100	Good to excellent	7	23.3%
60-79	Average to good	17	56.7%
50-59	Poor to average	0	0%
0-49	Poor	6	20%
Total		30	100%

The table above shows that there are 7 students (23.3%) at the good to excellent level of ability, 17 students (56.7%) at the average to good level of ability and 6 students (20%) at the poor level of ability. In conclusion, the

students ability in identifying generic structure of narrative text is enough because most of students reach average to good level of ability.

Table IV.9
The Classification of Students' Ability in Identifying the Language Features of Narrative Text

Scores	Level of ability	frequency	percentage
80-100	Good to excellent	4	13.3%
60-79	Average to good	16	53.4%
50-59	Poor to average	0	0%
0-49	Poor	10	33.3%
Total		30	100%

The table above shows that there are 4 students (13.3%) at the Good to excellent level of ability, 16 students (53.4%) at the average to good level of ability and 10 students (33.3%) at the poor level of ability. In conclusion, the students' ability in identifying language features of narrative text is less because most of students reach poor to average level of ability.

The Recapitulation of the Students' Score in Identifying Kinds of Text Structure

To make clear the percentage of students in identifying kinds of text structure, the classification of the category was analyzed. It can be seen through the following table:

Table IV.10
The Classification of Students' Score in Identifying Kinds of Text Structure

Scores	Level of ability	frequency	Percentage
80-100	Good to excellent	0	0%
60-79	Average to good	11	36.7%
50-59	Poor to average	8	26.6%
0-49	Poor	11	36.7%
Total		30	100%

From the table above, it can be seen the students' ability in identifying kinds of text structure in answering the multiple choice test. It can be categorized into good to excellent, average to good, poor to average, and poor level. It can be seen that students' who get average to good level are 11 students (36.7%). The students who get poor to average level are 8 students (26.6%), and the students who reach the poor level are 11 students (36.7%). In conclusion, the students' ability in identifying kinds of text structure is less because most of students reach poor to average level of ability.

2. Data of Students' Reading Comprehension

The ability of the second year students of Islamic senior high school of Rambah Subdistrict of Rokan Hulu Regency in reading comprehension namely

determine main idea, supporting idea of paragraph, topic of material, Find the Factual Information of Paragraph, and find the meaning of vocabulary in context can be seen in the table below:

Table IV.11
The Classification of Students Score in Determine the Main Idea of Paragraph

Scores	Level of ability	frequency	Percentage
80-100	Good to excellent	3	10%
60-79	Average to good	3	10%
50-59	Poor to average	10	33.3%
0-49	Poor	14	46.7%
Total		30	100%

The table above shows that there are 3 students (10%) at the good to excellent level of ability, 3 students (10%) at the average to good level of ability, 10 students (33.3%) at the poor to average level of ability, and 14 students (46.7%) at the poor level of ability. In conclusion, the students' ability in identifying main idea of paragraph is bad because most of students reach poor level of ability.

Table IV.12
The Classification of Students' Score in Determine the Supporting Idea of Paragraph

Scores	Level of ability	Frequency	percentage
80-100	Good to excellent	0	0%
60-79	Average to good	2	6.7%
50-59	Poor to average	17	56.7%
0-49	Poor	11	36.6%
Total		30	100%

The table above shows that there are 2 students (6.7%) at the average to good level of ability, 17 students (56.7%) at the poor to average level of ability, and 11 students (36.67%) at the poor level of ability. In conclusion, the students' ability in identifying supporting idea of paragraph is bad because most of students reach poor level of ability.

Table IV.13
The Classification of Students' Score in Determine the Topic of Material

Scores	Level of ability	frequency	percentage
80-100	Good to excellent	1	3.3%
60-79	Average to good	7	23.3%
50-59	Poor to average	9	30%
0-49	Poor	13	43.4%
Total		30	100%

The table above shows that there are 1 student (3.3%) at the Good to excellent level of ability, 7 students (23.3%) at the average to good level of ability, 9 students (30%) at the poor to average level of ability, and 13 students (43.4%) at the poor level of ability. In conclusion, the students' ability in determining the topic of material is bad because most of students reach poor level of ability.

Table IV.14
The Classification of Students' Score in Finding the Factual Information of Paragraph

Scores	Level of ability	frequency	Percentage
80-100	Good to excellent	0	0%
60-79	Average to good	5	16.7%
50-59	Poor to average	19	63.3%
0-49	Poor	6	20%
Total		30	100%

The table above shows that there are 5 students (16.7%) at the average to good level of ability, 19 students (63.3%) at the poor to average level of ability, and 6 students (20%) at the poor level of ability. In conclusion, the students ability in identifying the factual information of paragraph is bad because most of students reach poor level of ability.

Table IV.15
The Classification of Students' Score in Finding the Meaning of Vocabulary in Context

Scores	Level of ability	frequency	Percentage
80-100	Good to excellent	2	6.7%
60-79	Average to good	1	3.3%
50-59	Poor to average	13	43.3%
0-49	Poor	14	46.7%
Total		30	100%

The table above shows that there are 2 students (6.7%) at the Good to excellent level of ability, 1 student (3.3%) at the average to good level of ability, 13 students (43.3%) at the poor to average level of ability, and 14 students (46.7%) at the poor level of ability. In conclusion, the students' ability in finding the meaning of vocabulary in context is bad because most of students reach poor level of ability.

The Recapitulation of the Students' Score in Reading Comprehension

To make clear the percentage of reading comprehension, the classification of the category was analyzed. It can be seen through the following table:

Table IV.16
The Classification of Students' Score in Reading Comprehension

Scores	Level of ability	Frequency	Percentage
80-100	Good to excellent	0	0%
60-79	Average to good	1	3.3%
50-59	Poor to average	8	26.7%
0-49	Poor	21	70%
Total		30	100%

From the table above, it can be seen the students' ability in reading comprehension in answering the multiple choice test. It can be categorized into good to excellent, average to good, poor to average, and poor level. It can be seen that student who gets average to good level is 1 student (3.3%). The students who get poor to average level are 8 students (26.7%), and the students who reach the poor level are 21 students (70%). In conclusion, the students' ability in reading comprehension is bad because most of students reach poor to average level of ability.

C. The Data Analysis

Based on the data presentation, the researcher analyzed them into two parts, how was the students' ability in identifying kinds of text structure, how was students' ability in reading comprehension, and the correlation between students' ability in identifying kinds of text structure and student's ability in reading

comprehension. This analysis was begun by analyzing statistic of student's ability in identifying kinds of text structure.

1. Analysis on Students' Ability in Identifying Kinds of Text Structure

The mean score of the identify kinds of text structure, the computation is shown through the following table:

Table IV.17
Students' Ability in Identifying Kinds of Text Structure

Score	F	FX
70	3	210
65	4	260
60	4	240
55	3	165
50	5	250
45	6	270
40	3	120
30	2	60
Total	N = 30	FX = 1575

$$\begin{aligned} \text{MX} &= \frac{1575}{30} \\ &= 52.5 \end{aligned}$$

The result of computation is 52.5. It is classified poor to average level. Therefore, the statistic of students' ability in identifying kinds of text structure at the second year students of Islamic senior high school of Rambah Subdistrict of Rokan Hulu Regency can be classified into poor to average level.

2. Analysis on Students' Reading Comprehension

The mean score of the reading comprehension test, the computation is shown through the following table:

Table IV.18
Students' Reading Comprehension

Score	Frequency	FX
60	1	60
55	5	275
50	3	150
45	8	360
40	5	200
35	4	140
30	4	120
TOTAL	N = 30	F _x = 1305

$$\begin{aligned} \text{MX} &= \frac{1305}{30} \\ &= 43.5 \end{aligned}$$

The result of computation is 43.5 it is classified into poor level.

This research was used to obtain the correlation between two variables namely: the students' ability in identifying kinds of text structure as the independent variable (X) and the students' ability in reading comprehension as the dependent variable (Y). The researcher used test to find out the students' ability in identifying kinds of text structure and students' ability in reading comprehension.

3. Analysis on the Correlation between Students' Ability in Identifying Kinds of Text Structure and Reading Comprehension

Data on students' ability in identifying kinds of text structure and reading comprehension is necessary to conduct descriptive statistics by using SPSS version 16.00. The calculation can be seen in the following table:

Table IV.19
Statistics

Descriptive statistics	Kinds of Text Structure	Reading comprehension
Mean	52.5000	43.5000
Std. Error of Mean	2.04476	1.57477
Median	50.0000	45.0000
Range	40.00	30.00
Minimum	30.00	30.00
Maximum	70.00	60.00

Based on the table, the researcher can interpret that mean score of students' ability in identifying kinds of text structure is 52.5000 , median is 50.0000, range is 40.00, minimum is 30.00, and maximum is 70.00. While, mean of students' ability in reading comprehension is 43.5000 , median is 45.0000, range is 30.00 , minimum is 30.00, and maximum is 60.00.

Table IV.20
Descriptive Statistics

Variable	Mean	Std. Deviation	N
Kinds of Text Structure (X)	52.5000	11.19960	30
Ability in Reading Comprehension (Y)	43.5000	8.62534	30

The table above is descriptive statistics, which shows mean, standard deviation and N for each table. Mean of students' ability in identifying kinds of text structure score is 52.5000 and it is dealing with the table of students' classification score categorized into poor to average level. Mean of students' ability in reading comprehension score is 43.5000 and it is dealing with the table of students' classification score categorized into poor level. Standard deviation of

kinds of text structure is 11.19960 and ability in reading comprehension is 8.62534, while $N = 30$ shows the total of respondents which is analyzed for each variable.

In getting the data analysis of the correlation between students' ability in identifying kinds of text structure and ability in reading comprehension, the researcher used SPSS 16.00, and in analyzing the correlation both of them, the researcher used Product Moment correlations especially for Pearson, it was used because the data consisted of interval and interval.¹

a. Linearity Test

The hypothesis tested is:

Ho : The distribution of the data studied does not follow a linear form

Ha : The distribution of the observed data follows a linear form

Basic decision making:

If the probability > 0.05 Ho is accepted

If the probability < 0.05 Ha is rejected

By using SPSS 16.0 the following result are obtained.

Table IV.21
ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1438.531	1	1438.531	56.023	.000 ^a
	Residual	718.969	28	25.677		
	Total	2157.500	29			

a. Predictors: (Constant), identifying kinds of text structure

b. Dependent Variable: reading comprehension

¹ Hartono, *SPSS 16.0 Analisis Data Statistik dan Penelitian* (Yogyakarta: Pustaka Pelajar, 2008), p.79

From the calculation, it is obtained that linearity test of F count is 56.023 with a degree of probability 0.0005. Since 0005 the probability of <0.05 then the distribution of observed data follows a linear form (H_a is received, H_o is rejected). In other words, the regression model can be used to predict the identifying kinds of text structure.

This suggests that to find the significance of the correlation between two variables can use the product moment correlation formula.

b. Regression Equation

For more details of the calculation of regression coefficients with SPSS 16.00 computer program, it can be seen in the following table

Table IV.22
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	11.432	4.507		2.326	.027	1.252	19.717
	Kinds of text structure	.837	.084	.817	7.485	.000	.457	.801

a. Dependent Variable:
Reading Comprehension

$$Y = 11.432 + 0.837X$$

The results are obtained by analysis of the linear regression equation $y = 11.432 + 0.837X$. It means that every one-unit increase occurred in the variable X (kinds of text structure), then there is an increase in the variable Y (reading comprehension) for 0.837.

Table IV.23
The Correlation Between Student's Ability in Identifying Kinds of Text Structure and Reading Comprehension

Correlations		Reading Comprehension	Kinds of text structure
Pearson Correlation	Reading Comprehension	1.000	.817
	Kinds of text structure	.817	1.000
Sig. (1-tailed)	Reading Comprehension	.	.000
	Kinds of text structure	.000	.
N	Reading Comprehension	30	30
	Kinds of text structure	30	30

Based on the table above, the correlation (r) based on Pearson correlation is 0.817. The result of the test from the two variables can be seen in following table:

Table IV.24
Correlation Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.817 ^a	.667	.655	5.06729

The table above shows that percentage of influence independent variable toward dependent variable. Coefficient of determination is 0.667. It means that influence of independent variable toward dependent variable is 66.7 %. While, the remaining 33.3 % (100% - 66.7 %), influence of other variables.

Based on the table, it can be concluded that correlation coefficient between identifying kinds of text structure (X) and students' reading comprehension (Y) which the formula:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2)(n \sum y_i^2 - (\sum y_i)^2)}}$$

The correlation coefficient variable of students' ability in identifying kinds of text structure and their reading comprehension is 0.817. With the sig. (2-tailed) is 0.000. The interpretation is as follows:

- 1) Give the interpretation
 - a. H_a Is accepted if $r_o \geq r_{table}$ or there is a significant correlation between the students' ability in identifying kinds of text structure and their reading comprehension.
 - b. H_o Is accepted if $r_o < r_{table}$ or there is no significant correlation between the students ability in identifying kinds of text structure and their reading comprehension.
- 2) Determine critical value by calculating $df = N - nr$

Where

df : degree of freedom

N : number of samples

nr : number of variable

$df = N - nr$

$= 30 - 2$

$= 28$

From the table above, it can be seen that r_o is 0.817 and df is 30. The r_o obtained is compared to r table either at 5% or 1%. At level of 5%, r table is (0.361) and at level of 1%, r table is (0.436). Based on r table, it can be analyzed that r_o is higher than r table either at level of 5 % or 1%. In other words, we can read $(0.361 < 0.817 > 0.436)$, So that, the researcher can conclude that H_o is rejected and H_a is accepted. It means that there is a positive significant correlation between X and Y (students' ability in identifying kinds of text structure and their reading comprehension at the second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained in the chapter IV, the research about the correlation between students' ability in identifying kinds of text structure and their reading comprehension at the second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency finally comes to the conclusion as follows:

1. The students' ability in identifying kinds of text structure is categorized into poor to average level. It can be seen from the mean of students' ability in identifying kinds of text structure scores (52.5000).
2. The students' ability in reading comprehension is categorized into poor level. It can be seen from the mean of students' ability in reading comprehension scores(43.5000).
3. There is a significant correlation between students' ability in identifying kinds of text structure and their reading comprehension at the second year of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency. It can be seen from the analysis of Pearson Product-Moment Correlation formula by using SPSS 16.0 version that r_o is 0.817. It is higher than r -table either at level of 5% = (0.361)and 1% = (0.463) or $(0.361 < 0.817 > 0.463)$.

B. Suggestion

Based on the finding, the researcher suggestions in the following:

1. The second year students of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency should maintain and improve further their ability in identifying the kinds of text structure and their ability in reading comprehension. The students can practice through reading and writing when they learn English.
2. The teacher of Islamic Senior High School of Rambah sub District of Rokan Hulu Regency should give more attentions and explanations about this subject. Then the teacher could give more explanations and exercises to the students in identifying the kinds of text structure and reading comprehension to improve it.

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READING COMPREHENSION TEST

NAME :

CLASS :

TIME : 45 Minutes

INSTRUCTIONS :

1. Write down your name and class above this sheet.
2. Read the text carefully and answer the question below by crossing out (X) a, b, c, or d.
3. Please answer the question based on the best answer.

Text 1

A tree is a woody plant. It has one main stem that is called a trunk. The trunk supports the branches and the twigs or stalks. Fruit, flowers, and leaves grow along the twigs. But for certain trees, the fruits grow on the trunk, for examples, jackfruits and sour carambolas.

All green trees take and cook their own food. The roots absorb water, mineral, and salt from the soil. The trunk dissolves and distributes them to the leaves. With the help of sun rays, the chlorophyll mixes the water the water and carbon dioxide. Then the mixture changes into sugar. This sugar is distributed to all parts of tree. Then the oxygen is released. It is called photosynthesis.

Besides absorbing water, mineral, and salt, roots have another duty. They anchor a tree in the ground, so it doesn't fall down to the ground when the strong wind blows.

1. What is supporting idea in first paragraph?
 - a. A trunk is one main stem
 - b. The roots
 - c. Salt
 - d. The leaves

2. What is topic tells above?
 - a. A Green Tree

- b. Trunk
 - c. Woody Plant
 - d. Fruit
3. What are the functions of roots?
- a. Take and cook their own food
 - b. Fruits, flowers, and twigs
 - c. The absorb water, mineral, and salt from the soil
 - d. Photosynthesis
4. What is main idea in first paragraph?
- a. A green tree
 - b. A tree is a woody plant
 - c. Carambolas
 - d. Fruits

Text 2

Global warming is a gradual increase in planet-wide temperatures. A panel convened by the U.S National Research Council, the nation's premier science policy body, in June 2006 voiced a "high level of confidence" that Earth is the hottest it has been in at least 400 years, and possibly even the last 2,000 years. Studies indicate that the average global surface temperature has increased by approximately 0.5-1.0° F (0.3-0.6°C) over the last century. This is the largest increase in surface temperature in the last 1,000 years and scientists are predicting an even greater increase over this century. This warming is largely attributed to the increase of greenhouse gases (primarily carbon dioxide and methane) in the Earth's upper atmosphere caused by human burning of fossil fuels, industrial, farming, and deforestation activities.

5. What is the meaning closed of the word "released" in second paragraph...
- a. free of
 - b. changes

- c. decrease
 - d. distributed
6. What is the main idea of the text?
- a. Global warming caused by human burning and greenhouse gases
 - b. Global surface temperature has increased over the last century
 - c. Scientists are predicting an even greater increase over this century
 - d. Increase temperature is one of the greenhouse gases effect
7. Over the last century, the average global surface temperature has increased by approximately...
- a. 0.5-1.0°C (0.3-0.6°F)
 - b. 0.5-1.0°F (1.3-0.6°F)
 - c. 0.5-1.0°F (0.3- 0.6°C)
 - d. 0.5-1.1°C (0.3-0.6°F)
8. What is supporting idea of this text...
- a. The effect of global warming
 - b. Scientists predicting
 - c. The earth is the hottest
 - d. Deforestation activities
9. What is the topic of text...
- a. Global warming
 - b. Industrial
 - c. Deforestation activities
 - d. Reboisation

10. The words “indicated” in third line is closest meaning to...
- a. share
 - b. makes
 - c. showed
 - d. printed

Text 3

Communication means “transmitting information, ideas, or feeling to another”. If you tell someone what you think or want you are transferring that information from your mind to his. When you talk something over with a friend, you and he are trading ideas. This is communication by speech. It is the earliest and still the most important way people communicate. But it is by no means the only way. We communicate also by gesture, a look, a picture, by written and printed language, and in many other ways.

Communication makes it possible for people to share their knowledge, add to it, and pass it on to the next generation. By communicating, each man at his ideas in the pull of ideas for other to use. Imagine how it would be if there were no communication. Each man would have to find everything for himself. He would have to make everything for himself. He would have to make everything he used. He would have to start all over from the beginning, as if he were the first man.

11. The main idea of the second paragraph is.....
- a. The work of sharing knowledge and passing it to the next generation
 - b. The feeling of becoming the first man by starting all over from the beginning
 - c. The necessity of each man to find out everything for himself
 - d. The usefulness of communication to the next generation
12. What is supporting idea of second paragraph?
- a. The usefulness of communication to the next generation
 - b. By talking something over with a friend
 - c. The ways of communication
 - d. Communication can be done either by speech or in may other way

13. The topic of the first paragraph is.....
- The communication by speech
 - The earliest way of communication
 - The trading ideas through communication
 - The ways of communication
14. The word “ways” in paragraph 1 line 7 is closest in meaning to.....
- Methods
 - Ideas
 - Gestures
 - Sight
15. Which statement is true according to the text?
- Communication can be done either by speech or in many other ways
 - The necessity of communication is not needed for each man is getting everything for himself
 - The man shouldn't start all from the beginning because of the feeling that he is the first man
 - With the communication we can do nothing for ourselves except getting knowledge

Text 4

Just 42 kilometers North West of Yogyakarta stands the serene 1,200-year-old Borobudur, the largest Buddhist monument in the world.

Borobudur was built between 778 and 856-200 years before Notre-Dame was built. Yet, about a century after it was completed, it was mysteriously abandoned. At the time, the neighboring Mt. Merapi erupted and covered Borobudur with its volcanic ash. The temple was buried for almost a millennium before it was rediscovered in 1814. It was later restored with the help of UNESCO.

16. What is the supporting idea of paragraph?

- a. The location of borobudur temple
- b. Borobudur was discovered after burying for almost a millenium
- c. The borobudur was abandoned mysteriously
- d. The largest monument in the world

17. What is the main idea of the first paragraph?

- a. The largest monument in the world
- b. The location of borobudur temple
- c. The discovery of borobudur
- d. The serene 1.200 years old borobudur

18. Which of the following is closest in meaning to the word “abandonment” in paragraph 2 line 3?

- a. Disappeared
- b. Covered
- c. Discovered
- d. Restored

19. What is the topic of this text...

- a. Borobudur
- b. UNESCO
- c. Mysteriously abandoned
- d. Mt. Merapi

20. How long did it disappear?

- a. Almost 1000 years
- b. Almost 100 years

- c. Less than 1000 years
- d. More than 1000 years

RESEARCH INSTRUMENT

NAME :
CLASS :
TIME : 45 Minutes
INSTRUCTIONS :

Read the passage below carefully and identify the genre of the text, the communicative goal, the generic structure, and the language features by crossing out the best answer. For questions 1-20, choose the one best answer, (A), (B), (C), or (D), to each question.

Text 1

Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additional, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is no good for every body else.

1. What type of text is used by the writer?
 - a. Narrative
 - b. Report
 - c. Analytical exposition
 - d. Descriptive

2. The communicative purpose of this text is...
 - a. To entertain readers with fairy tale
 - b. To share an account of an unusual event
 - c. To describe the way things
 - d. To persuade by presenting arguments

3. The organization of the text above is...
 - a. A thesis, arguments, reiteration
 - b. Orientation, major complication, resolution, complication, resolution, complication, major complication
 - c. Description, background events, sources
 - d. Orientation, events, twist

4. To tell the plot, the writer uses...
 - a. Present tense
 - b. Past tense
 - c. Time sequences
 - d. A rhetorical question and an exclamation

5. *“Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking”*. This sentence functions as a/ an...
 - a. Reiteration
 - b. Arguments
 - c. Thesis
 - d. Orientation

6. The end paragraph function as...

- a. Thesis
- b. Argument
- c. Reiteration
- d. Sources

Text 2

The Smartest Parrot

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over, "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humiliate, " You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three dead chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken, "Say Catano or I'll kill you".

7. What is the genre of the text?

- a. A spoof
- b. A narrative

- c. A recount
 - d. A report
8. What is communicative purpose of the text?
- a. To inform readers about important and newsworthy events
 - b. To entertain readers with a story
 - c. To share an account of an unusual event
 - d. To persuade readers to accept his/ her opinions
9. “*Once upon time, a man had a wonderful parrot. There was no other parrot like it*”. (paragraph 1) This sentence functions as a/ an...
- a. Orientation
 - b. Twist
 - c. Coda
 - d. Re-orientation
10. The paragraph 2,3,4 are describing...
- a. Orientation
 - b. Complication
 - c. Events
 - d. Resolution
11. “one day, after he had been trying so many times to make the bird say Catano, the man really got very angry”. The word of underline as....
- a. Action verb
 - b. Noun as the participant
 - c. Time conjunction
 - d. Past tense

12. The verbs in the text are mostly written in...

- a. Present continuous tense
- b. Simple present tense
- c. Present perfect tense
- d. Simple past tense

13. Who is main character of this text...

- a. Parrot
- b. Man
- c. Catano
- d. Chicken

Text 3

Goannas

Australia is home to 25 of the world's 30 monitor lizard species. In Australia, monitor lizards are called goannas.

Goannas have flattish bodies, long tails and strong jaws. They are the only lizards with forked tongues, like a snake. Their necks are long and may have loose folds of skin beneath them. Their legs are long and strong, with sharp claws on their feet. Many goannas have stripes, spots and other markings that help to camouflage them. The largest species can grow to more than two metres in length.

All goannas are daytime hunters. They run, climb and swim well. Goannas hunt small mammals, birds and other reptiles. They also eat dead animals. Smaller goannas eat insects, spiders and worms.

Male goannas fight with each other in the breeding season. Females lay between two and twelve eggs.

14. The text is written in the form of a/ an...

- a. Recount
- b. Narrative
- c. Spoof
- d. Report

15. The purpose of the text is to...

- a. To describe the way things
- b. Entertain readers
- c. Inform readers about events of the day
- d. Tell past tense

16. Where can we find an identification?

- a. In the first sentence of paragraph 1
- b. In the first sentence of paragraph 2
- c. In the title of the text
- d. In the first sentence of paragraph 3

17. What is the generic structure of paragraph 1?

- a. Events
- b. General classification
- c. Identification
- d. Orientation

18. The lexicogrammatical features are mostly written in...

- a. Passive voice
- b. Direct speech
- c. Simple past tense
- d. Simple present tense

19. “*All goannas are daytime hunters. They run, climb and swim well. Goannas hunt small mammals, birds and other reptiles. They also eat dead animals. Smaller goannas eat insects, spiders and worms*”. This paragraph functions as a/ an...

- a. General classification
- b. Identification
- c. Events
- d. Orientation

20. What is the general participant of the text...

- a. Goannas
- b. Lizard
- c. Reptiles
- d. Animals

The Key Answer of Identify Kinds of Text Structure

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

The Key Answer of Reading Comprehension Test

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

APPENDIX I

**STUDENTS' SCORE OF VARIABLE X IN TRY OUT
(ITEM DIFFICULTIES)**

No	Items	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	2	To tal	
		0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8		9
1	Students	1			0		0	0	1	1	1	0	0	0	1	0	0	0		0	0	7
2	Students	0	0	0	1		1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	13
3	Students	0	0		1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	13
4	Students	0	0	0	1	0	1	1	1	1	0	1	0	1	0	1	1	0	0	1	0	10
5	Students	0	0	0	1	1	1	1	1	1	0	1	0	0	1	0	1			1	1	12
6	Students	1		1	0	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	13
7	Students	1	1	1	0	0	0	0	1	1	1	0	0	0	1	0	0	0	0	0	0	7
8	Students	0	1	1	1	0	0	0	0	0	1	1	1	1	0	0	1	0	1	1	0	10
9	Students	0	1	1	0	0	0	0	0	0	1	1	1	1	1	1	1	0	1	0	0	10
10	Students	1	0	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	0	0	1	10
11	Students	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	0	0	14
12	Students	0			0	0	0	1	1	1	0	1	1	1	0	1	1	0	0	0	1	9
13	Students	1	1	1	1	1	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	9
14	Students	1	1	0	0	0	1	1	1	1		1	0		0	0	0	0	1	1	0	11
15	Students	0	0	0	1	1	0	1	1	0	0	1	1	1	0	0	0	0	1	0	1	9
16	Students	0	0	0	1	0	1	1	1	1	0	1	0	1	1	0		0	0	0	0	8
17	Students	0		0		0		0	0	0	0	0	1		0	0	1	0	0	0	1	3
18	Students	0	0	1	0	0	1	0	1	0	1	1	0	1	0	1	1	1		0	0	9
19	Students	1	1			0	1	0	0	0	1	1	0	1	0	0	0	0	1	1	0	10
20	Students	0	0	1	0	1	0	0	0	1			0	1	0	0	1	1	0	1	0	8
21	Students	1	1	1	1	1	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	9
22	Students	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0			0	4
23	Students		0		1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	1	14
24	Students	0		0		1	1	1	1	1	1	1	0	1	0	0	1	0	0	0	0	10
25	Students	0	0	1	0	1	0	0	0	1	0	1	0	1	0	0	1	1	0	1		8
26	Students	0	0	1	0	1	1	0	0	1	0	1	1	1	1	0	1	0	0	0	0	9

27	Students	0	1	1	1	0	0	1	0	1	0	1	0	0	0	1	1	0	0	0	9	
28	Students	0	0	1	0	1	0	0	0	1	0	1	0	1	0	0	1	1	0	1	0	8
29	Students	0	0	1	0	1	0	1	1	1	0	1	0	0	1	1	0	0	0	0	9	
30	Students	0	1	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	0	6	
Total		10	11	20	14	12	12	16	17	19	16	23	9	23	13	9	19	9	13	7	281	
F. V		0.33	0.36	0.66	0.46	.4	.4	0.53	0.56	0.63	0.53	0.76	.3	0.76	0.43	0.63	.3	.3	0.43	0.23		
		A	A	A	A	A	A	A	A	A	R	A	R	A	A	A	A	A	A	R		

R = Rejected
A = Accepted

Item difficulties scale:

(Rejected) $.3 < ACC < .7$ (Rejected)

JB. Heaton. *Writing English Language Test*. 1988

Based on the table above, it can be seen that there are some items categorize as rejected items of the instruments. They are; items no 11, 13, and 20.

APPENDIX IV

STUDENTS' SCORE OF VARIABLE Y IN TRY OUT
(ITEM DIFFICULTIES)

No	Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	Students	1			0		1	1	1	1	1	0	0	1	0	1	1	0		1	1	15
2	Students	1	1	0	1		1	0	0	0	1	0	1	1	0	1	1	0	1	1	1	13
3	Students	0	1		1	1	1	1	0	0	0	1	0	1	0	0	1	0	1	1	1	11
4	Students	1	0	0	0	1	1	1	1	0	0	0	0	0	1	1	0	0	0	1	0	8
5	Students	1	0	0	0	0	1	0	0	1	0	0	0	1	0	1	0			0	0	6
6	Students	0		0	0	1	0	1	0	0	0	0	0	1	0	1	1	1	1	0	0	7
7	Students	1	1	1	1	1	1	1	0	1	1	0	0	0	0	1	0	1	0	0	0	11
8	Students	1	0	0	0	1	1	0		0	0	1	0	0	1	0	0	0	0	0	0	6
9	Students	1	0	0	0	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	8
10	Students	1	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	0	0	1	1	9
11	Students	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	4
12	Students	1			0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	1	9
13	Students	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	0	0	0	1	1	7
14	Students	0	0	1	0	0	0	1	0	0		0	0		0	0	1	0	0	1	1	6
15	Students	1	0	0	0	0	1	1	1	0	0	0	0	0	0	1	0	1	1	1	1	9
16	Students	0	1	0	0	1	0	1	1	0	0	1	0	1	0	1		0	0	1	0	8
17	Students	0		0		1		1	0	0	0	0	0		0	1	1	1	1	0	0	8
18	Students	1	1	0	0	1	1	1	1	0	0	0	0	1	1	1	0	0		0	1	10
19	Students	1	1			1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	7
20	Students	1	0	1	0	0	0	0	0	0		0	1	1	0	0	0	0	0	1	1	7
21	Students	0	0	1	0	0	0	1	0	0	1	0	0	1	0	1	1	0	0	1	1	8
22	Students	1	1	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	1		0	8
23	Students		1		0	0	0	1	1	0	0	0	0	1	1	1	0	0	1	1	0	10
24	Students	1		1		0	0	0	0	0	1	0	1	1	0	1	0	0	0	1	1	9
25	Students	0	1	1	0	1	0	0	1	0	1	0	1	0	0	1	0	1	1	1		10
26	Students	0	1		1	1	1	1	0	0	1	1	0	0	1	0	0	1	1	0	0	11

27	Students	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	0	1	1	0	0	13
28	Students	1	1	1	1	0	0	0	1	0	0	1	1	1	0	0	0	0	1	0	0	9
29	Students	1	0	0	1	0	0	1	1	0	0	1	1	1	0	1	0	1	0	0	1	10
30	Students	1	1	1	1	0	0	1	1	1	0	0	0	1	0	1	0	1	1	1	1	13
Total		20	15	14	11	18	15	21	13	7	12	9	8	17	8	20	7	10	14	16	15	270
F. V		0.67	0.47	0.37	0.6	0.5	0.7	0.43	0.23	0.4	0.3	0.26	0.57	0.26	0.67	0.23	0.33	0.47	0.53	0.5		
		A	A	A	A	A	A	A	R	A	A	R	A	R	A	R	A	A	A	A		

R = Rejected
A = Accepted

Item difficulties scale:
(Rejected) $.3 < ACC < .7$ (Rejected)
JB. Heaton. *Writing English Language Test*. 1988

Based on the table above, it can be seen that there are some items categorize as rejected items of the instruments. They are; items no 9, 12,14,and 16.

APPENDIX VII

THE RESULT OF STUDENTS' ABILITY IN IDENTIFYING KINDS OF TEXT STRUCTURE (X)

Items		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	Students	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	0	0	1	0	0	12
2	Students	1	1	1	1	0	0	0	1	1	1	0	1	0	1	1	0	0	0	0	1	11
3	Students	1	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	6
4	Students	1	0	1	1	0	0	1	1	1	0	0	0	1	1	1	0	1	1	0	0	11
5	Students	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	13
6	Students	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	13
7	Students	0	0	0	1	1	1	1	1	1	0	1	0	0	1	0	1	1	0	1	1	12
8	Students	1	0	1	0	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	13
9	Students	1	0	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	0	0	1	10
10	Students	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	0	0	14
11	Students	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	10
12	Students	1	1	0	0	0	1	1	1	1	1	1	0	1	0	0	0	0	1	1	0	11
13	Students	0	0	0	1	1	0	1	1	0	0	1	1	1	0	0	0	0	1	0	1	9
14	Students	0	0	0	1	0	1	1	1	1	0	1	0	1	1	0	0	0	0	0	0	8
15	Students	0	0	1	0	0	1	0	1	0	1	1	0	1	0	1	1	1	0	0	0	9
16	Students	1	1	1	1	0	1	0	0	0	1	1	0	1	0	0	0	0	1	1	0	10
17	Students	0	0	1	0	1	0	0	0	1	0	1	0	1	0	0	1	1	0	1	0	8
18	Students	1	1	1	1	1	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	9
19	Students	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	1	14
20	Students	0	0	0	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	0	0	10
21	Students	0	0	1	0	1	1	0	0	0	1	0	1	0	1	0	0	1	0	1	0	8
22	Students	0	0	1	0	1	0	0	0	1	0	1	0	1	0	1	1	1	0	1	0	9
23	Students	0	1	1	1	0	0	1	0	1	0	1	0	0	0	1	1	1	0	0	0	9
24	Students	0	0	1	0	1	0	1	1	1	0	1	0	0	1	1	1	0	0	0	0	9
25	Students	0	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	0	6
26	Students	0	0	1	0	1	1	0	0	1	0	1	1	1	1	1	0	0	0	0	0	10

APPENDIX IX

THE RESULT OF STUDENTS' ABILITY IN READING COMPREHENSION (Y)

No	Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	Students	1			0		1	1	1	1	0	0	0	0	0	0	0	0	1	1	0	10
2	Students	1	1	0	0		0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	6
3	Students	1	1		1	0	0	1	0	1	0	1	0	0	0	0	0	0	1	1	0	9
4	Students	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	1	1	6
5	Students	1	0	0	0	1	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	7
6	Students	1		0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	1	0	0	6
7	Students	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	1	1	1	1	0	7
8	Students	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	10
9	Students	1	0	0	0	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	6
10	Students	1	0	0	0	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	8
11	Students	1	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	0	0	1	1	9
12	Students	1			0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	8
13	Students	1	0	0	0	0	1	1	1	0	0	0	0	0	1	0	1	1	1	0	1	8
14	Students	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	1	1	1	0	0	7
15	Students	1	1	0	0	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	7
16	Students	1	1	1	0	0	0	1	1	0	0	0	0	1	1	0	0	0	1	0	0	8
17	Students	1		1		0		0	0	0	1	0	1	1	0	0	0	0	0	1	1	8
18	Students	0	1	1	0	1	0	0	1	0	1	0	1	0	0	0	0	1	1	1	0	9
19	Students	0	1			1	1	1	0	0	1	1	0	0	1	0	0	1	1	0	0	11
20	Students	0	1	1	1	1	1	1	0	0	1	1	1	0	1	0	0	1	1	0	0	12
21	Students	1	1	1	1	0	0	1	1	1	0	1	0	0	0	0	0	1	0	1	1	11
22	Students	1	1	1	1	0	1	0	1	0	1	1	1	1	0	0	0	0	1	0	0	11
23	Students		1		1	0	1	1	1	0	1	1	1	0	1	0	0	1	0	0	0	11
24	Students	1		1		0	1	0	0	1	1	0	1	1	0	0	0	0	0	1	1	11
25	Students	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	10
26	Students			1	1	0	1	0	0	1	0	0	0	1	0	0	0	0	1	0	1	9
27	Students	1	1	0	1	1	0	1	0	1	0	0	1	0	0	1	0	0	0	1	0	9

APPENDIX VIII

THE DATA PRESENTATION OF STUDENTS' SCORE IN IDENTIFYING KINDS OF TEXT STRUCTURE

**The Table of Data Presentation of Students' Score in Identifying Kinds of Text
Structure Test**

STUDENTS	SCORE
Student 1	60
Student 2	65
Student 3	40
Student 4	45
Student 5	55
Student 6	50
Student 7	60
Student 8	40
Student 9	45
Student 10	45
Student 11	70
Student 12	70
Student 13	45
Student 14	30
Student 15	55
Student 16	50
Student 17	55
Student 18	65
Student 19	65
Student 20	50
Student 21	50
Student 22	60
Student 23	65
Student 24	70
Student 25	60
Student 26	50
Student 27	45
Student 28	30
Student 29	40
Student 30	45

APPENDIX X

THE DATA PRESENTATION OF STUDENTS' SCORE IN READING COMPREHENSION

The Table of Data Presentation of Students' Score in Reading Comprehension Test

STUDENTS	SCORE
Student 1	55
Student 2	50
Student 3	30
Student 4	35
Student 5	40
Student 6	45
Student 7	55
Student 8	40
Student 9	40
Student 10	30
Student 11	55
Student 12	55
Student 13	30
Student 14	30
Student 15	45
Student 16	45
Student 17	40
Student 18	45
Student 19	50
Student 20	45
Student 21	45
Student 22	55
Student 23	60
Student 24	45
Student 25	50
Student 26	45
Student 27	35
Student 28	35
Student 29	35
Student 30	40

APPENDIX XI

**THE DATA PRESENTATION OF STUDENTS' SCORE IN IDENTIFYING KINDS
OF TEXT STRUCTURE AND THEIR READING COMPREHENSION**

The Result of Variable X and Y

Students Code	SCORE	
	Students' Ability in Identifying kinds of text structure	Student's Reading Comprehension
Student 1	60	55
Student 2	65	50
Student 3	40	30
Student 4	45	35
Student 5	55	40
Student 6	50	45
Student 7	60	55
Student 8	40	40
Student 9	45	40
Student 10	45	30
Student 11	70	55
Student 12	70	55
Student 13	45	30
Student 14	30	30
Student 15	55	45
Student 16	50	45
Student 17	55	40
Student 18	65	45
Student 19	65	50
Student 20	50	45
Student 21	50	45
Student 22	60	55
Student 23	65	60
Student 24	70	45
Student 25	60	50
Student 26	50	45
Student 27	45	35
Student 28	30	35
Student 29	40	35
Student 30	45	40

APPENDIX XII

TABLE OF THE STUDENTS' SCORE IN IDENTIFYING KINDS OF TEXT STRUCTURE (VARIABLE X)

1. Analytical Exposition Text

Table of the students' score in identifying the communicative goal of analytical exposition text.

Students	Correct of answer	Number of items	Score (P)	Categories
1	0	1	0	Poor
2	0	1	0	Poor
3	1	1	100	Good to excellent
4	1	1	100	Good to excellent
5	0	1	0	Poor
6	1	1	100	Good to excellent
7	1	1	100	Good to excellent
8	1	1	100	Good to excellent
9	0	1	0	Poor
10	0	1	0	Poor
11	0	1	0	Poor
12	0	1	0	Poor
13	0	1	0	Poor
14	1	1	100	Good to excellent
15	1	1	100	Good to excellent
16	1	1	100	Good to excellent
17	0	1	0	Poor
18	0	1	0	Poor
19	0	1	0	Poor
20	1	1	100	Good to excellent
21	0	1	0	Poor
22	1	1	100	Good to excellent
23	0	1	0	Poor
24	0	1	0	Poor
25	0	1	0	Poor
26	0	1	0	Poor
27	1	1	100	Good to excellent
28	0	1	0	Poor
29	1	1	100	Good to excellent
30	0	1	0	Poor
Total			fx =1200	Poor

$$m = \frac{\sum fx}{N} = \frac{1200}{30} = 40$$

APPENDIX XIII**Table of the students' score in identifying the generic structure of analytical exposition text.**

Students	Correct of answer	Number of items	Score (P)	Categories
1	3	3	100	Good to excellent
2	1	3	33.3	Poor
3	2	3	66.7	Average to good
4	1	3	33.3	Poor
5	2	3	66.7	Average to good
6	2	3	66.7	Average to good
7	2	3	66.7	Average to good
8	3	3	100	Good to excellent
9	2	3	66.7	Average to good
10	2	3	66.7	Average to good
11	2	3	66.7	Average to good
12	2	3	66.7	Average to good
13	1	3	33.3	Poor
14	1	3	33.3	Poor
15	1	3	33.3	Poor
16	2	3	66.7	Average to good
17	3	3	100	Good to excellent
18	1	3	33.3	Poor
19	2	3	66.7	Average to good
20	2	3	66.7	Average to good
21	0	3	0	Poor
22	1	3	33.3	Poor
23	1	3	33.3	Poor
24	1	3	33.3	Poor
25	1	3	33.3	Poor
26	1	3	33.3	Poor
27	1	3	33.3	Poor
28	1	3	33.3	Poor
29	1	3	33.3	Poor
30	0	3	0	Poor
Total			fx =1499.9	Poor

$$m = \frac{\sum fx}{N} = \frac{1499.9}{30} = 49.99$$

APPENDIX XIV**Table of the students' score in identifying the language features of analytical exposition text.**

Students	Correct of answer	Number of items	Score (P)	Categories
1	2	2	100	Good to excellent
2	2	2	100	Good to excellent
3	2	2	100	Good to excellent
4	2	2	100	Good to excellent
5	2	2	100	Good to excellent
6	2	2	100	Good to excellent
7	2	2	100	Good to excellent
8	2	2	100	Good to excellent
9	1	2	50	Poor to average
10	1	2	50	Poor to average
11	1	2	50	Poor to average
12	1	2	50	Poor to average
13	1	2	50	Poor to average
14	2	2	100	Good to excellent
15	2	2	100	Good to excellent
16	1	2	50	Poor to average
17	1	2	50	Poor to average
18	1	2	50	Poor to average
19	0	2	0	Poor
20	2	2	100	Good to excellent
21	0	2	0	Poor
22	2	2	100	Good to excellent
23	2	2	100	Good to excellent
24	1	2	50	Poor to average
25	0	2	0	Poor
26	0	2	0	Poor
27	1	2	50	Poor to average
28	0	2	0	Poor
29	0	2	0	Poor
30	0	2	0	Poor
Total			fx = 1800	Average to good

$$m = \frac{\sum fx}{N} = \frac{1800}{30} = 60$$

APPENDIX XV

2. Narrative Text

Table of the students' score in identifying the communicative goal of narrative text

Students	Correct of answer	Number of items	Score (P)	Categories
1	1	1	100	Good to excellent
2	1	1	100	Good to excellent
3	1	1	100	Good to excellent
4	1	1	100	Good to excellent
5	1	1	100	Good to excellent
6	0	1	0	Poor
7	0	1	0	Poor
8	1	1	100	Good to excellent
9	1	1	100	Good to excellent
10	1	1	100	Good to excellent
11	1	1	100	Good to excellent
12	0	1	0	Poor
13	0	1	0	Poor
14	0	1	0	Poor
15	1	1	100	Good to excellent
16	1	1	100	Good to excellent
17	0	1	0	Poor
18	0	1	0	Poor
19	0	1	0	Poor
20	1	1	100	Good to excellent
21	0	1	0	Poor
22	0	1	0	Poor
23	1	1	100	Good to excellent
24	1	1	100	Good to excellent
25	1	1	100	Good to excellent
26	1	1	100	Good to excellent
27	1	1	100	Good to excellent
28	1	1	100	Good to excellent
29	1	1	100	Good to excellent
30	0	1	0	Poor
Total			fx = 1900	Average to good

$$m = \frac{\sum fx}{N} = \frac{1900}{30} = 63.33$$

APPENDIX XVI**Table of the students' score in identifying the generic structure of narrative text**

Students	Correct of answer	Number of items	Score (P)	Categories
1	3	3	100	Good to excellent
2	0	3	0	Poor
3	3	3	100	Good to excellent
4	1	3	33.3	Poor
5	2	3	66.7	Average to good
6	3	3	100	Good to excellent
7	3	3	100	Good to excellent
8	2	3	66.7	Average to good
9	3	3	100	Good to excellent
10	1	3	33.3	Poor
11	2	3	66.7	Average to good
12	2	3	66.7	Average to good
13	2	3	66.7	Average to good
14	2	3	66.7	Average to good
15	2	3	66.7	Average to good
16	3	3	100	Good to excellent
17	3	3	100	Good to excellent
18	2	3	66.7	Average to good
19	2	3	66.7	Average to good
20	1	3	33.3	Poor
21	1	3	33.3	Poor
22	0	3	0	Poor
23	2	3	66.7	Average to good
24	2	3	66.7	Average to good
25	2	3	66.7	Average to good
26	2	3	66.7	Average to good
27	2	3	66.7	Average to good
28	2	3	66.7	Average to good
29	2	3	66.7	Average to good
30	2	3	66.7	Average to good
Total			fx = 1967.1	Average to good

$$m = \frac{\sum fx}{N} = \frac{1967.1}{30} = 65.57$$

APPENDIX XVII**Table of the students' score in identifying the language features of narrative text**

Students	Correct of answer	Number of items	Score (P)	Categories
1	2	3	66.7	Average to good
2	1	3	33.3	Poor
3	1	3	33.3	Poor
4	2	3	66.7	Average to good
5	2	3	66.7	Average to good
6	3	3	100	Good to excellent
7	2	3	66.7	Average to good
8	2	3	66.7	Average to good
9	2	3	66.7	Average to good
10	1	3	33.3	Poor
11	2	3	66.7	Average to good
12	2	3	66.7	Average to good
13	1	3	33.3	Poor
14	1	3	33.3	Poor
15	2	3	66.7	Average to good
16	2	3	66.7	Average to good
17	0	3	0	Poor
18	1	3	33.3	Poor
19	1	3	33.3	Poor
20	1	3	33.3	Poor
21	2	3	66.7	Average to good
22	3	3	100	Good to excellent
23	2	3	66.7	Average to good
24	1	3	33.3	Poor
25	2	3	66.7	Average to good
26	2	3	66.7	Average to good
27	2	3	66.7	Average to good
28	2	3	66.7	Average to good
29	3	3	100	Good to excellent
30	3	3	100	Good to excellent
Total			fx = 1766.9	Poor to average

$$m = \frac{\sum fx}{N} = \frac{1766.9}{30} = 58.89$$

APPENDIX XVIII

3. Report Text

Table of the students' score in identifying the communicative goal of report text

Students	Correct of answer	Number of items	Score (P)	Categories
1	1	1	100	Good to excellent
2	1	1	100	Good to excellent
3	1	1	100	Good to excellent
4	1	1	100	Good to excellent
5	0	1	0	Poor
6	0	1	0	Poor
7	1	1	100	Good to excellent
8	1	1	100	Good to excellent
9	1	1	100	Good to excellent
10	1	1	100	Good to excellent
11	1	1	100	Good to excellent
12	1	1	100	Good to excellent
13	0	1	0	Poor
14	0	1	0	Poor
15	0	1	0	Poor
16	0	1	0	Poor
17	0	1	0	Poor
18	0	1	0	Poor
19	1	1	100	Good to excellent
20	0	1	0	Poor
21	0	1	0	Poor
22	0	1	0	Poor
23	0	1	0	Poor
24	0	1	0	Poor
25	0	1	0	Poor
26	0	1	0	Poor
27	0	1	0	Poor
28	1	1	100	Good to excellent
29	0	1	0	Poor
30	1	1	100	Good to excellent
Total			fx = 1300	Poor

$$m = \frac{\sum fx}{N} = \frac{1300}{30} = 43.33$$

APPENDIX XIX**Table of the students' score in identifying the generic structure of report text**

Students	Correct of answer	Number of items	Score (P)	Categories
1	1	3	33.3	Poor
2	0	3	0	Poor
3	1	3	33.3	Poor
4	2	3	66.7	Average to good
5	2	3	66.7	Average to good
6	3	3	100	Good to excellent
7	2	3	66.7	Average to good
8	0	3	0	Poor
9	1	3	33.3	Poor
10	2	3	66.7	Average to good
11	1	3	33.3	Poor
12	0	3	0	Poor
13	0	3	0	Poor
14	2	3	66.7	Average to good
15	1	3	33.3	Poor
16	3	3	100	Good to excellent
17	2	3	66.7	Average to good
18	1	3	33.3	Poor
19	1	3	33.3	Poor
20	3	3	100	Good to excellent
21	3	3	100	Good to excellent
22	2	3	66.7	Average to good
23	1	3	33.3	Poor
24	1	3	33.3	Poor
25	1	3	33.3	Poor
26	1	3	33.3	Poor
27	2	3	66.7	Average to good
28	1	3	33.3	Poor
29	2	3	66.7	Average to good
30	0	3	0	Poor
Total			fx = 1399.9	Poor

$$m = \frac{\sum fx}{N} = \frac{1399.9}{30} = 46.66$$

APPENDIX XX**Table of the students' score in identifying the language features of report text**

Students	Correct of answer	Number of items	Score (P)	Categories
1	1	3	33.3	Poor
2	2	3	66.7	Average to good
3	0	3	0	Poor
4	2	3	66.7	Average to good
5	2	3	66.7	Average to good
6	3	3	100	Good to excellent
7	1	3	33.3	Poor
8	1	3	33.3	Poor
9	1	3	33.3	Poor
10	0	3	0	Poor
11	0	3	0	Poor
12	0	3	0	Poor
13	0	3	0	Poor
14	2	3	66.7	Average to good
15	0	3	0	Poor
16	0	3	0	Poor
17	1	3	33.3	Poor
18	0	3	0	Poor
19	1	3	33.3	Poor
20	2	3	66.7	Poor
21	1	3	33.3	Poor
22	0	3	0	Poor
23	2	3	66.7	Average to good
24	2	3	66.7	Average to good
25	3	3	100	Good to excellent
26	2	3	66.7	Average to good
27	2	3	66.7	Average to good
28	1	3	33.3	Poor
29	2	3	66.7	Average to good
30	2	3	66.7	Average to good
Total			fx = 1200.1	Poor

$$m = \frac{\sum fx}{N} = \frac{1200.1}{30} = 40.00$$

APPENDIX XXI

**TABLE OF THE STUDENTS' SCORE IN READING COMPREHENSION
(VARIABLE Y)**

Table of the students' score in determining the main idea of paragraph

Students	Correct of answer	Number of items	Score (P)	Categories
1	1	4	25	Poor
2	2	4	50	Poor to average
3	0	4	0	Poor
4	1	4	25	Poor
5	2	4	50	Poor to average
6	2	4	50	Poor to average
7	2	4	50	Poor to average
8	4	4	100	Good to excellent
9	3	4	75	Average to good
10	3	4	75	Average to good
11	4	4	100	Good to excellent
12	4	4	100	Good to excellent
13	1	4	25	Poor
14	1	4	25	Poor
15	0	4	0	Poor
16	1	4	25	Poor
17	1	4	25	Poor
18	2	4	50	Poor to average
19	2	4	50	Poor to average
20	1	4	25	Poor
21	2	4	50	Poor to average
22	2	4	50	Poor to average
23	3	4	75	Average to good
24	1	4	25	Poor
25	1	4	25	Poor
26	1	4	25	Poor
27	2	4	50	Poor to average
28	2	4	50	Poor to average
29	0	4	0	Poor
30	1	4	25	Poor
Total			fx = 1300	Poor

$$m = \frac{\sum fx}{N} = \frac{1300}{30} = 43.33$$

APPENDIX XXII**Table of the students' score in identifying the supporting idea of paragraph**

Students	Correct of answer	Number of items	Score (P)	Categories
1	2	4	50	Poor to average
2	2	4	50	Poor to average
3	1	4	25	Poor
4	0	4	0	Poor
5	2	4	50	Poor to average
6	1	4	25	Poor
7	1	4	25	Poor
8	1	4	25	Poor
9	2	4	50	Poor to average
10	2	4	50	Poor to average
11	2	4	50	Poor to average
12	1	4	25	Poor
13	2	4	50	Poor to average
14	1	4	25	Poor
15	2	4	50	Poor to average
16	2	4	50	Poor to average
17	2	4	50	Poor to average
18	2	4	50	Poor to average
19	0	4	0	Poor
20	1	4	25	Poor
21	2	4	50	Poor to average
22	3	4	75	Average to good
23	3	4	75	Average to good
24	2	4	50	Poor to average
25	2	4	50	Poor to average
26	1	4	25	Poor
27	2	4	50	Poor to average
28	2	4	50	Poor to average
29	1	4	25	Poor
30	2	4	50	Poor to average
Total			fx = 1225	Poor

$$m = \frac{\sum fx}{N} = \frac{1225}{30} = 40.83$$

APPENDIX XXIII

Table of the students' score in determining the topic of material

Students	Correct of answer	Number of items	Score (P)	Categories
1	2	4	50	Poor to average
2	3	4	75	Average to good
3	3	4	75	Average to good
4	3	4	75	Average to good
5	3	4	75	Average to good
6	2	4	50	Poor to average
7	4	4	100	Good to excellent
8	1	4	25	Poor
9	2	4	50	Poor to average
10	3	4	75	Average to good
11	1	4	25	Poor
12	1	4	25	Poor
13	2	4	50	Poor to average
14	2	4	50	Poor to average
15	2	4	50	Poor to average
16	1	4	25	Poor
17	1	4	25	Poor
18	0	4	0	Poor
19	1	4	25	Poor
20	2	4	50	Poor to average
21	0	4	0	Poor
22	0	4	0	Poor
23	2	4	50	Poor to average
24	1	4	25	Poor
25	2	4	50	Poor to average
26	0	4	0	Poor
27	1	4	25	Poor
28	3	4	75	Average to good
29	1	4	25	Poor
30	3	4	75	Average to good
Total			fx =1300	Poor

$$m = \frac{\sum fx}{N} = \frac{1300}{30} = 43.33$$

APPENDIX XXIV

Table of the students' score in finding the factual information

Students	Correct of answer	Number of items	Score (P)	Categories
1	2	4	50	Poor to average
2	2	4	50	Poor to average
3	2	4	50	Poor to average
4	2	4	50	Poor to average
5	2	4	50	Poor to average
6	1	4	25	Poor
7	2	4	50	Poor to average
8	2	4	50	Poor to average
9	0	4	0	Poor
10	2	4	50	Poor to average
11	3	4	75	Average to good
12	2	4	50	Poor to average
13	3	4	75	Average to good
14	2	4	50	Poor to average
15	1	4	25	Poor
16	2	4	50	Poor to average
17	2	4	50	Poor to average
18	1	4	25	Poor
19	2	4	50	Poor to average
20	2	4	50	Poor to average
21	3	4	75	Average to good
22	1	4	25	Poor
23	1	4	25	Poor
24	2	4	50	Poor to average
25	2	4	50	Poor to average
26	2	4	50	Poor to average
27	2	4	50	Poor to average
28	3	4	75	Average to good
29	2	4	50	Poor to average
30	3	4	75	Average to good
Total			fx =1450	Poor

$$m = \frac{\sum fx}{N} = \frac{1450}{30} = 48.33$$

APPENDIX XXV

Table of the students' score in finding the meaning of vocabulary in context

Students	Correct of answer	Number of items	Score (P)	Categories
1	1	4	25	Poor
2	1	4	25	Poor
3	1	4	25	Poor
4	1	4	25	Poor
5	1	4	25	Poor
6	2	4	50	Poor to average
7	1	4	25	Poor
8	2	4	50	Poor to average
9	2	4	50	Poor to average
10	0	4	0	Poor
11	4	4	100	Good to excellent
12	4	4	100	Good to excellent
13	3	4	75	Average to good
14	1	4	25	Poor
15	2	4	50	Poor to average
16	2	4	50	Poor to average
17	2	4	50	Poor to average
18	1	4	25	Poor
19	2	4	50	Poor to average
20	1	4	25	Poor
21	2	4	50	Poor to average
22	2	4	50	Poor to average
23	2	4	50	Poor to average
24	2	4	50	Poor to average
25	1	4	25	Poor
26	2	4	50	Poor to average
27	1	4	25	Poor
28	1	4	25	Poor
29	1	4	25	Poor
30	2	4	50	Poor to average
Total			fx =1250	Poor

$$m = \frac{\sum fx}{N} = \frac{1250}{30} = 41.67$$

APPENDIX II

THE TABLE OF MEAN SCORE AND STANDARD DEVIATION OF TRY OUT TEST IN IDENTIFYING KINDS OF TEXT (VARIABLE X)

Students	Score	Mean	Mean deviation	Squared (d2)
1	14	9.4	4.6	21.16
2	14	9.4	4.6	21.16
3	13	9.4	3.6	12.96
4	13	9.4	3.6	12.96
5	13	9.4	3.6	12.96
6	12	9.4	2.6	6.76
7	11	9.4	1.6	2.56
8	10	9.4	0.6	0.36
9	10	9.4	0.6	0.36
10	10	9.4	0.6	0.36
11	10	9.4	0.6	0.36
12	10	9.4	0.6	0.36
13	10	9.4	0.6	0.36
14	9	9.4	-0.4	0.16
15	9	9.4	-0.4	0.16
16	9	9.4	-0.4	0.16
17	9	9.4	-0.4	0.16
18	9	9.4	-0.4	0.16
19	9	9.4	-0.4	0.16
20	9	9.4	-0.4	0.16
21	9	9.4	-0.4	0.16
22	8	9.4	-1.4	1.96
23	8	9.4	-1.4	1.96
24	8	9.4	-1.4	1.96
25	8	9.4	-1.4	1.96
26	7	9.4	-2.4	5.76
27	7	9.4	-2.4	5.76
28	6	9.4	-3.4	11.56
29	4	9.4	-5.4	29.16
30	3	9.4	-6.4	40.96
Total	281			195

APPENDIX III

THE CALCULATION OF THE TRY OUT TEST (VARIABLE X)

A. The mean score of try out

$$m = \frac{\sum fx}{N}$$
$$m = \frac{281}{30}$$

$$m = 9.4$$

B. The standard deviation of the try out

$$SD = \sqrt{\frac{\sum d^2}{N-1}}$$
$$= \sqrt{\frac{195}{30-1}}$$
$$= \sqrt{6.72}$$

$$SD = 2.5$$

C. The reliability of the try out

$$r_{ii} = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{N\bar{x}^2} \right)$$
$$= \frac{20}{20-1} \left(1 - \frac{9.4(20-9.4)}{20(2.5)^2} \right)$$
$$= \frac{20}{19} \left(1 - \frac{9.4 \times 10.6}{20 \times 6.25} \right)$$
$$= 1.05 \left(1 - \frac{99.64}{125} \right)$$
$$= 1.05 (1 - 0.79)$$
$$= 1.05 (0.21)$$
$$r_{ii} = 0.22 \text{ (Sufficient)}$$

APPENDIX V**THE TABLE OF MEAN SCORE AND STANDARD DEVIATION OF TRY OUT TEST IN READING COMPREHENSION (VARIABLE Y)**

Students	Score	Mean	Mean deviation	Squared (d2)
1	15	9	6	36
2	13	9	4	16
3	13	9	4	16
4	13	9	4	16
5	11	9	2	4
6	11	9	2	4
7	11	9	2	4
8	10	9	1	1
9	10	9	1	1
10	10	9	1	1
11	10	9	1	1
12	9	9	0	0
13	9	9	0	0
14	9	9	0	0
15	9	9	0	0
16	9	9	0	0
17	8	9	-1	1
18	8	9	-1	1
19	8	9	-1	1
20	8	9	-1	1
21	8	9	-1	1
22	8	9	-1	1
23	7	9	-2	4
24	7	9	-2	4
25	7	9	-2	4
26	7	9	-2	4
27	6	9	-3	9
28	6	9	-3	9
29	6	9	-3	9
30	4	9	-5	25
Total	270			174

APPENDIX VI

THE CALCULATION OF THE TRY OUT TEST (VARIABLE Y)

A. The mean score of try out

$$m = \frac{\sum fx}{N}$$
$$m = \frac{270}{30}$$

$$m = 9$$

B. The standard deviation of the try out

$$SD = \sqrt{\frac{\sum d^2}{N-1}}$$
$$= \sqrt{\frac{174}{30-1}}$$
$$= \sqrt{6}$$

$$SD = 2.45$$

C. The reliability of the try out

$$r_{ii} = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{NK^2} \right)$$
$$= \frac{20}{20-1} \left(1 - \frac{9(20-9)}{20(2.45)^2} \right)$$
$$= \frac{20}{19} \left(1 - \frac{9 \times 11}{20 \times 6.01} \right)$$
$$= 1.05 \left(1 - \frac{99}{120.2} \right)$$
$$= 1.05 (1 - 0.82)$$
$$= 1.05 (0.18)$$
$$r_{ii} = 0.19 (\text{Low})$$