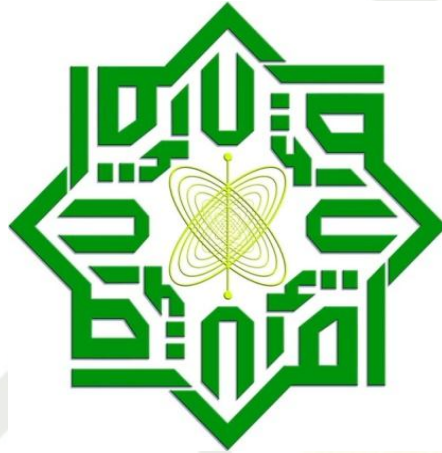


# **A STUDY ON ELEVENTH GRADE STUDENTS READING COMPREHENSION IN ANALYTICAL EXPOSITION TEXT AT MAN 3 PEKANBARU**



By:

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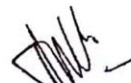
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- Finally, the researcher realize that this thesis is still far from perfections. Therefore, constructive comments, critiques and suggestions are appreciated very much.

Pekanbaru, Januari 11 2024

The Researcher

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## ABSTRAK

### **Dio Handa Wardana, (2023): Sebuah Studi Pada Pemahaman Membaca Siswa Kelas Sebelas Dalam Teks Ekposisi Analitis Di MAN 3 Pekanbaru.**

Penelitian ini bertujuan untuk mendeskripsikan pemahaman membaca siswa kelas sebelas dalam teks ekposisi analitis di MAN 3 Pekanbaru. Untuk mencapai tujuan tersebut, penelitian ini di desain sebagai penelitian deskriptif kuantitatif yang melibatkan satu variable. Instrumen yang digunakan dalam pengumpulan data berupa pemahaman membaca dengan google form dalam bentuk pilihan ganda dengan menggunakan beberapa teks ekposisi analitis. Keseluruhan populasi dalam penelitian ini berjumlah 175 siswa. Kemudian, dalam pengambilan sampel, peneliti menggunakan teknik *simple random sampling* dan memilih 120 siswa dari 3 kelas IPA, 1 kelas IPS dan 1 kelas Agama sebagai sampel. Berdasarkan data analisis, peneliti menyimpulkan bahwa siswa di MAN 3 Pekanbaru digolongkan dalam kategori cukup, dengan nilai 65,59.

**Kata Kunci:** *Studi, Pemahaman Membaca, Teks Ekposisi Analisis.*

## ABSTRACT

**Dio Handa Wardana, (2023): A Study on Eleventh Grade Students Reading Comprehension in Analytical Exposition Text At MAN 3 Pekanbaru.**

This research aims to describe the comprehension of eleventh grade students reading in analytical exposition text at MAN 3 Pekanbaru. To achieve the purpose, this research was designed as descriptive quantitative research which involved one variable. The instrument used in collecting the data was reading comprehension with Google form in form multiple choices by using some analytical exposition text. The population of this research were 175 students. Then, in taking the sample, the researcher used simple random sampling and choose 120 students from 3 science classes, 1 social science class and 1 religion class as the sample. Based on data analysis the researcher concluded that the students at MAN 3 Pekanbaru was categorized into enough category, there the mean score was 65.59.

**Keywords: Study, Reading Comprehension, Analytical Exposition**

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## ملخص

ديو هاندا وردانا، (٢٠٢٣): دراسة في الفهم القرآني لدى تلاميذ الصف الحادي عشر في نصوص العرض التحليلي بالمدرسة الثانوية الإسلامية الحكومية ٣ بيكنبارو

هذا البحث يهدف إلى وصف الفهم القرآني لتلاميذ الصف الحادي عشر في نصوص العرض التحليلي بالمدرسة الثانوية الإسلامية الحكومية ٣ بيكنبارو. ولتحقيق هذا الهدف، تم تصميم هذا البحث كبحت وصفي كمي يشتمل على متغير واحد. وكانت الأداة المستخدمة في جمع البيانات هي الفهم القرآني باستخدام نموذج جوجل فورمز على شكل اختيارات متعددة باستخدام عدة نصوص العرض التحليلي. وكان عدد مجتمع البحث ١٧٥ تلميذا. بعد ذلك، في أخذ العينات، استخدم الباحث تقنية أخذ العينات العشوائية البسيطة واختار ١٢٠ تلميذا من ٣ فصول لقسم العلوم الطبيعية وقسم العلوم الاجتماعية وقسم العلوم الدينية. وبناء على بيانات التحليل، خلص الباحث إلى أن التلاميذ في المدرسة الثانوية الإسلامية الحكومية ٣ بيكنبارو تم تصنيفهم في الفئة المقبولة، بنتيجة ٦٥,٥٩.



الكلمات الأساسية: دراسة، الفهم القرآني، نصوص العرض التحليلي

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## APPENDICES

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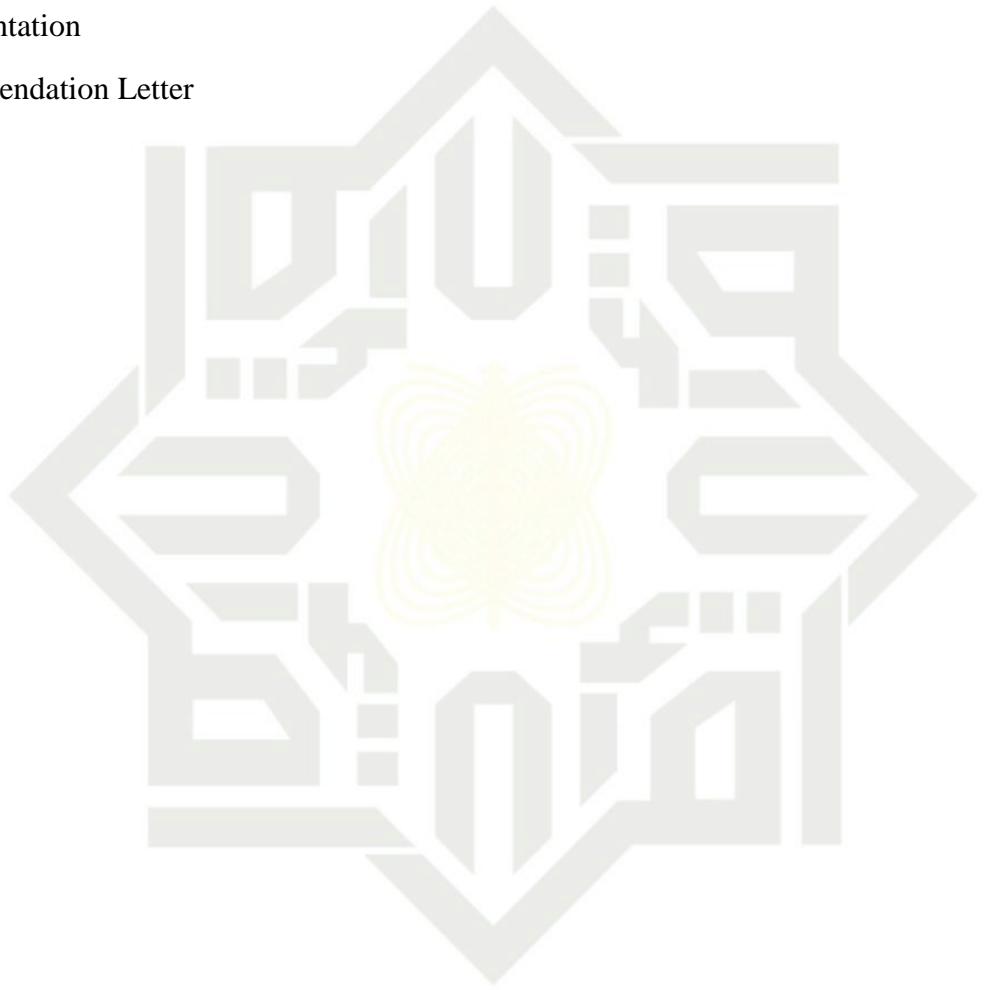
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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Reading is one of skills that often used in learning process to improve knowledge besides other skills like speaking, listening and writing. Through reading various printed materials such as magazines, newspapers, fictions, or nonfiction books, we are able to get information about knowledge, pleasure, and problems/solutions. In this research, the researcher focused on reading comprehension.

According to Mikuleck (1997), reading is one important way to improve your general language skill in English. Through reading, students will be easy to get knowledge. Reading is not only a source of information and an important activity in learning process but also as a way to create and catch meaning form the text.

Reading comprehension is a process to get main point in texts, it means that the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning, Nunan (2003). Reading is also as an activity to transfer author's ideas and students comprehension about the text.

Alyousef (2005) explain that reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. In this

process, the reader interacts dynamically with the text as he or she tried to elicit the meaning and where various kinds of knowledge are being used.

Exposition text is one of genres stated in English curriculum for eleventh grade of senior high school in the first semester. According to Gerot and Wignell (1994) there two kind of exposition there is analytical and hortatory exposition. Analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something in the case and Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. In addition, according to Wahyuni (2013) “Comprehending analytical exposition text seems to be difficult work for students because it needs more comprehensive knowledge for them”.

The analytical exposition text presented above consist of the main categories: text structure and linguistic elements. Text structure of analytical exposition text is thesis, argumentation, and reiteration. The linguistic elements cover uses the present tense, focuses on generic human and nonhuman participant, uses mental process, uses emotive, and uses persuasive techniques.

Based on teacher interviewed , reading comprehension of eleventh grade students’ was quite good because at this school the students’ were quite good to understand reading materials, although there were still some students’ who had difficulty to understanding the text especially Analytical Exposition Text.

MAN 3 Pekanbaru that uses Curriculum 13 for their teaching learning process in which English is one of subjects taught by teacher to students. The

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researcher did this research towards at eleventh grade of the second semester in MAN 3 Pekanbaru. Based on Curriculum 13 in this school, the students learned about analytical exposition text. Some of the students at MAN 3 Pekanbaru had difficulties to comprehend analytical exposition texts. They usually are not able to tell what they have read, they still do not comprehend about the texts.

The Curriculum 13 expecting students achievement in English that is studying English gives students the opportunity to communicate with citizen of the world from different cultural background. By mastering English, students will have greater opportunities to interact using various texts.

Based on preliminary research, the researcher found some phenomena as follows:

1. Some of students are not able to distinguish social function, text structure and linguistic elements in analytical exposition.
2. Some of students are not able to capturing meaning contextually related to social function, text structure, linguistic elements in analytical exposition.
3. Some of students are not able to compile written analytic exposition text related to actual issues in analytical exposition.

Based on the problems is shown above, this research is entitled “A Study on Eleventh Grade Students Reading Comprehension in Analytical Exposition Text at MAN 3 PEKANBARU”

## **B. The Problem**

### **1. Identification of the Problem**

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Based on the background and the phenomena above, the problems to be addressed in this study are identified as follows:

- a. Why are some students not able to distinguish social function, text structure and linguistic elements in analytical exposition.
- b. Why are some students not able to capturing meaning contextually related to social function, text structure, linguistic elements in analytical exposition.
- c. Why are some students not able to compile written analytic exposition text related to actual issues in analytical exposition.

## 2. Limitation of the Problem

Based on the identification of the problem, the researcher discover there are some problems in this research, it is important for the researcher limited the problems in order to pay more attention to the specific problem, the researcher focused on analyzing the eleventh grade on Students' Reading Comprehension of Analytical Exposition Texts at MAN 3 Pekanbaru.

## 3. Formulation of the Problem

Based on the limitation of the problem above, this research can be formulated in the following research question:

How is students' reading comprehension in analytical exposition texts at MAN 3 Pekanbaru?

## C. Objective and Significance of the Research

### 1. The Objective of the Research.

Based on the formulations above, the objective of the research is:

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To know how the students reading comprehension in analytical exposition texts at MAN 3 Pekanbaru.

## 2. The Significances of the Research

Related of the objectives of the research above, the significance of the research are as follows:

To complete the researcher task in fulfilling a requirement for undergraduate degree in English Education Department of Education and Teacher Training Faculty in UIN Sultan Syarif Kasim of Riau. This research finding are expected to be use-full and variable, especially for students and teachers of English at State senior high school to be further teaching and learning process. This research finding are also expected to be the practical and theoretical information to development of theories on language teaching in general.

## D. Definition of the Terms

### 1. Study

Study is the activity or process of learning about something by reading, memorizing facts, attending school, etc.

### 2. Reading Comprehension

According to Snow (2002) reading comprehension is an activity of extracting and constructing meaning involved in a text simultaneously. In

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addition, reading comprehension is addressed to explore written language consisting information, feeling, thought in order to find and construct the meaning as clear as possible and to avoid any misunderstanding happened. However, in this research reading comprehension is referring to a product as a result of reading activity which is a meaning of the text. Based on the curriculum, the meaning of the text above was that the students are able to analyze the social functions, linguistic elements and generic structures in the text.

### 3. Analytical Exposition Text

According to Septiana (2016) analytical exposition text is a type that is intended to persuade readers that something should be in the case. An analytical exposition text is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case.

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## CHAPTER II

### REVIEW OF REALATED LITERATURE

#### A. Theoretical Framework

##### 1. Reading Comprehension

Reading is one of the important language skills. By reading, people may get lot information. Reading makes someone smarter and creative. The statement above is related with Laddoo (2007) reading forces the reader's brain cells to work on a regular basis as this will keep the reader sharper and smarter. Even though some information can be obtained without reading, for example by listening teacher, seminar, radio, television and etc, but reading someone may get wider information than listening. For example, someone who reads a newspaper will get more information than someone who watches news on television.

In reading, the students are expected to be able to comprehend what they have read. "reading means to understanding the meaning of printed word. It is an active process which consists of recognition and comprehension skill" (Patel & Jain, 2008). Reading is not only about how to pronounce and to know the meaning of words, but also how the reader comprehend or understand about the idea of the writer in written form. However, reading is useless without comprehension. Reading cannot be separated from comprehension.

Sutarsyah (2015) states that reading is actually a cognitive process where a reader engages in the mental process of knowing, learning and understanding thing it means, students should know, learn and understand about the text reading. In reading

students not only catch and know the important point but also students should understand what the authors" mean. There are so many people can read, but to understand the text is difficult. Whereas, understanding in reading is the purpose of reading.

Basarabah (2012), reading comprehension not only depends on these skills, it also depends on an interaction between the reader and the texts. It means that, in reading to get the main idea of the texts is something difficult to teach.

Based on the statement above, the researcher concluded that, reading is activity to get meaning from the text. Reader should know what the important idea when they are reading. And also in reading, the students can capture important idea that they are needed from the texts.

In reading comprehension, Westwood (2008) states that reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. Reading comprehension is a process to think more in order to get understanding about the meaning of text.

Comprehension is the process of delivering meaning from connected text. According to Dorn (2005) comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. Its mean that, when individuals read, they apply a range of comprehending strategies to monitor and sustain their meaning.

In addition, according to Mikulecky (1996) comprehension is part of life. For instance, every walking minute, your brain is busy making sense of your world. It could

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be compared, in fact, to a very complicated computer. Its mean that messages are constantly coming in about what you see, hear, smell, touch or taste. Your brain receives these messages, interprets them, sorts them, and saves them. The same process happens when you are reading. As you read, you brain tells your eyes what to look for in order to make connections. Sometimes the connection seems to happen by itself, especially when the information is important or interesting to you.

Based on statement above, it is clear that reading cannot be separated from comprehension since the goal of reading is comprehension. Regarding to this statement, Klingner, Vaughn, and Boardman (2007) postulated that reading is to coordinate complex process including word reading, word and world knowledge, and fluency to conduct meaning. Additionally, according to Snow (2002) reading comprehension is an activity of extracting and constructing meaning involved in a text simultaneously. The words extracting and constructing are to emphasize both importance and the insufficiency of the text as a determinant of reading comprehension.

Tika Wijayanti (2017) states that four aspects of reading comprehension contain in reading texts; they are: finding factual information, main idea, identifying references and inferences.

Finding factual information requires readers to scan specific details. There are many types of question of factual information such as question type of reason, purpose, result, comparison, mean, identify, time, and amount in which most of the answer can be found in the texts. Then, Main idea reading concern meaning to greater extent than with form. An efficient reader understands not only the ideas but also their relative

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significance, as expressed by the author. In identifying reference of the words or phrase that is used either before or after the reference in the reading material and making inference, when a reader adds information that he or she already knows to what is stated, the reader is making an inference.

So, based on the experts explanation above, the researcher conclude that reading comprehension is a way to understand or comprehend of the texts that includes not only word reading, world knowledge or fluency, but by reading comprehension we can get information and wide insight from the texts. It involves the process, identifying the text elements such as; finding factual information, main idea, identifying reference and making inferences

Reading is comprehending. If people can read the words of a text, but do not understand what they are reading, they are not really reading. According to McIntyre, Hulan, Layne (2011) stated that how much easily readers comprehend depends on variables within and outside them. These keys variables of reading comprehension includes:

- a. The reader who is doing the comprehending.
- b. The activity in which comprehension is a part.
- c. The text that is to be comprehended.

Based on the experts explanation above, the researcher conclude that reading comprehension is the process of getting meaning of the content and all information

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about the topic in the text. In reading comprehension, we can understand what the author's write and we can receive the information based on our comprehend.

### a. Purpose of Reading

According to Puspitasari (2017) there are five main purposes comprehensive reading. These purposes include:

#### 1. Reading for Specific Information

Reading for specific information is a common form of reading that is used to find information specifically. It aims to involve the reader in order to find information quickly. For example, looking for words in a dictionary or numbers in a telephone book.

#### 2. Reading for Application

Reading for application is used to complete a special task. This type of reading my consist of reading food recipe books, reading instruction for make or fix something.

#### 3. Reading for Pleasure and Entertainment

People read for many reasons. This concludes reading novels, newspapers, and other similar material. It is a slow form of reading which allows the reader to imagine what they are read. This make the reader seem to be directly involved in the reading material.

#### 4. Reading for Ideas

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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This type of reading requires more attention to main ideas, concepts, and the nature of the presented information. The reader read the topics titles, illustrations and conclusions in order to get the main ideas contained in the reading.

5. Reading for Understanding Reading for understanding requires comprehension of the information introduction and overall subject knowledge. It requires an understanding of the topics to sentences, paragraphs, and the main ideas.

### b. Components of Reading Comprehension

When reading the text, students need to know the components of reading comprehension. In Niarti (2018) state that there are five components that may help to read carefully, there are as follows:

1. Identifying main idea. It is refers to the important things contained in the reading text that tells more about the idea of paragraphs contained in the reading text. The reader can understand not only ideas of a paragraph but also the intentions of what the writer express on the text.
2. Finding the factual information. It requires the reader to read in detail. The question contained in the information are generally prepared for students with 5W+1H questions. As for various question whose answer can be found on the text
3. Finding the meaning of vocabulary. The readers can develop their ability to guess an unfamiliar word for them by connecting the meaning of the word before or after the word that can help them understand the contents of the text.

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4. Identifying reference. It help the students to understand the text by identify the word.
5. Making inference. The readers must be able to draw conclusions on the reading text based on the information contained in the reading text. King and Stanley device into two attention, draw logical conclusion (inference) and make accurate predictions.

### c. Types of Reading

There are many types of reading depends on the purposes, situations, and the ability of reading itself. However in this research, the writer will only explain 4 types of reading based on Brown (2003) he state that there are:

#### 1. Perceptive

Perceptive reading tasks covers things that are board in scope, such as: letters, words, punctuation, and other graphic symbol. Bottom up processing is implied.

#### 2. Selective

This category is an assessment format and to ensure the introduction of reading by readers in a short range of language. Certain tasks are used like: picture-cued tasks, matching, true/false, multiple choice, etc.

#### 3. Interactive

Interactive reading type is each paragraph has a very related interaction. Reading is a process of negotiation meaning. The reader will be brought to be able to understand the contents of the text, and it take is the product of that interaction.

#### 4. Extensive

Extensive reading applies to texts of more than a page, even including an essays, journals, short stories, and books.

### d. Assessing Reading Comprehension

Assessing reading is very important to be administered to know to what extent the students achieve comprehension as the true essence of reading ability. The good assessment needs to be reliable, valid, and practical. To test reading comprehension, it must be figured out in how to tap the skill of comprehension, so the goal of the assessment can be achieve.

Brown (2003) mentioned some possible tasks in assessing students reading comprehension base on selective reading level as follows:

#### 1. Multiple-choice

Multiple-choice is the most common method used to assess reading knowledge of vocabulary and grammar, in which it is easy to administer and can be scored quickly.

#### 2. Matching task

In this type, the test-taker needs to simply match the appropriate forms. The criteria usually appeared in this matching procedure is vocabulary.

#### 3. Editing task

This task is commonly used to assess the linguistic competence in reading comprehension, in which this format requires the test-taker to edit and detected the errors in written passages

#### 4. Picture-cued task

This task uses pictures and photograph which may be equally well utilized for examining ability at the selective level. In choosing the answer, the test-takers need to read a sentence and choose the picture described

#### 5. Gap-filling tasks (fill in the blank)

This task is sentence completion items. The test is required to read and fill the blank by word or phrase appropriately

## 2. Analytical Exposition

### a. Definition of Analytical Exposition Text

Analytical exposition is the text aimed at influencing a reader by using strong argument and persuasion. Regarding to this statement, According to Septiana (2016) analytical exposition text is a type that is intended to persuade readers that something should be in the case. An analytical exposition text is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case.

From that theory it can be said that analytical exposition text has function to influence readers' thinking. It also collaborate that writer's idea about the phenomena surrounding. To make the persuasion stronger, the speaker or writer

gives some arguments the fundamental reason why something is the case. This type of the text can be found in scientific books, journal, magazine, newspaper, articles academic, research report, etc.

### **b. Structure of Analytical Exposition Text**

Structure of the text is a crucial part in reading comprehension to know what the function and purpose of a text are. Septiana (2016) stated analytical exposition consists of three parts:

#### 1. Thesis

Thesis introduces the topic and shows speakers or writer positions or outlines of the arguments presented.

#### 2. Arguments

Argument is the means by which we engage in discussion about our present and our future. Arguments consist of points and elaboration. Point states the main arguments. While elaboration develops and supports each points of arguments.

#### 3. Reiteration

Reiteration restates speaker or writer's position. Reiteration commonly call as the conclusion

### **Generic Feature of Analytical Exposition Text**

According to Elita (2017) the language features of analytical exposition text are:

1. Focus on generic human participant (car, pollution).
2. The use of mental verb are used when expressing opinions (like, believe, happy)

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3. The use of words that link to argument (firstly, however, therefore).
4. The use of present tense.
5. The use of modal and adverb (can, may certainly).
6. It uses emotive and evaluative word. For example: alarmed, worried, etc.

## B Relevant Research

The first research was conducted by Febrina Fitri (2020) entitled An Analysis of Students' Reading Comprehension of Analytical Exposition Text in SMA Negeri 2 Batusangkar. The population is 244 students. Based on the population, the sample of this research is 37 students selected using Simple Random Sampling. This research is Descriptive Quantitative research and used test and questionnaire as the instruments. This research found that the students ability in comprehending different level of questions in analytical exposition text was fair because the average score of students was 51, 24. The students have good ability in comprehending analytical exposition question in form of evaluation level. This research also found that students tend to have difficulties in comprehending analytical exposition text in form of inference level.

The second research was conducted by Yenni Yulida (2020) entitle An Analysis of Students' Reading Comprehension In Analytical Exposition Text at State Senior High School 4 Mandau. This research as Descriptive Quantitative research which involved one variable. The instrument used in collecting data was reading comprehension test in form of multiple choices. The population of this research were 383 students. Then, in taking the sample the researcher used simple random sampling and choose 32 students. Based on the data analysis, the researcher concluded that students at State Senior High School 4 Mandau was categorized into good level, there mean score was 68.59.

The third research was conducted by Asrul Mulyadin (2019) entitled An Analysis of Students' Reading Comprehension of Analytical Exposition at XI IPA 5 of SMA Abadih 2 Padang. The data were collected by using reading comprehension test and conducting interview. This research analyzed by using quantitative and qualitative way. The sample of this research is 31 students in XI IPA 5. The result could be conclude that there 5 students got excellent score and their level was high ability, 14 students got good score, and 11 students got fair scores and their level was include average ability. Then 1 student got poor score, and also one student got very poor score and their level was conclude to low ability. Thus the mean of test score was 69. It means that the students' ability in reading comprehension test of analytical exposition text belongs to Good Categories and average Levels.

### C. Operational Concept

Operational concept is the main element to avoid misunderstanding in research as a concept is still operated in an abstract from the research planning which should be interpreted into particularly words in order to be easy to measure. According to Syafi'i (2017) he says that operational concept are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing research paper. There are some indicators to determine students' reading comprehension in analytical exposition text based on components of reading comprehension and the generic structure of analytical exposition text based on English subject syllabus in curriculum 13, can be drawn as follows:

1. The students are able to distinguish social function, text structure, and linguistic elements in analytical exposition.



2. The students are able to capturing meaning contextually related to social function, text structure and linguistic elements in analytical exposition.
3. The students are able to compile written analytical exposition text related to actual issues.

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## CHAPTER III

### RESEARCH OF METHODOLOGY

#### A. The Research Design

In this research, the researcher used a descriptive quantitative research. This research is a descriptive study, which had only one variable. The variable in this research is students' reading comprehension in analytical exposition text. According to Creswell (2012) descriptive quantitative is a research to survey a sample or the entire population of people to describe their characteristics. Based on Syafi'i (2017) stated that descriptive research is research design to describe and interprets the condition or relationship that exist, opinions that are held, the process that are going on, effects that are evident or trends that are developing. Furthermore, descriptive quantitative research was where the researcher collecting the data using the form of number and statistic, and make statistical (diagrams and table) models to explaining the data. Regarding this statement, Arikunto (2006) the data in descriptive quantitative represented as form of numbers.

The researcher concludes that the descriptive research describes and interprets the condition or relationship that exist, opinions that are held, the process that are going on, effects that are evident or trends that are developing. The researcher used descriptive quantitative design to find out the eleventh grade students' reading comprehension in analytical exposition text at MAN 3 Pekanbaru.

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**B. Time and Location of the Research**

This research conducted on 23 August to 23 November 2023. The location of the research is MAN 3 Pekanbaru, on Karya Guru street, Pekanbaru City, Riau.

**C. Subject and Object of the Research**

1. The subject of this research is the eleventh grade students at MAN 3 Pekanbaru in the academic year of 2023/2024.
2. The Object of this research is students reading comprehension in analytical exposition text.

**D. Population and Sample of the Research**

According to Arikunto (2006) population is entire subject of the research. Another expert on Creswell (2012), population is group of individuals that have some characteristic which make them different from others group. Population of this research is the eleventh grade students' at MAN 3 Pekanbaru. There are five classes. The population of the research can be seen is 175 students'.

**Table III. 1**

**The Total Population of the Eleventh Grade Students**

No	Class	Number of Students
1	XI MIA 1	35
2	XI MIA 3	35
3	XI MIA 4	35
4	XI IPS 1	35
5	XI AGAMA	35
	<b>TOTAL</b>	<b>175</b>

The researcher used simple random sampling to take the sample. A simple random sample is in every member of the population has an equal and independent chance of being selected. If the sample is large, this method is the best way yet devised

to obtain a sample representative of the population of interest, Fraenkel (1932). Based on Sugiono (2001) there is an easy way to determine the sample, namely is Krejcie and Morgan theory. Based on Krejcie and Morgan (1970) if the populations (N) is 175 students' and the sample (n) should be 120 students'. So, the research took 120 students' as the sample or 68 % of total population.

## E. Technique of Collecting the Data

### 1. Test

The researcher will use test as the instrument to collect the data distributed by using Google Form. Test is one of things that used for collecting data. Based on Arikunto (2006) explain that test is method for measuring the ability of the object. In addition to Brown (2003) test is a method of measuring a person ability, knowledge, or performance in a given domain. To collect the data from the sample the researcher used objective test. In this case, the students were asked to answer 30 questions of 6 analytical exposition texts used in the test.

**Table III. 2**  
**Blue print of Reading Comprehension in Analytical Exposition**

No	Indicators	Numbers
1	Distinguish social function, text structure and linguistic elements	1,4,7,10,13,16,19,22,25,28
2	Capturing meaning contextually related social function, text structure and linguistic elements	2,5,8,11,14,17,20,23,26,29
3	Compile written analytical exposition text related to actual issues	3,6,9,12,15,18,21,24,27,30

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## 4. Validity of the Test

According to Cresswell (2012) validity is the individual's score from an instrument that make sense, meaningful, enable you as the researcher to draw conclusion from the sample you are studying to the population. It means that validity is the extent to which inference made from assessment results are appropriate, meaningful, and useful in the terms of the purpose of the assessment.

To analyze the validity of the test, the researcher used SPSS 22 program for window analyze the data. The researcher compared  $r$  value to  $r_t$ . The  $r_t$  at the significant level of 5% is 0.333 ( $d = N-2 = 35$ ). The  $r$ -value of each item should be higher than the  $r_t$  to be considered as a valid question. If the value of  $r$  on the analysis of less than the  $r$  table, it can be concluded that the items are not significantly correlated with the total score (declared invalid) and must be removed or corrected. In the following table is the result of the instrument validity:

**Table III. 3**

### The Validity of students reading comprehension in analytical exposition text

Items	RTable	rValue
Item 1	.333	.499
Item 2	.333	.637
Item 3	.333	.708
Item 4	.333	.507
Item 5	.333	.608
Item 6	.333	.545
Item 7	.333	.593
Item 8	.333	.538
Item 9	.333	.742
Item 10	.333	.638
Item 11	.333	.577
Item 12	.333	.407
Item 13	.333	.669

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Item 14	.333	.387
Item 15	.333	.537
Item 16	.333	.573
Item 17	.333	.389
Item 19	.333	.537
Item 20	.333	.563
Item 21	.333	.624
Item 22	.333	.353
Item 23	.333	.458
Item 24	.333	.537
Item 25	.333	.518
Item 26	.333	.621
Item 27	.333	.572
Item 28	.333	.630
Item 29	.333	.713
Item 30	.333	.624

**3. Reliability of the Test**

Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different or by different person. The characteristic of reliability is sometimes termed consistency (Brown, 2003). This research is internal consistency reliability. According to Cresswell (2012), internal consistency reliability is the instrument administered once using one version of the instrument. Internal consistency reliability assesses the correlation between multiple items in a test that are intended to measure the same construct. The table below was the categories of reliability tests used in determining the level of reliability of the test.

**Table III. 4**  
**The level of Acceptable Reliability**

Reliability	Validity
>0.90	Very high
0.80-0.90	High
0.70-0.79	Reliable

0.60-0.69	Marginally/Minimally
<0.60	Unacceptably low

(Cohen,Manion,&Morison,2007, p.506)

**Table III. 5**

**The Reliability of students reading comprehension in analytical exposition text**

Cronbach's Alpha	N of Items
,950	30

From the table above, the value or reliability of the try-out test was 0,950 It could be said that the test was very highly reliable.

**F. Technique of Analyzing Data**

To analyze the quantitative data, the researcher analyzed the students' score based on the test. The procedures of analyzing the data is as follows:

1. To know each of students' score individually, the data was calculated by using the following formula in Amri (2019):

$$M = \frac{x}{n} \times 100$$

Where:

M = Individual Score

X = Correct Answer

n = Number of Item Test

After getting the students score, the researcher set the score category based on the table below:

Table III. 6

## Classification for students reading Comprehension

No	Score	Category
1	86 – 100	Very Good
2	71 – 85	Good
3	56 – 70	Enough
4	41 – 55	Poor
5	0 – 40	Very Poor

(Ahlan firdaus,2017,Edukasi jurnal pendidikan dan pengajaran)

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on finding and discussion, In conclusion, the eleventh grade students reading comprehension in analytical exposition at MAN 3 Pekanbaru is in Enough category. Next is about the students total score from 120 is 7871 and the average is 65.59167. In this research, the researcher using SPSS 22 to find out the frequency and descriptive statistical and with 3 indicator, the researcher also conclude that first indicator is the strongest with average 69.2.

#### B. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows.

1. For the researcher it would be valuable to conduct new study about students reading comprehension in other genre text by looking for the other indicators and factors which causes the students difficulty.
2. The next researcher will examine deeper about reading comprehension especially in analytical exposition text. Not only this text, but also for another text that exist in school subjects.
3. Teacher can encourage students' awareness about the importance of reading in daily life by making reading as habitual activities for students beside study about other skills in English.
4. The students should pay more attention to the lesson that has been explained by the teacher.

5. The researcher suggest the students to learn more about English and improve their skill in English, especially in reading.



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# APPENDIX 1

## Lesson Plan

UIN SUSKA RIAU

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**Rencana Pelaksanaan Pembelajaran (RPP)**

Nama Madrasah : MAN 3 Kota Pekanbaru  
 Kelas : XI  
 Mata Pelajaran : Bahasa Inggris  
 Tahun Pelajaran : 2023/2024  
 Waktu : 17 Pertemuan (PERT.11 )

<p><b>A. Tujuan Pembelajaran</b></p> <p>F3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitik lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya</p> <p>F4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks eksposisi analitik lisan dan tulis dengan memberi dan meminta informasi terkait isu actual</p> <p>F5 Menyusun teks eksposisi analitik tulis terkait isu actual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan konteks.</p> <p><b>B. KOMPETENSI DASAR</b></p> <p>-Teks ekposisi analitis</p> <p>-Membedakan, menangkap makna, dan menyusun Analytical Exposition Text</p> <p><b>C. MATERI</b></p> <p>Analytical Exposition Text</p>	<p><b>F. KEGIATAN PEMBELAJARAN</b></p> <p>1. Kegiatan Pendahuluan</p> <p>a. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</p> <p>b. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin</p> <p>c. Guru memberi informasi mengenai tujuan pembelajaran</p> <p>2. Kegiatan Inti</p> <p>Menjawab pertanyaan tentang materi pengertian teks eksposisi analitis dan konteks penggunaannya yang terdapat pada buku pegangan peserta didik atau lembar kerja yang sudah disediakan.</p> <p>3. Kegiatan Penutup</p> <p>-Guru memberikan feedback tentang materi teks eksposisi analitik</p> <p>-Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.</p> <p><b>G. PENILAIAN</b></p> <p><b>-Sikap</b>, observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran</p> <p><b>-Pengetahuan</b>, Penugasan</p>
---	---

**D. METODE**

- Inquiry Learning  
- Tanya jawab, diskusi, dan mengerjakan soal

**E. MEDIA/SUMBER**

1. - Papan Tulis, Spidol.
2. Buku paket/LKS,

Pekanbaru, 12 Juli 2023

Guru Mata Pelajaran

Henny Sufriani, S.Pd

NIP.197811162005012002

Mengetahui

Kepala Madrasah

Sukeimi, M.Pd

NIP. 196606161994031007

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# APPENDIX 2

## Instrument of the Research

UIN SUSKA RIAU

## The Research Instrument

### Reading Comprehension Test

Respondent : The Eleventh Grade Students' at MAN 3 PEKANBARU

Name :

Class :

Direction :

- This test is for a research only
- This test does not affect n your English grade
- Choose the correct answer by given sign (X)
- Please answer these question carefully

Read this text and answer the following question number 1-5

### The Importance of Education

Education is most important among all of us. Education plays a very important role in your life. For living a luxurious life, you should be educated.

Some expert reported that education is that which transforms a person to live a better life and even in a social well-being. Education is one that doing something constructive in our near future. It helps a person to show their best by their mind and spirit. It gives you a lot of knowledge in whatever aspects.

Education plays a vital role in your success in the personal growth. The more you have knowledge the more you grow. Being educated and earning a professional degree prepares you to be a part in reputed organizations, companies of institutions.

Education is the solution of any problem, it is the only education which promotes good habits, values and awareness toward anything like terrorism, corruption and much more. Education is the strength to a person and education need to a person.

1. "Education plays a vital role in your success in the personal growth. The more you have knowledge the more you grow". In exposition text, the quotation above included in the structure of....
  - a. Statement of opinion (Thesis)
  - b. **Argument**
  - c. Re-information

- Hak Cipta Dilindungi Undang-Undang
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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- d. Fact
2. “Some expert reported that education is that which transforms a person to better life and even in a social well-being. Education is one that doing something constructive in our near future. It helps a person to show their best by their mind and spirit. It gives you a lot of knowledge in whatever aspects”. In exposition text, the quotation above is included in the structure of....
  - a. Statement of opinion (Thesis)
  - b. Re-information
  - c. Example
  - d. Argument**
3. Based on the exposition text above, the underlined word belongs to what type of linguistic element....
  - a. Pronoun**
  - b. Lexical word
  - c. Conjunction
  - d. Inductive
4. “Education is most important among all of us. Education plays a very important role in your life. For living a luxurious life, you should be educated”. In exposition text, the quotation above is included in the structure of....
  - a. Re-information
  - b. Conjunction
  - c. Statement of opinion**
  - d. Argument
5. What is the meaning of “Reaffirmation” in analytical exposition?
  - a. Theory
  - b. Argument
  - c. Statement that reaffirms**
  - d. Opinion

Read this text and answer the following question number 6-10

### Start Saving up Now!

People today tend to have high daily expenses, for example on cable subscriptions, transport, and mobile phone bills. The need to pay those bills drives people to consider saving money, even wealthy individuals. There are four reasons why people consider saving money.

First, saving money is beneficial for emergency funds. Unexpected things can happen, such as car repairs and hospital bills due to vehicle accidents, a sudden loss of job, extra tuition for a school field trip.



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Second, These days the better the education, the higher the tuition will be. Moreover, from primary school to university increases each year. Without saving money, paying tuition will be so hard that sometimes people decide not to continue their studies due to a lack of funds.

Third, people need to save money for retirement. Life still goes on when people retire from a job so they will need to save money to fulfill their daily needs.

Finally, the last reason for saving money is for entertainment. Travelling on holiday or hanging out with friends at a café is needed to relieve stress after working for a long time.

Seeing how important it is to save money, don't wait until an unexpected expense appear. Remember the proverb "forewarned is forearmed. Start saving as soon as possible.

6. One part of linguistic elements of exposition analytical text?
  - a. Reaffirmation
  - b. Opinion
  - c. **Conjunction**
  - d. Thesis
7. The main idea of the text above is?
  - a. Travelling on holiday or hanging out with friends
  - b. The beneficial to saving money when emergency
  - c. **The important to saving money**
  - d. Save money for retirement
8. Based on the exposition text above, the underlined word belongs to what type of linguistic element?
  - a. Inductive
  - b. Pronouns
  - c. Conjunction
  - d. **Lexical word**
9. Based on the analytical exposition text above, does the text become an actual issue in the surrounding environment?
  - a. Of course
  - b. Never happened
  - c. Never heard before
  - d. **Sometime happens**
10. The final part of an analytical exposition text above, which contains reinforcement of the opinion that have been conveyed based on facts in argumentation section is?
  - a. Statement of opinion
  - b. Argument
  - c. Example
  - d. **Re-information**



Read this text and answer the following question number 11-15

### Laptop as Student's Friend

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method.

Consequently students need extra media cover the subject. Since there is a laptop on every student's desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types. Students just need to decide which type they really need.

11. The main idea of the text above is?
  - a. students need extra media cover the subject
  - b. laptop on every student's desk
  - c. the laptop will be delivered to the students' houses
  - d. a laptop on every student's desk, this method will help student to get better understanding**
12. What are the text structures of analytical exposition?
  - a. Idea and theory
  - b. Thesis, argument, reaffirmation**
  - c. Conjunction, argument, thesis
  - d. Lexical words and pronouns
13. Based on the exposition text above, the underlined word belongs to what type of linguistic element?
  - a. Lexical word
  - b. Inductive**
  - c. Conjunction
  - d. Pronoun**

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 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
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14. “First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method”. In exposition text, the quotation above is included in the structure of?

- a. Example
- b. Argument
- c. **Statement of opinion**
- d. Fact

15. What is the social function of analytical exposition text?

- a. To describe a particular person
- b. To tell an experience that happened in the past
- c. **To convince the topic presented is an important to be discussed**
- d. To convey information about a subject

Read this text and answer the following question number 16-20

### **Vegetarians**

There are many reasons why people become vegetarians, including personal health, the environment, and the economy.

A vegetarian is a person who does not eat meat, poultry, and fish. Vegetarians mostly eat fruit, vegetables, legumes, grain, seeds, and nuts. Vegetarians also consume eggs and dairy products, but they avoid meat products, such as beef, chicken stock, and gelatin.

According to research, vegetarians have lower risk of heart disease, high cholesterol, diabetes, obesity, and high blood pressure. This may happen due to a healthy vegetarian diet, which has low fat but high fiber.

However, a vegetarian diet can be high in fat if it includes excessive amounts of fatty snacks, fried food, whole dairy products and eggs.

At the same time, a vegetarian diet can be simple and easy to prepare. Therefore, a vegetarian diet must be well-planned to prevent and treat certain diseases.

16. What the main idea of the text above?
  - a. Vegetarian have lower risk get high cholesterol
  - b. **Reason why people become vegetarians**
  - c. Vegetarians eat fruit, vegetables and grain
  - d. Vegetarians also avoid meat products

17. “According to research, vegetarians have lower risk of heart disease, high cholesterol, diabetes, obesity, and high blood pressure”. In exposition text, the quotation above is included in the structure of?

18. Berdasarkan pada the exposition text above, the underlined word belongs to what type of linguistic element?  
 19. In an analytical exposition text, one thing that needs to be considered when compiling an analytical text, what is it?  
 20. Which not true based on the text above?

- a. Inductive
- b. Argument**
- c. Statement of opinion
- d. Re-information

- a. Conjunction**
- b. Lexical words
- c. Pronouns
- d. Inductive

- a. Text structure of analytical exposition**
- b. Determine the topic
- c. Sentences should be long to be easily understood
- d. These phenomena can be natural of social phenomena

- a. Vegetarians mostly eat fruit, vegetables, and nuts
- b. Vegetarian also eat meat product**
- c. A vegetarian diet can be simple and easy to prepare
- d. Vegetarians have lower risk of heart disease, and high blood pressure

Read this text and answer the following question number 21-25

**The Dangers of Typing SMS while Driving**

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which result in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent off all fatal crashes with 3,092 people killed and crashes resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation institute found the text messaging creates a crash risk 23 times worse than driving while not distracted.

Even percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving text when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

21. What is the main idea of the text above?

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. The warning of texting and driving
  - b. The debatable issues of texting and driving
  - c. The involvement of mobile devices while driving
  - d. **The risks of texting while driving**
22. “The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which result in injury and loss of life”. In exposition text, the quotation above is included in the structure of?
- a. Argument
  - b. **Statement of opinion**
  - c. Inductive
  - d. Re-information
23. Based on the exposition text above, the underlined word belongs to what type of linguistic element?
- a. Conjunction
  - b. Inductive
  - c. Lexical word
  - d. **Pronoun**
24. “Even percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving text when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable”. In exposition text, the quotation above is included in the structure of?
- a. Statement of opinion
  - b. Argument
  - c. Conjunction
  - d. **Re-information**
25. Which not true based on the text above?
- a. the text messaging creates a crash risk 23 times
  - b. 2010 driver distraction was the cause of 18 percent off all fatal crashes
  - c. 3,092 people killed in 2010
  - d. **Allowed to play cellphones while driving a car**

Read this text and answer the following question number 26-30

### Is Smoking Good for Us?





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

Several studies reported that 20% of lung cancers are caused by smoking. If we smoke 5 cigarettes a day, we are six times more likely to die of lung cancer than non-smoker. If we smoke 20 cigarettes a day, the risk is 19 times greater. 95% 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.

Additionally, 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 15 cigarettes.

Smoking is really good for tobacco companies because the do make much money from smoking habit. Smoking, however is not good for health both the smokers themselves and everybody else.

26. What is the main idea of the text above?
  - a. Smoking is really good for tobacco companies
  - b. Bronchitis and pneumonia is the disease of smoker
  - c. 50 thousand people die every year in Britain
  - d. **Smoking is not good for health of smoker and everybody else**
27. “Several studies reported that 20% of lung cancers are caused by smoking. If we smoke 5 cigarettes a day, we are six times more likely to die of lung cancer than non-smoker.” In exposition text, the quotation above is included in the structure of?
  - a. **Argument**
  - b. Statement of opinion
  - c. Re-information
  - d. Pronoun
28. Based on the exposition text above, the underlined word belongs to what type of linguistic element?
  - a. **Lexical word**
  - b. Conjunction
  - c. Pronoun

Hak Cipta dilindungi undang-undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

d. Inductive

29. What is the linguistic element of analytical exposition text?

- a. Statement of opinion, Argument, Re-Affirmation
- b. Lexical word, Pronoun, Conjunction**
- c. Purpose, Steps, Re-Affirmation
- d. Simple Present Tense, Adjective, Specific Object

30. What is the meaning of “Argument” in analytical exposition?

- a. Explaining the opinion to support the writer position**
- b. Explain the main idea
- c. Conclude the content of the text
- d. Explain the actual content of the text

# APPENDIX 3

## Result of the Instrument

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

22 dari 30 poin

Rilis skor

73

# Reading Comprehension Test

**Respondent : The Eleventh Grade Student's at  
MAN 3**

**Direction :**

- **This test is for a research only**
- **This Test does not affect your english grade**
- **Choose the correct answer**
- **Please answer these question carefully**

Email responden

([nazwadwinoviyanti@gmail.com](mailto:nazwadwinoviyanti@gmail.com)) dicatat saat formulir ini dikirimkan.

**\* Menunjukkan pertanyaan yang wajib diisi**

1. Hi  
a. T ingguipari riarya unia reperrunian penunukan, perrenian, perunisan riarya mriari, periyusunan riapriari, perunisan riari atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## Reading Test Skripsi

Pertanyaan

Jawaban

120

Setelan Poin total: 30

0 dari 0 poin

Nama \*

0 / 0

Nazwa Dwi Noviyanti

Tambahkan masukan individual

Kelas \*

0 / 0

XI Mia 3

Tambahkan masukan individual

1. Hitung dan sebutkan sumber:

a. Hitung dan sebutkan sumber untuk keperluan penulisan, penemuan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Hi

## Reading Test Skripsi

Pertanyaan Jawaban 120 Setelan Poin total: 30

✓ 1. "Education plays a vital role in your success in the personal growth. The more you have knowledge the more you grow". In exposition text, the quotation above included in the structure of...

1 / 1

- A. Statement of opinion
- B. Argument
- C. Re-affirmation
- D. Fact

Tidak ada jawaban yang benar

Tambahkan masukan individual

✓ 2. "Some expert reported that education is that which transform a person to better life and even in a social well being". In exposition text, the quotation above is included in the structure of....

1 / 1

- A. Statement of opinion
- B. Re-affirmation
- C. Example
- D. Argument

Tidak ada jawaban yang benar

Tambahkan masukan individual

✗ 3. Based on the exposition text above, \* the underlined word belongs to what type of linguistic element...

0 / 1

- A. Pronoun
- B. Lexical word
- C. Conjunction
- D. Inductive

Tidak ada jawaban yang benar

Tambahkan masukan individual

- a. Pengutipan narasi untuk keperluan penunjang, penguatan, penegasan, penegasan karya ilmiah, penyusunan argumentasi, penegasan atau ungkapan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. H Reading Test Skripsi

Pertanyaan Jawaban 120 Setelan Poin total: 30

✓ 4. "Education is most important among all of us. Education plays a very important role in your life. For living luxurious life, you should educated". In exposition text, the quotation above is included in the structure of... \*  
 1 / 1

- A. Re-Affirmation
- B. Conjunction
- C. Statement of opinion X
- D. Argument

Tidak ada jawaban yang benar  
 Tambahkan masukan individual

✓ 5. What is the meaning of "Re-Affirmation" in Analytical exposition? \*  
 1 / 1

- A. Theory
- B. Argument
- C. Statement that reaffirms X
- D. Opinion

Tidak ada jawaban yang benar  
 Tambahkan masukan individual

Read this text and answer the following question number 6-10 3 dari 5 poin

**Start Saving Up Now!**

People today tend to have high daily expenses, for example on cable subscriptions, transport, and mobile phone bills. The need to pay those bill drives people to consider saving money, even wealthy individuals. There are four reasons why people consider saving money.

First, saving money in beneficial for emergency funds. Unexpected things can happen, such as car repairs and hospital bills due to vehicle accidents, a sudden loss of job, extra tuition for a school field trip.

Second, these days the better education, the higher the tuition will be. Moreover, tuition from primary school to university increase each year. Without saving money, paying tuition will be so hard that sometimes people decide not to continue their studies due to a lack of funds.

Third, people need to saving money for retirement. Life still goes on when people retire from job, so they will need to save money for fulfill their daily needs.

Fininally, the last reason for saving money is for entertainment. Travelling on holiday or hanging out with friends at cafe is needed to relieve stress after school.

Seeing how important is is to save money, dont wait until unexpected expense appear. Start saving as soon as possible.

✓ 6. One part of linguistic element of analytical exposition text? \*  
 1 / 1

- A. Re-affirmation
- B. Opinion
- C. Conjunction X
- D. Thesis

Tidak ada jawaban yang benar  
 Tambahkan masukan individual

X 7. The main idea of the text above is? \*  
 0 / 1

a. T ingguapan riarya unuk repemirigan penunukan, penemiran, penunisan riarya milar, penyunisan riapiran, penunisan riun atau unguapan suau miasadiri.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Hi

Reading Test Skripsi

Pertanyaan Jawaban 120 Setelan Poin total: 30

**X** 7. The main idea of the text above is? \*

0 / 1

- A. Travelling on holiday with friends
- B. The beneficial of saving money when emergency **X**
- C. The important of saving money
- D. Save money for retirement

Tidak ada jawaban yang benar

Tambahkan masukan individual

**X** 8. Based on the analytical exposition text above, the underlined word belongs to what type of linguistic element? \*

0 / 1

- A. Inductive
- B. Pronoun
- C. Conjunction **X**
- D. Lexial word

Tidak ada jawaban yang benar

Tambahkan masukan individual

**✓** 9. Based on the analytical exposition text above, does the text become an actual issues in the surrounding environment? \*

1 / 1

- A. Of course **X**
- B. Never happened
- C. Never heard before
- D. Sometime happens

Tidak ada jawaban yang benar

Tambahkan masukan individual

**✓** 10. The final part of analytical exposition text above, which contains reinforcement of the opinion that have been conveyed based on facts in argumentation section is? \*

1 / 1

- A. Statement of opinion
- B. Argument
- C. Example
- D. Re-affirmation **X**

Tidak ada jawaban yang benar

Tambahkan masukan individual

- a. Mengutipan hanya untuk kepentingan penunjang, penguatan, penegasan, penyusunan argumen, penegasan atau ungkapan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



1. Hi

## Reading Test Skripsi

Pertanyaan Jawaban 120 Setelan Poin total: 30

✓ 11. The main idea of the text above is? \*

1 / 1

- A. Students need extra media
- B. Laptop on every students desk
- C. The laptop will be deliver
- D. Laptop on every student, this method will help students ✗

Tidak ada jawaban yang benar

Tambahkan masukan individual

✗ 12. What are the text structure of analytical exposition? \*

0 / 1

- A. Idea and theory
- B. Thesis, argument, re-affirmation
- C. Conjunction, argument, thesis
- D. Lexical word and pronouns ✗

Tidak ada jawaban yang benar

Tambahkan masukan individual

✗ 13. Based on the exposition text above, the underlined word belong to what type of linguistic element? \*

0 / 1

- A. Lexical word
- B. Inductive ✗
- C. Conjunction
- D. Pronoun

Tidak ada jawaban yang benar

Tambahkan masukan individual

✗ 14. "First, modern school tend to ... \*

d. Pengutipan hanya untuk kepentingan penunjang, penelitian, penyusunan karya ilmiah, penyusunan laporan, penulisan buku atau jurnal atau untuk tujuan lainnya.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

# Reading Test Skripsi

Pertanyaan Jawaban 120 Setelan Poin total: 30

✘ 14. "First, modern school tend to apply fast transferring knowledge because the school needs to catch the target of curriculum". in exposition text, the quotation above is included in the structure of? \*

0 / 1

- A. Example
- B. Argument ✘
- C. Statment of opinion
- D. Fact

Tidak ada jawaban yang benar

Tambahkan masukan individual

✔ 15. What us the social function of analytical exposition text? \*

1 / 1

- A. To describe a particular person
- B. To tell experience that happened in the past
- C. To convince the topic is important to discussed ✘
- D. To convey information about a subject

Tidak ada jawaban yang benar

Tambahkan masukan individual

1. a. Pengutipan naraya untuk kepentingan penunjang, penguatan, penegasan naraya ilmiah, penyusunan informasi, penunjang naraya ilmiah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Reading Test Skripsi

Pertanyaan Jawaban 120 Setelan Poin total: 30

However, a vegetarian diet can be high in fat if it includes excessive amounts of fatty snacks, fried food, whole dairy product and eggs.

At the same time, a vegetarian diet can be simple and easy to prepare. Therefore, a vegetarian diet must be well planned to prevent and treat certain diseases.

✓ 16. What the main idea of the text above? \*

1 / 1

- A. Vegetarian have lower risk get high cholesterol
- B. Reason why people become vegetarians ✗
- C. Vegetarians eat fruits and vegetable
- D. Vegetarian also avoid meat products

Tidak ada jawaban yang benar

Tambahkan masukan individual

✗ 17. "According to research, vegetarian have lower risk of heart disease, high cholesterol,diabetes,obesity". In exposition text, the quotation above is include in the structure of? \*

0 / 1

- A. Inductive
- B. Argument
- C. Statement of opinion
- D. Re-Affirmation ✗

Tidak ada jawaban yang benar

Tambahkan masukan individual

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengujiannya hanya untuk keperluan penunjang, penelitian, penyusunan karya ilmiah, penyusunan laporan, penulisan buku atau jurnal atau untuk tujuan lain yang berkaitan dengan penelitian.

1. H

Reading Test Skripsi

Pertanyaan Jawaban 120 Setelan Poin total: 30

✓ 18. Based on the exposition text above, the underlined word belong to what type of linguistic element? \*

1 / 1

- A. Conjunction ✗
- B. Lexical word
- C. Pronound
- D. Inductive

Tidak ada jawaban yang benar

Tambahkan masukan individual

✓ 19. In a analytical exposition text, one thing that need to be considered when compiling an analytical text, what is it? \*

1 / 1

- A. Text structure ✗
- B. Determine the topic
- C. Sentence should be long to be easy understand
- D. These phenomena can be natural

Tidak ada jawaban yang benar

Tambahkan masukan individual

✓ 20. Which not true based on the text above? \*

1 / 1

- A. Vegetarians mostly eat fruit, vegetable
- B. Vegetarian also eat meat product ✗
- C. A vegetarian diet can be simple and easy
- D. Vegetarian have lower risk of heart disease

Tidak ada jawaban yang benar

Tambahkan masukan individual

Read this text and answer the following question number 21-25 4 dari 5 poin

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk keperluan penulisan, penelitian, penyusunan karya ilmiah, penyusunan laporan, penulisan buku atau jurnal atau untuk tujuan pendidikan.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

## Reading Test Skripsi

Pertanyaan Jawaban 120 Setelan Poin total: 30

involved in an automobile accident and survived admitted they were sending or receiving text when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

✗ 21. What is the main idea of the text above? \*

0 / 1

- A. The warning of texting and driving
- B. The detable issues of texting and driving
- C. The involvement of mobile devices while driving ✗
- D. The risk of texting while driving

Tidak ada jawaban yang benar

Tambahkan masukan individual

✓ 22. "The popularity of mobile device has had some dangerous consequences. We know that mobile

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan harus mencantumkan sumber, penulisan karya ilmiah, penyusunan laporan, penulisan surat atau naskah lainnya.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

1. Hi

### Reading Test Skripsi

Pertanyaan Jawaban 120 Setelan Poin total: 30

✓ 22. "The popularity of mobile device has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which result of injury and lost of life". In exposition text, the quotation above is included in the structure of? \*

1 / 1

- A. Argument
- B. Statement of opinion \*
- C. Inductive
- D. Re-affirmation

Tidak ada jawaban yang benar

Tambahkan masukan individual

✓ 23. Based on the exposition text above, the underlined word belongs to what type of linguistic element? \*

1 / 1

- A. Conjunction
- B. Inductive
- C. Lexical word
- D. Pronoun \*

Tidak ada jawaban yang benar

Tambahkan masukan individual

✓ 24. "Even percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving text when they crashed". In exposition text above is included in the structure of? \*

1 / 1

- A. Statement of opinion
- B. Argument
- C. Conjunction
- D. Re-affirmation \*

Tidak ada jawaban yang benar

- a. Mengungkapkan narasi untuk memperoleh informasi, pengetahuan, penemuan baru, pengalaman baru, atau tindakan yang diperlukan untuk menyelesaikan suatu masalah.
- b. Pengutipan tidak menggunakan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



# Reading Test Skripsi

Pertanyaan Jawaban 120 Setelan Poin total: 30

✓ 25. Which not true based on the text above? \*

1 / 1

- A. The text messaging creates a crash risk 23 times
- B. 2010 driver distraction was the cause of 18% of all fatal crashes
- C. 3.092 people killed in 2010
- D. Allowed to play cellphones while driving a car ✗

Tidak ada jawaban yang benar

Tambahkan masukan individual

1. Hi  
a. Penguasaan bahasa untuk keperluan penulisan, penelitian, penyusunan karya ilmiah, penyusunan laporan, penulisan surat atau pengajuan suatu tindakan.  
b. Penguasaan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## Reading Test Skripsi

Pertanyaan Jawaban 120 Setelan Poin total: 30

Smoking is really good for tobacco companies because they di make much money from smoking habit. Smoking, however is not good for health both the smokers themself and everybody else.

✓ 26. What is the main idea of the text above? \*

1 / 1

- A. Smoking is really goof for tobacco companies
- B. Bronchitis and pneumonia is the dusease of smoker
- C. 50 thousand people die every year
- D. Smoking is not good for health ✗

Tidak ada jawaban yang benar

Tambahkan masukan individual

✓ 27. "Several studies reported that 20% of lung cancers are caused by smoking. If we smoke 5 cigarettes a day, we are six times more likey to die of lung cancer". In exposition text, the quotation above in the structure of? \*

1 / 1

- A. Argument ✗
- B. Statement of opinion
- C. Re-affirmation
- D. Pronoun

Tidak ada jawaban yang benar

Tambahkan masukan individual

1. H: 1. a. Pengutipan hanya untuk keperluan penulisan, penelaahan, penulisan karya ilmiah, penyusunan laporan, penulisan atau pengajaran suatu masyarakat.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





Reading Test Skripsi

Pertanyaan Jawaban 120 Setelan Poin total: 30

✓ 28. Based on the exposition text above, the underlined word belongs to what type of linguistic element? \*

1 / 1

- A. Lexical word ✗
- B. Conjunction
- C. Pronoun
- D. Inductive

Tidak ada jawaban yang benar

Tambahkan masukan individual

✓ 29. What is the linguistic element of analytical exposition text? \*

1 / 1

- A. Statement of opinion, argument, re-affirmation
- B. Lexical word, pronoun, conjunction ✗
- C. Purpose, steps, re-affirmation
- D. Simple present tense, adjective, specific object

Tidak ada jawaban yang benar

Tambahkan masukan individual

✓ 30. What is the meaning of "argument", in analytical exposition? \*

1 / 1

- A. Explaining the opinion the support the writer position ✗
- B. Explaining the main idea
- C. Conclude the content of the text
- D. Explain the actual content of the text

Tidak ada jawaban yang benar

Tambahkan masukan individual

1. H  
 a. Pengutipan hanya untuk keperluan penulisan, penelaahan, peninjauan karya ilmiah, penyusunan laporan, penulisan atau ungkapan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

# APPENDIX 4

## Documentation

UIN SUSKA RIAU

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. H



pa mencantun



arif Kasim Riau

- a. Penguasaan materi oleh siswa merupakan penunjang, pemeliharaan, penulisan karya ilmiah, penyusunan laporan, penulisan surat atau undangan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

H:

1.

©



m



tan Syarif Kasim Riau

- a. Pengumpulan karya untuk kepentingan penunjang, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan buku atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



en



ultan Syarif Kasim Riau

1. H:
  - a. T engutipan riarnya untuk kepentingan penunjang, penelitian, pelaksanaan karya ilmiah, penyusunan laporan, penulisan naskah atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



# **APPENDIX 5**

## **Recommendation Letter**

UIN SUSKA RIAU

### **Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

# LEMBAR DISPOSISI

INDEKS BERKAS

KODE :

HAL : Pengajuan Sinopsis

TANGGAL : 27 - Agustus - 2021

ASAL : Dio Handa Wardana

TANGGAL PENYELESAIAN:

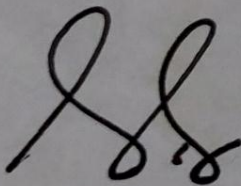
SIFAT:

**- INFORMASI**


A comparative study on writing skill between who use monolingual and those who use bilingual dictionary at Man 2 Pekanbaru

Pembimbing:

Rizky Gusendra, M.Ed

 27/8/2021

**DITERUSKAN KEPADA:**

1. Ka. Prodi PEI 
- 2.
- 3.
- 4.

\*) 1. Kepada bawahan "Instruksi" atau "Informasi"  
 2. Kepada atasan "Informasi" coret "Instruksi"

1. H: a. Pengajuan hanya untuk keperluan penunjang, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan buku atau jurnal. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Jl. H. R. Soebrantas No 155 Km. 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/6168/2023  
Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 20 februari 2023

Kepada  
Yth. Rizky Gushendra, S.Pd, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warhamatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : DIO HANDA

NIM 11714102521

Jurusan : Pendidikan Bahasa Inggris

Judul : A Study on Eleventh Grade Sudents Reading Comprehension in Analytical Exposition Text At MAN 3 PEKANBARU

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam  
an. Dekan  
Wakil Dekan I



D. Arkasik, M.Ag.  
NIP. 19721017 199703 1 004

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

1. H  
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





1. H

©

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0781) 561647  
Fax. (0781) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/549/2022  
Sifat : Biasa  
Lamp. : -  
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 19 Januari 2022

Kepada  
Yth. Kepala Sekolah  
MAN 3 Pekanbaru  
di  
Tempat

*Assalamu'alaikum warhmatullahi wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : DIO HANDA WARDANA  
NIM : 11714102521  
Semester/Tahun : IX (Sembilan)/ 2022  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



a.n. Dekan  
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001



1



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU  
MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU  
AKREDITASI : A**



( NSM : 13.1.1.14.71.0003 NPSN.69995182 )  
Jl. HR. Soebrantas KM. 14 Kecamatan Tampan – Pekanbaru  
Website: <http://www.man3kotapekanbaru.sch.id> E-mail : [man3gemilang@gmail.com](mailto:man3gemilang@gmail.com)

Nomor : 1002/Ma.04.7/TL.00/08/2022  
Sifat : Biasa  
Lampiran : -  
Perihal : Balasan Pra Riset

02 Agustus 2022

Yth;  
Dekan Fakultas Tarbiyah dan Keguruan  
UIN Sultan Syarif Kasim Riau  
di  
Pekanbaru

*Assalamualaikum'alaikum warohmatullahi wabarakatuh*

Berdasarkan Surat Universitas Negeri Sultan Syarif Kasim Riau  
Fakultas Tarbiyah dan Keguruan nomor : Un.04/F.II.4/PP.9/549/2022  
tanggal 19 Januari 2022 perihal permohonan izin melakukan PraRiset atas  
nama:

Nama : Dio Handa Wardana  
NIM : 11714102521  
Semester/Tahun : IX (Sembilan)/ 2022  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Dengan ini disampaikan bahwa nama yang tersebut diatas benar  
telah melakukan PraRiset di MAN 3 Kota Pekanbaru.

Diharapkan kepada saudara/i mohon melaporkan hasil penelitian nya  
untuk menambah koleksi referensi diperpustakaan MAN 3 Kota Pekanbaru.

Demikian surat ini disampaikan untuk dapat diketahui dan  
dipergunakan sebagaimana mestinya.



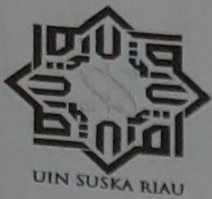
Kepala,

Marzuki

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan  
UIN Sultan Syarif Kasim Riau di Pekanbaru;
2. Yang Bersangkutan.

1. Penguapan riaya untuk kepentingan pemuatan, penitipan, penitipan karya ilmiah, penyusunan laporan, penitipan riik atau ungapan satu masalah.  
b. Penguapan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



KEMENTERIAN AGAMA  
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**FAKULTAS TARBIYAH DAN KEGURUAN**  
 كلية التربية والتعليم  
 FACULTY OF EDUCATION AND TEACHER TRAINING  
 Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0781) 7077307 Fax. (0781) 21129

**LAMPIRAN BERITA ACARA  
 UJIAN PROPOSAL**

Nama : Dia. Hanita Wardana  
 Nomor Induk Mahasiswa : 11.71.41.02.5.21  
 Hari/ Tanggal : June 20, 2022  
 Judul Proposal Penelitian : A Correlation Study Between Students Vocabulary Mastery and their Reading Comprehension of the Eleventh Grade Students At MAN 3 Pekanbaru

NO	URAIAN PERBAIKAN
1.	Revise your Research title
2.	You need editors to help you improve the writing
3.	Refers to APA style in writing Paragraph
4.	Make sure you have completed the references
5.	Revise your research questions

Penguji I

Pekanbaru,.....  
 Penguji II

Dr. Nur Aisyah Zulkifli, M.Pd

Dr. Dedi Settiawan, M.Pd

Note:  
 Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

1. Pengutipan karya untuk kepentingan penunjang, penelitian, penerjemahan, penyusunan laporan, penerjemahan atau ungkapan suatu masalah.  
 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.


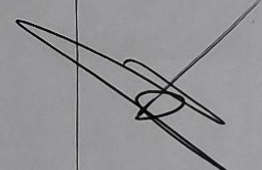


UIN SUSKA RIAU


KEMENTERIAN AGAMA  
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 كلية التربية والتعليم  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
 Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN  
 UJIAN PROPOSAL**

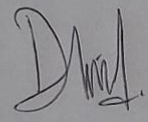
Nama Mahasiswa : DIO HANDA WARDANA  
 Nomor Induk Mahasiswa : 11714102521  
 Hari/Tanggal Ujian : 20 JUNI 2022  
 Judul Proposal Ujian : A CORRELATION STUDY BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS AT MAN 3 PEKANBARU  
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Nur Aisyah Zulkifli, M.Pd	PENGUJI I		
2.	Dr. Dodi Settiawan, M.Pd	PENGUJI II		

Mengetahui  
 a.n. Dekan  
 Wakil Dekan I

  
 Dr. Zarkasih, M.Ag.  
 NIP. 19721017 199703 1 004

Pekanbaru,.....  
 Peserta Ujian Proposal

  
 Dio Handa Wardana  
 NIM. 11714102521

1. H  
 a. Pengujiannya hanya untuk kepentingan penunjang, penelitian, penunjang karya ilmiah, penyusunan laporan, penunjang atau penguji suatu masalah.  
 b. Pengujiannya tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web: www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/14856/2023

Pekanbaru, 23 Agustus 2023

Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset (Perpanjangan)**

Kepada  
Yth. Kepala Kantor  
Kementrian Agama Kota Pekanbaru  
Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

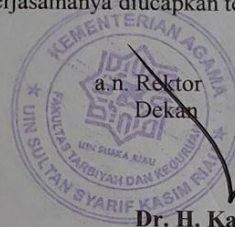
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Dio Handa Wardana**  
NIM : 11714102521  
Semester/Tahun : XIII (Tiga Belas)/ 2023  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : A Study on Eleventh Grade Students Reading Comprehension in Analytical Exposition Text at MAN 3 Pekanbaru  
Lokasi Penelitian : MAN 3 Pekanbaru  
Waktu Penelitian : 3 Bulan (23 Agustus 2023 s.d 23 November 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



a.n. Rektor  
Dekan

**Dr. H. Kadar, M.Ag.**  
NIP.19650521 1994021 001

Tembusan :  
Rektor UIN Suska Riau

1. H:  
1. H:  
a. T enguapari riarya unruk kepemangan pemamkari, pememari, pemansan karya mianri, penyusunan taporanri, pemnsan riuruk atau unjanuanri suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU  
MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU



AKREDITASI : A

( NSM : 13.1.1.14.71.0003 NPSN.69995182 )

Jl. HR. Soebrantas KM 14,5 Kecamatan Tuah Madani – Pekanbaru

Website: <http://www.man3kotapekanbaru.sch.id> E-mail : [man3qemilang@gmail.com](mailto:man3qemilang@gmail.com)

Nomor : 810/Ma.04.7/TL.00/10/2023  
Sifat : Biasa  
Lampiran : -  
Perihal : Balasan Riset

10 Oktober 2023

Yth;  
Dekan Fakultas Tarbiyah dan Keguruan  
UIN Sultan Syarif Kasim Riau  
di  
Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau. Nomor: Un.04/F.II.4/PP.00.9/14856/2023 tanggal 23 Agustus 2023 perihal permohonan izin Riset atas nama:

Nama : Dio Handa Wardana  
NIM : 11714102521  
Semester/Tahun : XIII (Tiga Belas)/2023  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Dengan ini disampaikan bahwa nama yang tersebut diatas disetujui untuk melakukan Pra Riset di MAN 3 Kota Pekanbaru.

Diharapkan kepada saudara/i setelah selesai melaksanakan Riset dimohon untuk melaporkan hasil penelitiannya untuk menambah koleksi referensi dipergustakaan MAN 3 Kota Pekanbaru.

Demikian surat ini disampaikan untuk dapat diketahui dan dipergunakan sebagaimana mestinya.



Kepala

Marzuki

Tembusan;

1. Yth. Kakan. Kemenag Kota Pekanbaru di Pekanbaru;
2. Yang bersangkutan.

1. H:  
a. Pengujiannya untuk kepentingan penunjang, penelitian, penunjang karya ilmiah, penyusunan laporan, penunjang atau pengujiannya suatu masalah.  
b. Pengujiannya tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
Email : dpmpstp@riau.go.id

**REKOMENDASI**

Nomor : 503/DPMPSTP/NON IZIN-RISET/52496  
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/160/2023 Tanggal 4 Januari 2023, dengan ini memberikan rekomendasi kepada:

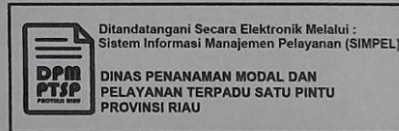
- |                      |   |  |
|----------------------|---|--|
| 1. Nama              | : | DIO HANDA WARDANA  |
| 2. NIM / KTP         | : | 117141025210   |
| 3. Program Studi     | : | PENDIDIKAN BAHASA INGGRIS  |
| 4. Jenjang           | : | S1   |
| 5. Alamat            | : | PEKANBARU  |
| 6. Judul Penelitian  | : | A CORRELATION STUDY BETWEEN ELEVENTH GRADE STUDENTS' VOCABULARY MASTERY AND THEIR READING COMPREHENSION AT MAN 3 PEKANBARU |
| 7. Lokasi Penelitian | : | MAN 3 PEKANBARU  |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 6 Januari 2023



**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru  
Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

1. H:  
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Jalan. Arifin Achmad Simpang Rambutan Nomor. 01 Pekanbaru  
Telp. 0761 66513, 66504 FAX. 66513  
Email : [tu.pekanbaru@yahoo.co.id](mailto:tu.pekanbaru@yahoo.co.id)

Nomor : B- 31 /Kk.04.5/TL.00/01/2023  
Sifat :  
Lampiran :  
Perihal : **Rekomendasi Penelitian**

12 Januari 2023 M

Yth. Kepala MAN 3 Pekanbaru

Dengan Hormat,

Memperhatikan maksud surat Fakultas Tarbiyah dan Keguruan Universitas Uin Suska Riau Pekanbaru Nomor : Un.04/F.II/PP.00.9/160/2023 Tanggal 04 Januari 2023 dan Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, No: BL.04.00/Kesbangpol/56/2023, Tanggal 09 Januari 2023, Perihal seperti pokok surat akan datang menghadap Saudara:

Nama : Dio Handa Wardana  
NIM : 117141025210  
Fakultas : Tarbiyah dan Keguruan UIN SUSKA Riau  
Jurusan : Pendidikan Bahasa Inggris  
Jenjang : S1  
Alamat : Jl.Taman Karya Gg. Gatot Kaca 27. A Kel. Tuah Karya Kec. Tampan-Pekanbaru

Bermaksud melakukan penelitian di Madrasah yang Saudara pimpin selama 3 bulan ( 04 Januari s.d 04 April), guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul:

**“A CORRELATION STUDY BETWEEN ELEVENTH GRADE STUDENTS’ VOCABULARY MASTERY AND THEIR READING COMPREHENSION AT MAN 3 PEKANBARU ”**

Untuk maksud tersebut kiranya Saudara dapat memberikan bantuan/informasi yang diperlukan sepanjang yang bersangkutan dapat mematuhi ketentuan/peraturan yang berlaku semata-mata untuk kepentingan ilmiah.

Demikian Surat izin riset/penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya, atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.

Kepala  
  
Syahrul Mauludi 2  


Tembusan:

1. Ka. Kanwil Kementerian Agama Propinsi Riau
2. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau Pekanbaru.
3. Yang bersangkutan.

1. a. Pengumpulan hanya untuk kepentingan penunjang, penelitian, penunjang karya ilmiah, penyusunan laporan, penunjang atau ungkapan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





## CURRICULUM VITAE

Dio Handa Wardana is the third of three siblings of Mr. Suardi MS and Mrs. Harliah. He was Born in Gunung Para, Mei 1<sup>st</sup> 1999. In 2005 he graduated from Taman Kanak Kanak Islam Pekanbaru. In 2011 he graduated from SDN 041 Tampan, Pekanbaru. In 2014, he finish his study at MTS Al-Huda Pekanbaru, and continued to SMA Al-Huda Pekanbaru. He Graduated from SMA Al-Huda in 2017.

In 2017, he was accepted to become one of student in English Education Departement, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July until September 2020, he was doing KKN (Kuliah Kerja Nyata) program in Sungai Sibam. Then, he was doing field teacher practice (PPL) program at SMK Multi Mekanik Masmur Pekanbaru on October until December 2020. To fulfill requirements for undergraduate degree in English Education, he conducted the research on 23 August until November 2023 by the thesis Entitle **“A STUDY ON ELEVENTH GRADE STUDENTS READING COMPREHENSION IN ANALYTICAL EXPOSITION TEXT AT MAN 3 PEKANBARU”**.