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# AN ANALYSIS OF WORKING MEMORY OF THE TENTH GRADE STUDENTS IN READING COMPREHENSION AT SENIOR HIGH SCHOOL TARUNA MANDIRI

UIN SUSKA RIAU

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**PEKANBARU**

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**GUSTIARA ADISTY**
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**Thesis**
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for Bachelor's Degree of English Education
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**DEPARTMENT OF ENGLISH EDUCATION**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

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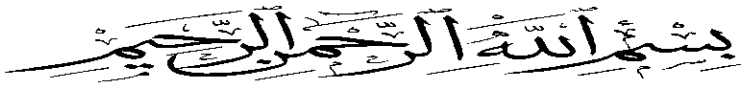

In the name of Allah, the most Gracious and Merciful, praise belongs to Allah Almighty. With his guidance and blessing, the researcher has completed the final research paper entitled "An Analysis of Working Memory of the Tenth Grade Students in Reading Comprehension at Senior High School Taruna Mandiri. Then, the researcher says sholawat be upon to the Prophet Muhammad Shallaulahu 'alaihi Wasallam who has inspired and lightened many people worldwide.

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are appreciated very mush. May Allah, the Highest, the Ruler of the Universe, bless you all. Aamiin.

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## ABSTRACT

**Gustiara Adisty, (2025) : An Analysis of Working Memory of the Tenth Grade students in Reading Comprehension at Senior High School Taruna Mandiri**

This research aims to elucidate the underlying factors and dynamics of a specific phenomenon. By conducting a comprehensive analysis of relevant variables, the study seeks to enhance the researcher's capacity to draw informed and substantiated conclusions. The result showed that the students have an average to good working memory capacity, with 77% of then performing in the good category. It can be concluded that the working memory capacity of most tenth-grade students in this study is moderate, with a tendency toward the "Good" category. This level of working memory capacity is associated with relatively good performance in reading comprehension as well.

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# ABSTRAK

**Gustiara Adisty, (2025) : An Analysis of Working Memory of the Tenth Grade students in Reading Comprehension at Senior High School Taruna Mandiri**

Penelitian ini bertujuan untuk menjelaskan faktor-faktor yang mendasari dan dinamika fenomena tertentu. Dengan melakukan analisis komprehensif terhadap variabel-variabel yang relevan, penelitian ini berupaya untuk meningkatkan kapasitas peneliti untuk menarik kesimpulan yang terinformasi dan berdasar. Hasil penelitian menunjukkan bahwa siswa memiliki kapasitas memori kerja rata-rata hingga baik, dengan 77% di antaranya berprestasi dalam kategori baik. Dapat disimpulkan bahwa kapasitas memori kerja sebagian besar siswa kelas X dalam penelitian ini adalah sedang, dengan kecenderungan ke kategori "Baik". Tingkat kapasitas memori kerja ini dikaitkan dengan kinerja yang relatif baik dalam pemahaman bacaan juga.

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# ملخّص

**غوستيارا أديستي، (٢٠٢٥): تحليل الذاكرة العاملة لدى تلاميذ الصف العاشر في فهم المقروء بمدرسة تارونا منديري الثانوية**

هذا البحث يهدف إلى شرح العوامل الأساسية وديناميكية ظاهرة معينة. ومن خلال إجراء تحليل شامل للمتغيرات ذات الصلة، يسعى هذا البحث إلى تعزيز قدرة الباحثة على استخلاص استنتاجات مبنية على معلومات دقيقة وأسس علمية واضحة. وأظهرت نتائج البحث أن التلاميذ يمتلكون قدرة متوسطة إلى جيدة في الذاكرة العاملة، حيث حقق 77% منهم نتائج ضمن الفئة الجيدة. ومن الممكن استنتاج أن قدرة الذاكرة العاملة لدى غالبية تلاميذ الصف العاشر في هذا البحث تقع ضمن المستوى المتوسط مع ميل إلى الفئة الجيدة. وترتبط هذه القدرة بمستوى أداء جيد نسبيا في مهارة فهم المقروء أيضا.

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# CHAPTER I

# INTRODUCTION

## A. Background of the Problem

Reading cannot be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough.

According to Grabe and Stoller (2002) suggest that reading instruction can teach students to extract and analyse information from texts. Reading serves as a source of information and knowledge for pupils along their educational journey. Students who like reading and engage in reading activities are more likely to have strong writing abilities. Reading helps kids enhance their vocabulary and writing abilities. Students with low reading skills may struggle to study effectively.

Next, Klingner (2007) said that reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in the text, understanding of text types).

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SMA Taruna Mandiri Pekanbaru is one of the State Senior High Schools in Pekanbaru that applies 2013 Curriculum (K13). This school used it as a guidance in teaching and learning process including English subject. Based on curriculum 2013 there are three genres that students should learn, they are recount, descriptive, and report text. In reading, the tenth-grade students are expected to achieve standard competence which is to comprehend the purpose of social function, text structures, language features and the meaning of simple descriptive text contextually.

In formal situations, English subjects are studied twice a week with a duration of 45 minutes for one meeting. Based on the curriculum, the purpose of reading is that students are expected to be able to understand reading texts in the teaching and learning process.

On the other hand, to achieve the required curriculum goals, students must have the ability to interact in English both in formal and informal situations. Reading skill is one of the English skills taught and must be mastered by students at this school. In the syllabus, reading in English cannot be separated from the text as a source. Understanding the text is one focus of reading.

A number of students encounter challenges in acquiring English proficiency, particularly in the comprehension of descriptive text. These difficulties often manifest in the form of limited working memory capacity, difficulties in understanding reading material, and a lack of motivation to engage in reading activities. In contrast to the theoretical assertions that a

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strong working memory directly correlates with superior reading comprehension, this study posits that the actual scenario may be more complex and nuanced.

Short-term memory, a fundamental psychological mechanism involved in language processing, plays a pivotal role in reading activities. This cognitive function serves as a temporary repository for information that is actively engaged in various cognitive tasks, including reading.

Based on preliminary study conducted at Senior High School Taruna Mandiri Pekanbaru, the researcher discovered the following phenomena, some students are uninterested in reading the text, struggle to tell what they have read in their own terms, struggle with reading comprehension, experience difficulties during the learning process and answered the reading questions incorrectly. It can be concluded that students' mental abilities in processing information, thinking, learning, and understanding are still lacking, such as reading and understanding texts.

Memory refers to the process of storing or maintaining information that individuals have acquired throughout their lives. Almost all human activities, whether cognitive, affective, or psychomotor, definitely involve memory. Therefore, memory is very important in various processes experienced by humans.

From the previous research by Yanjie Li and Cindy Brantmeier (2021) more than 30 years of research in L1 reading since Daneman and Carpenter's (1980) seminal work on working memory and reading has

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demonstrated that working memory is an important predictor of reading performance. Readers' comprehension outcomes are operationalized with their performance on comprehension tasks such as multiple-choice, summary test, cloze test, etc. Each type of assessment tasks only measures some aspects of the reader's comprehension.

Therefore, the effect of working memory capacity on L2 reading comprehension is hypothesized to differ when different types of comprehension tasks are used. The correlation analyses showed that the contribution of working memory capacity to reading comprehension varied depending on the type of comprehension measures used and that readers with a larger working memory capacity employed a greater variety of reading strategies than those with a smaller working memory capacity. Working memory has been the focus of much interest to researchers as it is invaluable in predicting higher order cognition such as academic achievement and sentence comprehension (Magimairaj & Montgomery, 2012), in fact it has been stated that, "Working memory is one of the most heuristic and important concepts of cognitive psychology" (Barrouillet, 2007).

Because of the reasons above the researcher is interested in conducting the research about An Analysis of Working Memory Capacity on Reading Comprehension of Senior High School Taruna Mandiri Pekanbaru.

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## B. Identification of the Problem

Analysis of working memory capacity on reading comprehension at the senior high school level can involve identifying specific problems or challenges that students have in this context. Some students have lower level of holding and manipulating information while reading because they have struggled to integrate and connect ideas from the text. Some students have difficulty processing complex sentences that lead to an understanding of the overall meaning, struggling to stay focused especially when faced with long or challenging texts that lead to reduced comprehension.

## C. Limitation of the problem

After describing the problem identification above, it is necessary to formulate this research problem. This study focused on students' working memory on reading comprehension of descriptive texts at Senior High School Taruna Mandiri.

## D. Formulation of the problem

Based on the limitation of the problems stated above, the researcher formulates the problem about how is the working memory on students' reading comprehension in descriptive text of the tenth-grade students at Taruna Mandiri?

## E. Objectives of the Research

The purpose of holding this research is to answer the question in the problem formulation. The objective of the research is to find out how is the

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working memory on students' reading comprehension in descriptive text of the tenth-grade students' at Taruna Mandiri.

## F. Significance of the Research

This research has theoretical and practical significance. Theoretically, this study aims to investigate possible effect of students working memory on reading comprehension. According to University of Michigan research, improving working memory can boost scores in general problem-solving ability and improve fluid intelligence. Fluid intelligence is defined as the ability to solve new problems, use logic in new situations, and identify patterns. In contrast, crystallized intelligence is the ability to use learned knowledge and experience.

Practically, this study aims to help students reach their full potential and become fluent readers on reading comprehension. When students with weak working memory on reading, they may forget what was at the beginning of the paragraph by the time they get to the end. As a result, these students will look like they have difficulty with reading comprehension. They do, but the comprehension problem is due to a failure of the memory system rather than the language system. So, we can conclude that working memory is linked to reading comprehension.

Hopefully, this research is expected to be very meaningful, especially for the researcher as a novice researcher in terms of learning to conduct research. Valuable inputs for both students and teacher of English of tenth-grade students at Senior High School Taruna Mandiri as a

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consideration for the following teaching points and contributory to increasing working memory in reading class.

## G. Definition of the Term

### 1. Working Memory

According to Baddeley (2012) working memory is an evolution of the initial concept of short-term memory. If short-term memory refers only to temporary information storage space, then working memory combines temporary storage space with manipulating that information.

### 2. Reading Comprehension

According to Grabe (2002) reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading without comprehension is nonsense and useless. They are relating to each other and cannot be separate. Comprehend have the same meaning with understanding. It means reading comprehension is the essence of the reading process from what is being read and to find out the meaning from the text.

### 3. Descriptive Text

Jackson (2011) have state that "descriptive text is use to explain what something is like, to give its dimensions, its layout, its characteristic features, its uses, and so on". However, in this research descriptive text is referring to a text which is learned by the students of SMA Taruna Mandiri Pekanbaru.

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# CHAPTER II

# LITERATURE REVIEW

## A. Theoretical Framework

### 1. Reading Comprehension

#### a. Definition of Reading Comprehension

Reading comprehension is a process of reading in order to build understanding (Tarichi, 2017). According to Spear-Swerling in Fitria (2019) reading comprehension is a type of reading that aims to understand the reading itself. Meanwhile, Achmad (2010) states that reading comprehension is a reading strategy that aims to provide an assessment of papers that involve themselves in a reading and make an appropriate analysis of the reading.

Reading comprehension is constructing meaning from text. According to McNamara (2007) reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation. According to Klingner (2007), reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in the text, understanding of text types).

Based on the explanation above, the researcher concluded that reading comprehension is the power to get an idea or meaning from

written text, understanding it by processing the experience and prior knowledge. Also, while reading, the reader not only absorbs new information but the reader also needs to combine it with prior knowledge. If the reader does not have the background knowledge and poor vocabulary, they will have difficulties in comprehending the text.

At this level, the reader is able to infer information beyond what is written on the page, such as the main character's emotion from his actions and words. The reader must be able to use information effectively to determine cause and effect and to predict what might happen next in order to function at the inferential level.

At a more difficult level, the reader is able to evaluate what he or she is reading, for example, spotting the author's effective writing style, spotting when some statements in the text are inaccurate or biased, appreciating the writer's point of view, comparing and contrasting the information with other facts they have read elsewhere, and considering the significance of the opinions presented, if any. The majority of weak readers' cognitive work is consumed by deciphering the print; therefore, they have a great deal of difficulty moving beyond a literal level of comprehension.

Based on several definitions above, the researcher concludes that reading comprehension is an ability of the readers to read a text, understanding the meaning, utilizing of information gained through symbol of the text that involves any level concentration.



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**b. The Components of Reading Comprehension**

According to I.S.P Nation (2009) reading comprehension skill has five components contained in reading text that may help the students in understanding a text. There are finding main idea, finding factual information, Finding the meaning of vocabulary, identifying reference and Making inference. It can be illustrated as follows:

1) Finding factual.

Factual information requires readers to scan specific details. There are many types of question of factual information such as question types of reason, purpose, result, comparison, mean, identify, time, and amount in which most of the answer can be found in the text.

2) Main idea.

Reading concerns meaning to greater extent than it with form. An efficient reader understands not only the ideas but also their relative significance, as express by the author. In other words, some of the ideas are super ordinate while another subordinate.

3) References.

In English, as in other language, it would be clumsy and boring to have repeated some word or phrase every time a reader used it. Instead of repeating the same word or phrase

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several times it has been used. We usually refer to it rather than repeated it. For this purpose, we use reference words most often, reference expression will refer to a preceding word or phrase. Reference words are usually short and are very frequently pronouns, such as it, she, he, this, those and so on.

4) Inference.

Students are expected to make accurate predictions. The prediction can make by correctly interpreting the indication a writer's gives. Reading comprehension also can be differed by its purpose. Based on the experts' explanation above, the researcher concludes the reading comprehension is one's ability in comprehending the message of the English reading materials. It is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. It involves the process, identifying the text element such as, finding main idea, details, and the meaning vocabulary in context, identifying reference, and making inferences.

5) Vocabulary.

Vocabulary is a set of lexes such as single word, compound words and idioms. vocabulary as words in a language; the

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total number of vocabularies is a list of words with their meanings.

**c. The Implementation of Curriculum 2013 for Teaching Reading**

Regarding the curriculum implementation, In Indonesian context, different curriculums are implemented periodically; different stakeholder in different government era may produce a different curriculum in the curriculum are because of the changes of needs: political and academic needs. The needs of students/learners and stakeholders are a different year by year.

Therefore, some changes need to be made to fulfill the students need. As stated in the Government Regulation of Ministry of Education and Culture in number of 58, the year of 2014, the aim of the 2013 Curriculum is to prepare the Indonesian in order to have the ability to live as individual and citizen that is faithful, productive, innovative, effective, and able to contribute to the social life, nation, country, and the world civilization. This curriculum is the next step of developing of curriculum based on competencies. The competencies, furthermore, is designed integrally with the attitude, knowledge, and skills. (Kemendikbud, 2014)

The 2013 curriculum is a curriculum of value which is occupied by character building. According to Mulyasa (2013), the

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implementation of the 2013 curriculum is independent that learner can increase and use their knowledge, assess the value of character good morality in order they will exhibit positive attitudes in their daily behavior.

The values are mentioned in Core Competences (Kompetensi Inti/ KI). These competencies contain four competencies (KI 1 to KI 4). KI 1 refers to spiritual aspects, KI 2 is for social aspects (behavior), KI 3 is designed for knowledge aspects, and KI 4 is for skills aspects. Basic Competences which are abbreviated with KD is the references to develop the competencies in indicators. In the 2013 curriculum, the teaching learning activities are based on scientific approach.

The approach covers five steps, i.e. observing, questioning, gaining information, associating, and communicating. The teaching method, therefore, collaborates with the inquiry-based learning, project-based learning, discovery learning, problem-based learning and task-based learning.

**d. Reading Comprehension Difficulties and Factors Influencing the Difficulties**

Reading comprehension problems have been a popular issue in EFL teaching and learning for a long time. A number of studies show that most EFL students often experience difficulties in understanding English texts. Kasim (2017) conducted research

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to determine students' difficulties in reading comprehension. They found that EFL students in Banda Aceh had several reading comprehension problems, namely the meaning of new vocabulary, word complexity, passive voice, word order and tenses in linguistics. The main factor for their problems in understanding English texts is foreign vocabulary.

In addition, Westwood (2008) discussed that reading comprehension difficulties can be caused by a variety of different factors, including individual intrinsic factors and other factors related to inadequate instruction or inappropriate material. Westwood pointed out that there are eight causes of reading comprehension difficulties, they are limited vocabulary knowledge, lack of fluency, lack of subject matter familiarity, inadequate use of reading strategies, legibility, weak verbal reasoning, problems processing information, and problems remembering after reading.

Just as the relationship between remembering and learning exists, there is also a relationship between remembering and understanding. If we understand something, we are often able to remember it better. Once we understand, we may be able to know where to store the information in long-term memory, and then lead to effective retrieval. Furthermore, if we are able to retrieve previously learned information from long-term memory when we

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are presented with new to-be-learned information, we can associate between the two and, therefore understand the new information better. In this way, memory facilitates understanding (Thorne, 2003).

**2. Working Memory (WM)**

**a. Definition of Working Memory (WM)**

Researcher have view what are formerly known as short term memory as working memory (Baddeley A. , 1986). The change in terminology results from the notion that this specific component of cognitive and linguistic processing is responsible not only for the storing of information but also for processing language input and output and integrating text components with one another and with previously acquired knowledge (Siegel, 1989). Keeping an item in short-term memory for a certain amount of time lets you eventually transfer it to long-term memory for more permanent storage. This process is facilitated by the mental work of repeating the information, which is why the expression “working memory” is increasingly used as a synonym for short-term memory.

According to Goldstein (2011) working memory is one component or part of short-term memory. This process is facilitated by the mental work of repeating the information, which is why the expression “working memory” is increasingly used as

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a synonym for short-term memory. Working memory is a cognitive system responsible for temporarily holding and manipulating information in the mind. It plays a crucial role in learning and academic performance, making it an important concept to understand for students.

Next, Baddeley (2012) stated working memory is an evolution of the initial concept of short-term memory. If short-term memory refers only to temporary information storage space, then working memory combines temporary storage space with manipulating that information. There seems to be much confusion about which components of working memory have the most significant influence on reading comprehension.

Furthermore, Baddeley (Fisher, 2008) suggests that research should be directed at identifying the key executive processes of working memory, and the individual role played by the phonological loop, in working memory performance. How the phonological loop is involved specifically with adjectives during reading or language tasks? Adjectives are words that describe nouns (e.g., red, tall, heavy, beautiful). When you read or hear adjectives, your brain uses the phonological loop to temporarily hold and process their sounds and meanings.

It may be useful to measure and assess each aspect of working memory individually, in order to fully understand the

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nature of working memory and determine where it is deficient (Fisher, 2008).

In memory, of course, each storage space has a different capacity, such as working memory. Working memory capacity is a system that has a limited capacity to store and manipulate temporary information. Working memory capacity has an important role in the development of cognition and the learning process of children in the academic field Andrews (2011) Individuals will have a high working memory capacity if the ability in the learning process such as counting, remembering, reading, concentrating and so on is also high (Autin, 2012).

**b. Working Memory and Reading Comprehension**

Westwood (2013), states that working memory is the main feature involved in reading comprehension and in understanding and communicating through spoken language. Intuitively, one can understand why working memory is so important for reading comprehension performance: To build a coherent representation of a text while reading it, it is necessary to store online in temporary memory a mental model of the situation outlined in the text, as well as dynamically revise it when new information becomes available, especially if the new information does not match previous information.

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The relationship between working memory and reading comprehension may occur because an important component of comprehension skills is the ability to process semantic and syntactic relationships between consecutive words, phrases and sentences, to develop a coherent representation of the entire text (Oakhill. J, 2011). In all current models of reading comprehension, integration and inference processes are important in the structure of a coherent text model, both locally and globally.

Working memory acts as a buffer for the most recently read propositions in a text, so that it can be combined with the current model of the text, and also holds information accessed from long-term memory to facilitate its integration with the currently active text. Therefore, children with poor working memory capacity should be less capable of this type of processing than children with greater working memory capacity (Oakhill. J, 2011).

**3. Descriptive Text**

**a. Definition of Descriptive Text**

According to Anderson (2003), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to talk about subject by describing its feature without including personal opinions.

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Moreover, Barbara (2004) added that description gives a significant point of view because it transforms our feeling and extends our experiences. It means that description is telling about something or someone particularly which bring the reader's perception change and spread the reader's knowledge widely.

**b. The Elements of Descriptive Text**

The descriptive text contains some elements. According to Apriliansyah (2016) descriptive text contains three elements. They are:

1) Social Function. The social function of descriptive text is to describe certain people, places, or objects.
2) Generic Structure
    a) Identification. It is use to identify the phenomenon that will be explain.
    b) Feature Description. It is use to describe features in the order of importance such as parts/objects (physical appearance), quality (level of beauty, excellent, or value), and other characteristics (unique prominent aspects).
3) Language Features.
    a) Focusing on particular nouns, for examples: uncle, hospital, my rabbits, etc.

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b) Using adjective types, for examples: confusing stories, unique bottles, simple women, etc.

c) Using a relational process, for examples: we have two cats; his niece is very smart; I water the flowers; etc.

d) Using figurative language, for examples: Rita's smile is as sweet as sugar; this ice cream is as cold as snow; our face is as light as the moon; etc.

e) Using conjunctions, for examples: my house is big, so there are many rooms in it; we buy some fruit, and we give them to the orphans, our house yard is very clean, for we sweep it every morning; etc.

The Example of Descriptive Text

**Identification:**

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.

**Description:**

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month.

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Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

Resource from Wardani, Basri, & Waris (2014)

**c. Assessment of Reading Comprehension in Descriptive Text**

Fink (1983) said that the purpose of description is to imagine the reader by using a picture of a person, subject, or setting. It is allowed by using picture, so that the reader can visualize it.

According to Febriani (2011) the purpose of the descriptive text is to get the reader imagine within the story to get pleasure and information. Generally, the purpose of descriptive text is to describe something, someone, a place, animal, or plants specifically.

Furthermore, Stanley M. and King (1999) in Ningsih (2015) states that there are five components of reading comprehension which are appropriate with Islamic Senior High School curriculum, they are:

1) Finding main ideas. It is the main topic can be discussing in a paragraph in which help the readers to guess what paragraph is about. Main idea can be able to find in the first, middle, or the last sentence of the paragraph.

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2) Finding factual information. It requires the readers to scan specific details of the text. It usually appears with guessing question word. Finding factual information can be able to find detail information such as person, place, event and time.
3) Finding the meaning of vocabulary in the context. The reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they have read.
4) Identifying reference. The same words or phrases find in several times in the paragraph. They are usually short and very frequently pronouns, such as they, she, he, it, her, him, and others. This component can be able to identify the word which they refer to help the reader understand the reading passage.
5) Making inference. The readers are expecting to make accurate prediction. The prediction can make by correctly interpreting the indicators a writer's gives.

## B. Relevant Research

1. Research by Yanjie Li and Cindy Brantmeier (2021) entitled "The Effects of Working Memory Capacity on Reading Comprehension and Strategy Use with Chinese EFL University Students" The research showed that the contribution of WMC to reading comprehension varied depending on the type of comprehension

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measures used and that readers with a larger WMC employed a greater variety of reading strategies than those with a smaller WMC. In addition, correlation analyses and independent sample t-tests revealed that, compared to readers with a smaller WMC who favoured decoding strategies, readers with a larger WMC tended to use more top-down strategies that facilitated the global comprehension of the text. Implications and suggestions for future research are also provided.

2. Research by Dr. Hossein Siahpoosh and Mona Fanaee (2022) entitled "The Impacts of Working Memory on Reading Comprehension of Iranian EFL Learners". Correlation analysis showed that the contribution of the WMC to reading comprehension varied with the type of reading comprehension scale, and that readers with high WMC used a variety of reading strategies than readers with low WMC. In addition, correlation analysis and independent sample t-tests showed that readers with high WMC tended to use top-down strategies that contributed more to global understanding of texts compared to readers with low WMC who favored decoding strategies.
3. Research by Davi Alves Oliveira (2016) entitled "Working Memory Capacity and Mental Translation in EFL Reading Comprehension". The research showed a weak but statistically significant correlation between working memory capacity and recall scores in the second

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condition and no correlations between working memory capacity and reading time.

4. Research by Masyitoh (2020) entitled "The Correlation between Student's Working Memory and Their Reading Comprehension in Recount Text of Tenth Grade at Islamic Senior High School Teknologi Riau Pekanbaru". The research showed that students' working memory was categorized into middle level and students' reading comprehension was categorized into less level. It can be concluded that there is significant correlation between students' working memory and their reading comprehension at Islamic Senior High School Teknologi Riau.
5. Research by Amber Jean Sadler (2014) entitled "Working Memory and Reading Comprehension Abilities in Grade 4 Boys". The research showed a positive linear relationship between reading comprehension and working memory in grade 4 boys as reading comprehension increase so does working memory.

In conclusion, this research has similarities and differences with previous research. The similarities are the theory that the researcher use is working memory, also the text that will use is descriptive text. The differences are the curriculum implemented in the research school is Curriculum 2013, meanwhile in the previous research the curriculum implemented is related to their school or university.

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## C. Operational Concept

Operational concept was used to give limitation to the theoretical framework due to avoid misunderstanding and misinterpreting for the readers in this research. Operational concept also continues to operate abstractly from research planning, that is defined in certain words so that is easy to measure. As claimed by Syafi'i (2018), operational concepts are derived from connected theoretical concepts on all the variables that should be used in a research paper in a practical and empirical operated in an academic writing.

The theoretical framework for this research was Baddeley and Hitch's influential model of working memory which was first formulated in 1974 and subsequently refined by Baddeley in 2000. This model provides a theoretical framework with which to describe the relationship between the working memory system and reading comprehension.

According to Lefrançois (2012) Baddeley's model of working memory attempts to clarify the process involved in paying attention, in learning, and in remembering. The Baddeley and Hitch model suggests that because working memory is flexible, should the phonological loop.

1. Comparing adjectives
2. Remembering a list of adjectives

This model of working memory has been validated by evidence from studies of children by Alloway, Gathercole, & Pickering (Alloway, 2007) and 2neuroimaging investigations by Valler & Papagno (Alloway, 2007) and has survived more than 30 years of academic scrutiny (Pickering, 2006).

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# CHAPTER III

# RESEARCH METHOD

## A. Research Design

This research was a descriptive research design. This research was quantitative research with is used to analysis design. According to Creswell (2012), this descriptive question to identify participants' responses to a single variable or question. This single variable may be independent, a dependent, or an intervening variable. Cresswel (2012), also stated that survey research design is a procedure in quantitative research because a researcher collects the data by using questionnaire which investigators survey to a sample to describe the attitude, opinion, behavior, or characteristic of population.

This research aims to elucidate the underlying factors and dynamics of a specific phenomenon. By conducting a comprehensive analysis of relevant variables, the study seeks to enhance the researcher's capacity to draw informed and substantiated conclusions. The findings were presented in a clear and concise written format, incorporating the quantitative results derived from the calculation of research indicators.

## B. Time and Location of the Research

The time of the research was conducted on October to December 2024. The location of the research was conducted at the tenth-grade students of the Taruna Mandiri.

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## C. Subject and Object of the Research

The subject of the research is the tenth-grade students of the Taruna Mandiri. The object of the research is an analysis of Working Memory Capacity at Tenth Grade Students on Reading Comprehension of Senior High School Taruna Mandiri.

## D. Population and Sample of the Research

The population of this research are the tenth-grade students of the Senior high school Taruna Mandiri. Cresswell (2012) note that the population is the group of individuals that have one characteristic that distinguishes them from other groups. There are 10 classes of the tenth-grade students of the Senior high school Taruna Mandiri. The total population of the first-year students have 300 students.

**Table III.1**
**The Total Population of the Tenth Grade of Senior High School Taruna Mandiri**

| No | Classes | Total |
|---|---|---|
| 1 | X A | 30 |
| 2 | X B | 30 |
| 3 | X C | 30 |
| 4 | X D | 30 |
| 5 | X E | 30 |
| 6 | X F | 30 |
| 7 | X G | 30 |
| 8 | X H | 30 |
| 9 | X I | 30 |
| 10 | X J | 30 |
| **Total** | | **300** |

Based on the total population, the population are more than 100 students. So, the researcher used simple random sampling in taking the

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sample. Simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample (Nuardi, 2013). It means that by using simple random sampling we can choose individuals as the sample to represent the population. Arikunto (2006) suggested that simple random sampling is if the population is more than 100 persons, the sample can be taken between 10-15%, 20-25% or more. In this research, there are 300 students as the population and the researcher took 10% of the population, so the total samples are 30 students, the researcher took the sample by using lottery.

**Table III.2**
**The Total Sample**

| No | Classes | Total | 10% |
|---|---|---|---|
| 1 | X A | 30 | 3 |
| 2 | X B | 30 | 3 |
| 3 | X C | 30 | 3 |
| 4 | X D | 30 | 3 |
| 5 | X E | 30 | 3 |
| 6 | X F | 30 | 3 |
| 7 | X G | 30 | 3 |
| 8 | X H | 30 | 3 |
| 9 | X I | 30 | 3 |
| 10 | X J | 30 | 3 |
| **Total** | | **300** | **30** |

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## E. Technique of Collecting the Data

The data collection methods used in the study are test, questionnaire and documentation. Here is an explanation of the methods:

### 1. Test

To collecting the data, the researcher used test. According to Brown (2003), test means a method measuring of a person's ability, knowledge or performance. To collect the data from the sample, the researcher is using multiple-choice items from which they have to choose one correct answer among four options. This assessment will evaluate students' working memory capacity through reading comprehension, specifically as applied to descriptive text. The assessment comprises twenty-five items. Each correct response is awarded four points. Upon completion of the assessment, the researcher tabulated the total score obtained by each student.

**Table III.3**
**The Classification of Students' Working Memory**

| Score | Category |
|---|---|
| 90-100 | Excellent |
| 70-89 | Good |
| 50-69 | Average |
| ≤ 50 | Below Average |

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**2. Validity**

The test used for testing students' working memory difficulties on reading comprehension had to have validity. In according to Bachman (2004) explains that validity is an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and action based on test scores or other modes of assessment.

In according Brown (2003) said that the expert should look into whether the test content is representative of the skills that are supposed to be measured. This involves looking into the consistency between the syllabus content, the test objective, and the test contents. If the test contents cover the test objectives, which in turn are representatives of the syllabus, it could be said that the test possesses content validity. Hughes (2005) also state that a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc which it is meant to be concerned.

To find out the accuracy of a measuring instrument in measuring data, it was necessary to test the measuring instrument, whether it was valid or not. In this research, researcher used 30 students to test the validity. The value of $r_{observed}$ must be compared with $r_{table}$. Degree of freedom 30-2=28, $r_{table}$=28 are 0,36.

If the value of $r_{observed} > r_{table}$= valid

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If the total value of $r_{observed} < r_{table}$ = invalid

| Item | $r_{observed}$ | $r_{table}$ (df=28;5%) | Result |
|---|---|---|---|
| Item 1 | 0,43 | 0,36 | Valid |
| Item 2 | 0,41 | 0,36 | Valid |
| Item 3 | 0,45 | 0,36 | Valid |
| Item 4 | 0,50 | 0,36 | Valid |
| Item 5 | 0,39 | 0,36 | Valid |
| Item 6 | 0,39 | 0,36 | Valid |
| Item 7 | 0,37 | 0,36 | Valid |
| Item 8 | 0,44 | 0,36 | Valid |
| Item 9 | 0,42 | 0,36 | Valid |
| Item 10 | 0,42 | 0,36 | Valid |
| Item 11 | 0,40 | 0,36 | Valid |
| Item 12 | 0,45 | 0,36 | Valid |
| Item 13 | 0,37 | 0,36 | Valid |
| Item 14 | 0,44 | 0,36 | Valid |
| Item 15 | 0,45 | 0,36 | Valid |
| Item 16 | 0,56 | 0,36 | Valid |
| Item 17 | 0,63 | 0,36 | Valid |
| Item 18 | 0,55 | 0,36 | Valid |
| Item 19 | 0,45 | 0,36 | Valid |
| Item 20 | 0,42 | 0,36 | Valid |
| Item 21 | 0,39 | 0,36 | Valid |
| Item 22 | 0,51 | 0,36 | Valid |
| Item 23 | 0,40 | 0,36 | Valid |
| Item 24 | 0,52 | 0,36 | Valid |
| Item 25 | 0,42 | 0,36 | Valid |

The data above was consulted with rtable at a significance level of 5%. Usually, researchers use a significance level of 5% or 1% because it is more suitable for educational research, but in this research the researchers used a significance level of 5% because most researchers previously used 5% and in SPSS the significance is written by default as 0.05 (5%). In this research there were 30 students, meaning N = 30. According to Harrington (2009), df = N-2 = 30-2 = 28. Researchers took df 28, so in this research there were 25 vocabulary mastery in under comprehending descriptive text test items is used in this research.

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### 3. Reliability

Bachman (2004) states that reliability is the consistency of measures across different conditions in the measurement procedures. Test administration must be consistent by which a test can be said as a well-organized test. In vice versa, bad administration and unplanned arrangements of a test can make it does not work in measuring students' accomplishment. It is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

To make it easier, the researcher uses SPSS. The reliability of a psychometric instrument refers to the extent to which scores on the instrument are free from errors of measurement. The characteristic of reliability was sometimes termed consistency (Brown, 2003). The following table is the level of internal consistency of Cronbach alpha by (Cohen, 2007).

**Table III.4**
**Level of Internal Consistency of Cronbach Alpha**

| No | Reliability | Category |
|---|---|---|
| 1 | ≥ 0.90 | Very highly reliable |
| 2 | 0.80 – 0.90 | Highly reliable |
| 3 | 0.70 – 0.79 | Reliable |
| 4 | 0.60 – 0.69 | Minimally reliable |
| 5 | ≤ 0.60 | Unacceptably low reliable |

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In this research, the researcher used SPSS to calculate the reliability of the test. The result of the reliability for the test is as follow:

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| ,837 | ,839 | 25 |

The table showed that the reliability of the test was 0.837 which is categorized into the highly reliable level.

## F. Technique of Data Analysis

Regarding data with descriptive statistics, researcher need to first pay attention to the type of data. If the researcher has discrete data, the presentation of the data that can be done is to look for absolute frequencies, relative frequencies (looking for percentages), and look for measures of central tendency, namely: mode, median and mean (Arikunto, 2013).

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

Where:

P = Percentage
F = Frequency
N = Respondent

As a result of data collection, a number of data is obtained that was provide answers to research problems. In data processing, several steps are carried out in data processing activities related to tabulation, calculating and interpreting data. Meanwhile, to simplify data processing, the SPSS computer program was used. Descriptive analysis is used to know the measurement of central tendency of the mean score of the students' reading

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comprehension. According to Gray et al, (2007) measurement central tendency provides to describe the average and typical respondent. Singh (2006) state mean score can be calculated by using a following formula:

$$M = \frac{\sum x \cdot}{N}$$

M =Mean of students' score

$\sum x$ =The sum of the students' score

N =Total number of all students

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# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the explanation at chapter IV, the researcher concludes that the answer of the formulation of the problem. The majority of students have an average to good working memory on reading comprehension with 77% of performing in a good category. The mean score was calculated to be 78%, this suggests on average, the students' working memory falls within good category.

This study shows that cognitive processes, in terms of working memory, can be improved and developed through conscious effort in the way we teach and in the way we enable students to practice these skills in the classroom. Poor working memory appears to place a child at high risk for poor scholastic achievement.

## B. Suggestion

This study suggests that effective comprehension can be achieved if remediation and intervention programs use management strategies that ease the burden placed on working memory. This can lead to success in school and work outside of school, as well as in their personal lives. Those who can read and have high literacy memory will have better career choices, be able to access higher education and generally lead more meaningful lives. Of course, this will help the transition in the tenth grade, from learning to read,

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to reading to learn. There are several suggestions that the researcher would like to convey to the readers, there are:

1. For teachers, especially English teachers, the teacher could use working memory theory as an alternative approach to improvement students' reading comprehension. It can be useful to improve their English teaching and learning. The learning material should be related to the context of the students live in order to make the students easier to relate new information and their background knowledge.
2. For the students, the students are hoped to enrich their vocabulary in order to comprehend the text easier. They are expected to pay attention in teaching process and try to respond the teachers' question. And they are expected to identify and find the main idea and important information in descriptive text.
3. For future researchers, it is hoped that this research can become an additional reference in further research. Furthermore, it is hoped that this research can be developed and used with other abilities in English.

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**APPENDIX 1**

**Syllabus**

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# SILABUS PEMBELAJARAN

**Mata Pelajaran : BAHASA INGGRIS-WAJIB**
**Kelas : X IPA/IPS**
**Kompetensi Inti :**

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar<br>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan | **Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.**<br>Fungsi sosial<br>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb. | **Mengamati**<br>• Siswa memperhatikan / menonton beberapa contoh teks / film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.<br>• Siswa menirukan contoh secara terbimbing.<br>• Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks.<br>**Mempertanyakan (questioning)**<br>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain | **CARA PENILAIAN:**<br>**Unjuk kerja**<br>• Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas/ berpasangan.<br>• Ketepatan dan kesesuaian dalam menggunakan struktur teks dan | 1 JP | • Laptop<br>• Koran/ majalah berbahasa Inggris |

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| guru dan teman.<br><br>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya<br><br>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | Struktur teks<br><br>1. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian bagiannya yang dipilih untuk dideskripsikan<br>2. Penyebutan sifat orang, tempat wisata, dan bagunan bersejarah terkenal dan bagiannya dan<br>3. Penyebutan Tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.<br><br>Yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.<br><br>Unsur kebahasaan | perbedaan antar berbagai teks deskripsi yang ada dalam Bahasa inggris, perbedaan tekas dalam Bahasa Indonesia.<br>• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif.<br><br>**Mengeksplorasi**<br>• Siswa secara berkelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat.<br>• Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.<br>• Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan.<br>• Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapaidari model yang dipelajari.<br><br>**Mengasosiasi**<br>• Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingakan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal | unsur kebahasaan dalam membuat teks deskriptif<br><br>**Pengamatan (observations):**<br><br>Bukan penelitian formal seperti tes, tetapi untuk tujuan memberi balikan sasaran penilaian.<br>• Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi.<br>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dekriptif.<br>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.<br>• Ketepatan dan kesesuaian menggunakan strategi dalam | | |

| | | | | | |
|---|---|---|---|---|---|
| | 1. Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.<br>2. Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.<br>3. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. | dengan fokus pada struktur teks dan unsur kebahasaan.<br>• Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.<br>• Siswa memperoleh balikan (feedback) dari guru dan teman tenang setiap yang dia sampaikan dalam kerja kelompok.<br>**Mengkomunikasikan**<br>• Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya. | membaca.<br>**Portofolio**<br>• Kumpulan hasil tes dan latihan. | | |

Pekanbaru, 05 Oktober 2024

Mengetahui,
Guru Mata Pelajaran Bahasa Inggris

Debby Kursani S.Pd

Peneliti

Gustiara Adisty
11910420306

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**APPENDIX 2**

**Lesson Plan**

## RENCANA PELAKSANAAN PEMBELAJARAN

| | | | |
|---|---|---|---|
| Sekolah | : SMA Taruna Pekanbaru | Kelas | : X/I(Ganjil) |
| Mata pelajaran | : Bahasa Inggris | Alokasi Waktu | : 1 JP |
| Materi pokok | : Teks deskriptif | Jenjang | : X |

**PERTEMUAN I**

**A. TUJUAN PEMBELAJARAN**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapatmmenganalisis unsur kebahasaan dari teks eksposisi analitis

**Media/Alat, Bahan dan Sumber Belajar**

Media : Worksheet atau lembar kerja (siswa), Lembar penilaian
Alat /Bahan : Spidol, papan tulis, Laptop & infokus.
Sumber Belajar : Buku dan internet.

**B. KEGIATAN PEMBELAJARAN**

| | |
|---|---|
| **Pendahuluan** | |
| 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran,memeriksa kehadiran peserta didik sebagai sikap disiplin. | |
| 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. | |
| 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: ***Unsur-Unsur Kebahasaan Dari Teks Eksposisi Analitis.*** | |
| 4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh, | |
| **Kegiatan Inti** | **KEGIATAN LITERASI** |
| | Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait ***Unsur-Unsur Kebahasaan Dari Teks Deskriptif.*** |
| | **CRITICAL THINKING** |
| | Guru mengarahkan pemikiran siswa dengan mengajukan pertanyaan-pertanyaan. Pertanyaan ini harus tetap berkaitan dengan materi ***Unsur-Unsur Kebahasaan Dari Teks Deskriptif.*** |
| | **COLLABORATION** |
| | Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Unsur-Unsur Kebahasaan Dari Teks Deskriptif.*** |
| | **COMMUNICATION** |
| | Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan |
| | **CREATIVITY** |
| | Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Unsur-Unsur Kebahasaan Dari Teks Deskriptif.*** Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. |
| **Penutup** | |
| 1. Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. | |
| 1. Melakukan refleksi tentang proses dan hasil belajar peserta didik. | |

**C. PENILAIAN HASIL PEMBELAJARAN**

1. **Penilaian Pengetahuan:** berupa tes tertulis uraian
2. **Penilaian Keterampilan:** berupa penilaian portofolio dan proyek.

Pekanbaru, 22 November 2024

Mengetahui,
Guru mata Pelajaran Bahasa inggris

Debby Kursani S.Pd

Peneliti

Gustiara Adisty
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**APPENDIX 3**

**Instrument**

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Name :

Class :

Direction

1. Write down your name and class on the appropriate place.
2. This test is used for research only.
3. Choose the best answer for the questions.
4. The time given is 45 minutes.
5. The test consists of 25 of items.
6. Thank you so much for the participation.

Komodo

Komodo dragons are the (1) .... lizards in the world. Some people say it is a dragon and (2) ..... say that the Komodo dragon is one of the ancient animals that have survived to this day. The dragon's (3) ….. home is Komodo Island, Indonesia.

Komodo dragons grow to a maximum length of 3 meters and weigh 70-80 kilograms. Komodo dragons are venomous lizards that hunt other animals such as birds and mammals. Despite only having one ear and poor eyesight, using his tongue and smell he can find the carcass in a radius of 9.5 km. Komodo dragons think (4) .... the same as animals in general, therefore humans are prohibited from approaching because the Komodo dragon is a (5) ….. animal that can attack and kill humans if there is no other food to eat.

1. What is the correct for answer of number 1?
   a. Larger
   b. Largest
   c. Largely
   d. Largeness
2. What is the correct for answer of the number 2?
   a. Sciential
   b. Science
   c. Scientist

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d. Scientific

3. What is the correct answer of number 3?
   a. Originally
   b. Original
   c. Originals
   d. Unoriginal
4. What is the correct answer of number 4?
   a. Antirationally
   b. Subrationally
   c. Transrationally
   d. Irrationally
5. What is the correct answer of number 5?
   a. Dangerous
   b. Danger
   c. Dangerously
   d. Dangers

My Mother

I have a mother. She is very … (6) and loves me. She is … (7) to advise me and wish me the best.

She is a … (8) woman with a sharp nose and a round face shape. She is about 155 cm … (9) and weighs 62 kg. He has olive skin and … (10) blackhair.

6. a. Kind
   b. Bad
   c. Lazy
   d. Evil
7. a. Misery
   b. Poor
   c. Happy
   d. Suffer
8. a. Ugly
   b. Beautiful
   c. Bad

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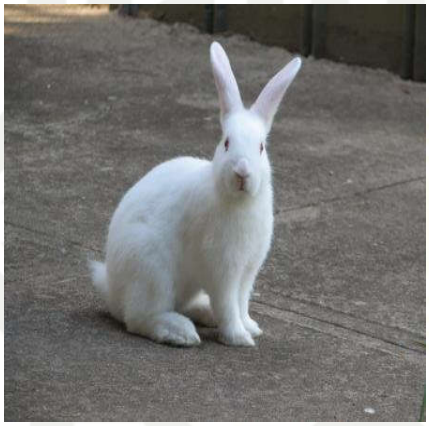
d. Nasty

9. a. Tall
   b. Short
   c. Low
   d. Concise
10. a. Short
    b. Concise
    c. Tall
    d. Long



Rabbits are small, furry, mammals with long ears, ... (11) fluffy tails, and … (12), large hind legs. They have two pairs of sharp incisors (front teeth), one pair on top and one pair on the bottom. They also have two pegs' teeth behind the top incisors. They like to eat the grass. Like other rabbits, she hops using her legs and is very … (13). Her hind legs are very … (14) to hop. These rabbits have white… (15) fur and red eyes.

| | | | |
|---|---|---|---|
| 11. a. small | b. Long | c. Short | d. Wide |
| 12. a. Strong | b. Weak | c. Low | d. Big |
| 13. a. Large | b. Stiff | c. Agile | d. Slow |
| 14. a. High | b. Adorable | c. Cute | d. Powerful |
| 15. a. Hard | b. Rude | c. Gentle | d. Soft |

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| | | |
|---|---|---|
| - | Hard working | Honest |
| - | Stubborn | Generous |
| - | Selfish | Bossy |
| - | Polite | Confident |
| - | Patient | Cheerful |

16. Bayu is a great boy. He never tells lies. I think he is ...
17. Maya never changes her idea. She is really ...
18. Nuri always does her homework. She is very successful. She is ...
19. Siska always wants everything for herself. I think she is ...
20. Ahmad likes buying presents for his friends. He is ...
21. Alda is very  She always says “please” and “thank you”
22. My cousin Mala often tells me what to do. She is very ...
23. My English teacher is always very ... She will explain anything to us if we don’t understand it.
24. Jimin is ... that he will win the match. He has practiced a lot.
25. Nana is the most ... person I’ve ever met. She is always smiling and telling jokes.

*Thank You*

UIN SUSKA RIAU

Answer Key

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

16. Honest
17. Stubborn
18. Hard working
19. Selfish
20. Generous
21. Polite
22. Bossy
23. Patient
24. Confident
25. Cheerful

UIN SUSKA RIAU
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**APPENDIX 4**

**Students' Test**

UIN SUSKA RIAU

B = 20
S = 5

Name : REVI DWI PUTRI .N

Class : X-E

Direction

1. Write down your name and class on the appropriate place.
2. This test is used for research only.
3. Choose the best answer for the questions.
4. The time given is 45 minutes.
5. The test consists of 25 of items.
6. Thank you so much for the participation.

## Komodo

Komodo dragons are the (1) .... lizards in the world. Some people say it is a dragon and (2) ..... say that the Komodo dragon is one of the ancient animals that have survived to this day. The dragon's (3) ….. home is Komodo Island, Indonesia.

Komodo dragons grow to a maximum length of 3 meters and weigh 70-80 kilograms. Komodo dragons are venomous lizards that hunt other animals such as birds and mammals. Despite only having one ear and poor eyesight, using his tongue and smell he can find the carcass in a radius of 9.5 km. Komodo dragons think (4) .... the same as animals in general, therefore humans are prohibited from approaching because the Komodo dragon is a (5) ….. animal that can attack and kill humans if there is no other food to eat.

1. What is the correct for answer of number 1?
   a. Larger
   b. Largest
   c. Largely
   d. Largeness
2. What is the correct for answer of the number 2?
   a. Sciential
   b. Science
   c. Scientist

d. Scientific

3. What is the correct answer of number 3?
   a. Originally
   b. Original
   c. Originals
   d. Unoriginal
4. What is the correct answer of number 4?
   a. Antirationally
   b. Subrationally
   c. Transrationally
   d. Irrationally
5. What is the correct answer of number 5?
   a. Dangerous
   b. Danger
   c. Dangerously
   d. Dangers

My Mother

I have a mother. She is very … (6) and loves me. She is … (7) to advise me and wish me the best.

She is a … (8) woman with a sharp nose and a round face shape. She is about 155 cm … (9) and weighs 62 kg. He has olive skin and … (10) blackhair.

6. a. Kind
   b. Bad
   c. Lazy
   d. Evil
7. a. Misery
   b. Poor
   c. Happy
   d. Suffer
8. a. Ugly
   b. Beautiful
   c. Bad

d. Nasty

9. a. Tall
   b. Short
   c. Low
   d. Concise

10. a. Short
    b. Concise
    c. Tall
    d. Long

Rabbits are small, furry, mammals with long ears, ... (11) fluffy tails, and ... (12), large hind legs. They have two pairs of sharp incisors (front teeth), one pair on top and one pair on the bottom. They also have two pegs' teeth behind the top incisors. They like to eat the grass. Like other rabbits, she hops using her legs and is very ... (13). Her hind legs are very ... (14) to hop. These rabbits have white... (15) fur and red eyes.

| | | | |
|---|---|---|---|
| 11. a. small | b. Long | c. Short | d. Wide |
| 12. a. Strong | b. Weak | c. Low | d. Big |
| 13. a. Large | b. Stiff | c. Agile | d. Slow |
| 14. a. High | b. Adorable | c. Cute | d. Powerful |
| 15. a. Hard | b. Rude | c. Gentle | d. Soft |

| | |
|---|---|
| - Hard working - | Honest · |
| - Stubborn · | Generous · |
| - Selfish | Bossy |
| - Polite | Confident |
| - Patient | Cheerful |

16. Bayu is a great boy. He never tells lies. I think he is honest
17. Maya never changes her idea. She is really stubborn
18. Nuri always does her homework. She is very successful. She is hard working
19. Siska always wants everything for herself. I think she is ~~generous~~ selfish
20. Ahmad likes buying presents for his friends. He is generous
21. Alda is very She always says "please" and "thank you" polite
22. My cousin Mala often tells me what to do. She is very bossy
23. My English teacher is always very ... She will explain anything to us if we don't understand it. confident patient
24. Jimin is ... that he will win the match. He has practiced a lot.
25. Nana is the most ... person I've ever met. She is always smiling and telling jokes. cheerful

*Thank You*

B = 20
S = 5

Name : Wira Adriono S

Class : X . 5

Direction

1. Write down your name and class on the appropriate place.
2. This test is used for research only.
3. Choose the best answer for the questions.
4. The time given is 45 minutes.
5. The test consists of 25 of items.
6. Thank you so much for the participation.

## Komodo

Komodo dragons are the (1) .... lizards in the world. Some people say it is a dragon and (2) ..... say that the Komodo dragon is one of the ancient animals that have survived to this day. The dragon's (3) ….. home is Komodo Island, Indonesia.

Komodo dragons grow to a maximum length of 3 meters and weigh 70-80 kilograms. Komodo dragons are venomous lizards that hunt other animals such as birds and mammals. Despite only having one ear and poor eyesight, using his tongue and smell he can find the carcass in a radius of 9.5 km. Komodo dragons think (4) .... the same as animals in general, therefore humans are prohibited from approaching because the Komodo dragon is a (5) ….. animal that can attack and kill humans if there is no other food to eat.

1. What is the correct for answer of number 1?
   a. Larger
   (b.) Largest
   c. Largely
   d. Largeness
2. What is the correct for answer of the number 2?
   a. Sciential
   b. Science
   (c) Scientist

d. Scientific

3. What is the correct answer of number 3?
   a. Originally
   b. Original
   c. Originals
   d. Unoriginal
4. What is the correct answer of number 4?
   a. Antirationally
   b. Subrationally
   c. Transrationally
   d. Irrationally
5. What is the correct answer of number 5?
   a. Dangerous
   b. Danger
   c. Dangerously
   d. Dangers

My Mother

I have a mother. She is very … (6) and loves me. She is … (7) to advise me and wish me the best.

She is a … (8) woman with a sharp nose and a round face shape. She is about 155 cm … (9) and weighs 62 kg. He has olive skin and … (10) blackhair.

6. a. Kind
   b. Bad
   c. Lazy
   d. Evil
7. a. Misery
   b. Poor
   c. Happy
   d. Suffer
8. a. Ugly
   b. Beautiful
   c. Bad

d. Nasty

9. (a) Tall
   b. Short
   c. Low
   d. Concise

10. a. Short
    (b) Concise
    c. Tall
    d. Long

Rabbits are small, furry, mammals with long ears, ... (11) fluffy tails, and ... (12), large hind legs. They have two pairs of sharp incisors (front teeth), one pair on top and one pair on the bottom. They also have two pegs' teeth behind the top incisors. They like to eat the grass. Like other rabbits, she hops using her legs and is very ... (13). Her hind legs are very ... (14) to hop. These rabbits have white... (15) fur and red eyes.

| | | | |
|---|---|---|---|
| 11. a. small | b. Long | (c) Short | d. Wide |
| 12. (a) Strong | b. Weak | c. Low | d. Big |
| 13. (a) Large | b. Stiff | c. Agile | d. Slow |
| 14. a. High | (b) Adorable | c. Cute | d. Powerful |
| 15. a. Hard | b. Rude | c. Gentle | (d) Soft |

- ~~Hard working~~
- ~~Stubborn~~
- ~~Selfish~~
- ~~Polite~~
- ~~Patient~~
- ~~Honest~~
- ~~Generous~~
- ~~Bossy~~
- ~~Confident~~
- ~~Cheerful~~

16. Bayu is a great boy. He never tells lies. I think he is honest
17. Maya never changes her idea. She is really ~~stupid~~ Stubborn
18. Nuri always does her homework. She is very successful. She is hard working
19. Siska always wants everything for herself. I think she is selfish
20. Ahmad likes buying presents for his friends. He is Generous
21. Alda is very She always says "please" and "thank you" polite
22. My cousin Mala often tells me what to do. She is very bossy
23. My English teacher is always very ... She will explain anything to us if we don't understand it. Patient
24. Jimin is ... that he will win the match. He has practiced a lot. Confident
25. Nana is the most ... person I've ever met. She is always smiling and telling jokes. Cheerful

*Thank You*

B = 20
S = 5

Name : Riven Zoila N.

Class : X-5

Direction

1. Write down your name and class on the appropriate place.
2. This test is used for research only.
3. Choose the best answer for the questions.
4. The time given is 45 minutes.
5. The test consists of 25 of items.
6. Thank you so much for the participation.

## Komodo

Komodo dragons are the (1) .... lizards in the world. Some people say it is a dragon and (2) ..... say that the Komodo dragon is one of the ancient animals that have survived to this day. The dragon's (3) ….. home is Komodo Island, Indonesia.

Komodo dragons grow to a maximum length of 3 meters and weigh 70-80 kilograms. Komodo dragons are venomous lizards that hunt other animals such as birds and mammals. Despite only having one ear and poor eyesight, using his tongue and smell he can find the carcass in a radius of 9.5 km. Komodo dragons think (4) .... the same as animals in general, therefore humans are prohibited from approaching because the Komodo dragon is a (5) ….. animal that can attack and kill humans if there is no other food to eat.

1. What is the correct for answer of number 1?
   a. Larger
   b. Largest
   c. Largely
   d. Largeness
2. What is the correct for answer of the number 2?
   a. Sciential
   b. Science
   c. Scientist

d. Scientific

3. What is the correct answer of number 3?
   a. Originally
   b. Original
   c. Originals
   d. Unoriginal
4. What is the correct answer of number 4?
   a. Antirationally
   b. Subrationally
   c. Transrationally
   d. Irrationally
5. What is the correct answer of number 5?
   a. Dangerous
   b. Danger
   c. Dangerously
   d. Dangers

My Mother

I have a mother. She is very ... (6) and loves me. She is ... (7) to advise me and wish me the best.

She is a ... (8) woman with a sharp nose and a round face shape. She is about 155 cm ... (9) and weighs 62 kg. He has olive skin and ... (10) blackhair.

6. a. Kind
   b. Bad
   c. Lazy
   d. Evil
7. a. Misery
   b. Poor
   c. Happy
   d. Suffer
8. a. Ugly
   b. Beautiful
   c. Bad

d. Nasty

9. a. Tall
   b. Short
   c. Low
   d. Concise

10. a. Short
    b. Concise
    c. Tall
    d. Long

Rabbits are small, furry, mammals with long ears, ... (11) fluffy tails, and ... (12), large hind legs. They have two pairs of sharp incisors (front teeth), one pair on top and one pair on the bottom. They also have two pegs' teeth behind the top incisors. They like to eat the grass. Like other rabbits, she hops using her legs and is very ... (13). Her hind legs are very ... (14) to hop. These rabbits have white... (15) fur and red eyes.

| | | | |
|---|---|---|---|
| 11. a. small | b. Long | c. Short | d. Wide |
| 12. a. Strong | b. Weak | c. Low | d. Big |
| 13. a. Large | b. Stiff | c. Agile | d. Slow |
| 14. a. High | b. Adorable | c. Cute | d. Powerful |
| 15. a. Hard | b. Rude | c. Gentle | d. Soft |

| | |
|---|---|
| - Hard working | Honest |
| - Stubborn | Generous |
| - Selfish | Bossy |
| - Polite | Confident |
| - Patient | Cheerful |

16. Bayu is a great boy. He never tells lies. I think he is .Honest
17. Maya never changes her idea. She is really ~~Selfish~~ Stubbron
18. Nuri always does her homework. She is very successful. She is .hard working
19. Siska always wants everything for herself. I think she is .Selfish
20. Ahmad likes buying presents for his friends. He is .Generous
21. Alda is very She always says "please" and "thank you" Polite
22. My cousin Mala often tells me what to do. She is very Bossy
23. My English teacher is always very ... She will explain anything to us if we don't understand it. Patient
24. Jimin is ... that he will win the match. He has practiced a lot. confident
25. Nana is the most ... person I've ever met. She is always smiling and telling jokes. ~~Cheerful~~ Cheerful

*Thank You*

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**APPENDIX 5**

**Recommendation Letters**

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN SUSKA RIAU
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.3/PP.00.9/15560/2023 Pekanbaru, 05 September 2023
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Kepala Sekolah
SMA Taruna Mandiri Pekanbaru
di
Tempat

*Assalamu'alaikum warhmatullahi wabarakatuh*

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

| | |
|---|---|
| Nama | : **Gustiara Adisty** |
| NIM | : 11910420306 |
| Semester/Tahun | : IX (Sembilan)/ 2023 |
| 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

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**SMA TARUNA**
Jl Melur Gg Lili II No 40 Telp (0761) 20154 Pekanbaru

No : 1952 /I09.17/SMA-T/KM/2024
Lamp : -
Hal : ***Izin Riset***

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim
Pekanbaru

*Assalamu'alaikum Wr, Wb*

Sehubungan dengan surat dari Dinas Pendidikan Provinsi Riau dengan No : Un.04/F.II.3/PP.00.9/15560/2023 perihal izin pelaksanaan Riset Mahasiswa Universitas Islam Negeri Sultan Syarif Kasim Riau tahun 2024 sbb :

| | |
|---|---|
| Nama | : GUSTIARA ADISTY |
| NIM | : 11910420306 |
| Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| Fakultas | : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU |

maka melalui surat ini kami menyatakan bersedia untuk memberi izin pelaksanaan Riset Mahasiswa Universitas Islam Negeri Sultan Syarif Kasim tersebut diatas.

Demikian Surat ini disampaikan, terimakasih.

Pekanbaru, 10 Juni 2024
Kepala sekolah,

DINAS PENDIDIKAN PROVINSI RIAU
SMA TARUNA PEKANBARU
AKREDITASI A

**HUZEIR ZUL, S. E, M. Pd**

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
**FAKULTAS TARBIYAH DAN KEGURUAN**
كلية التربية والتعليم
UIN SUSKA RIAU
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

# LAMPIRAN BERITA ACARA
# UJIAN PROPOSAL

Nama : Gustiana Adisty
Nomor Induk Mahasiswa : 11710420306
Hari/ Tanggal : Senin / 19 Agustus 2024
Judul Proposal Penelitian : An Analysis of Working Memory capacity of the Tenth Grade Students on Reading Comprehension At Senior High School Taruna Mandiri.

| NO | URAIAN PERBAIKAN |
|---|---|
| 1. | Revise background |
| 2. | Add previous research |
| 3. | Revise depinition of the term |
| 4. | Add theories of reading comprehension |
| 5. | Revise relevant research |
| 6. | Revise operational concept |
| 7. | Used APA style |
| 8. | Revise past tense on chapter III |
| 9. | Revise population |
| 10. | Revise technique of collecting data |
| 11. | Revise table |
| 12. | Revise reference |
| 13. | See examines note |

Pekanbaru, 19 Agustus 2024

Penguji I

Dr. Nur Aisyah Zulkifli, M.Pd

Penguji II

Rizki Amelia, M.Pd

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

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
**FAKULTAS TARBIYAH DAN KEGURUAN**
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN SUSKA RIAU
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# PENGESAHAN PERBAIKAN
# UJIAN PROPOSAL

Nama Mahasiswa : Gustiara Adisty
Nomor Induk Mahasiswa : 11910920306
Hari/Tanggal Ujian : Senin / 19 Agustus 2024
Judul Proposal Ujian : An Analysis of Working Memory Capacity of the Tenth Grade Students on Reading Comprehension at Senior High School Tarung Mandiri

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 Zulkipli, M.Pd | PENGUJI I | | |
| 2. | Rizki Amelia, M.Pd | PENGUJI II | | |

Mengetahui
Dekan
Wakil Dekan I

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

Pekanbaru,.....
Peserta Ujian Proposal

Gustiara Adisty
NIM. 11910920306

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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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 : B-22758/Un.04/F.II/PP.00.9/10/2024 Pekanbaru,23 Oktober 2024 M
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

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

| | |
|---|---|
| Nama | : Gustiara Adisty |
| NIM | : 11910420306 |
| Semester/Tahun | : XI (Sebelas)/ 2024 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Fakultas | : Tarbiyah dan Keguruan UIN Suska Riau |

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An Analysis Of Working Memory Capacity Of The Tenth Grade Students On Reading Comprehension At Senior High School Taruna Mandiri
Lokasi Penelitian : SMA Taruna Mandiri Pekanbaru
Waktu Penelitian : 3 Bulan (23 Oktober 2024 s.d 23 Januari 2025)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag.
NIP. 19650521 199402 1 001

Tembusan :
Rektor 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 : dpmptsp@riau.go.id**


# REKOMENDASI

**Nomor : 503/DPMPTSP/NON IZIN-RISET/69742**

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 : B-22758/Un.04/F.II/PP.00.9/10/2024 Tanggal 23 Oktober 2024,** dengan ini memberikan rekomendasi kepada:

| | | |
|---|---|---|
| 1. Nama | : | **GUSTIARA ADISTY** |
| 2. NIM / KTP | : | 119104203060 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | **AN ANALYSIS OF WORKING MEMORY CAPACITY OF THE TENTH GRADE STUDENTS ON READING COMPREHENSION AT SENIOR HIGH SCHOOL TARUNA MANDIRI** |
| 7. Lokasi Penelitian | : | SMA TARUNA MANDIRI |

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 : 29 Oktober 2024

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DPM PTSP

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

**Tembusan :**
**Disampaikan Kepada Yth :**
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

PEMERINTAH PROVINSI RIAU

# DINAS PENDIDIKAN

JL. CUT NYAK DIEN NO. 3 TELP. (0761) 22552 / 21553
PEKANBARU

Pekanbaru, 02 DEC 2024

Nomor : 400.3.11.2/Disdik/1.3/2024/ 19330
Sifat : Biasa
Lampiran :
Hal : **Izin Riset / Penelitian**

Yth. Kepala SMA Taruna Mandiri

di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/69742 Tanggal 29 Oktober 2024 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

| | |
|---|---|
| Nama | : **GUSTIARA ADISTY** |
| NIM/KTP | : 11910420306 |
| Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| Jenjang | : S1 |
| Alamat | : PEKANBARU |
| Judul Penelitian | : **AN ANALYSIS OF WORKING MEMORY CAPACITY OF THE TENTH GRADE STUDENTS ON READING COMPREHENSION AT SENIOR HIGH SCHOOL TARUNA MANDIRI** |
| Lokasi Penelitian | : SMA TARUNA MANDIRI |

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

**Plt.KEPALA DINAS PENDIDIKAN**
**PROVINSI RIAU**

**EDI RUSMA DINATA, S.Pd,M.Pd**
Pembina Tingkat I (IV/b)
NIP. 19720822 199702 1 001

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru

# YAYASAN TARUNA MANDIRI RIAU
# SMA TARUNA

Jl. Melur Gg. Lili II No. 40 Telp. (0761) 20154 Pekanbaru

No : 2495/109.17/SMA-T/KM/2024
Lamp : -
Hal : ***Izin Riset***

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan
UIN Sultan Syarif Kasim Riau
Pekanbaru

*Assalamu'alaikum Wr, Wb*

Sehubungan dengan surat Bapak dengan No : B-22758/Un. 04/F.II/PP.00.9/10/2024 perihal mohon izin melakukan Riset Mahasiswa UIN Suska Riau tahun 2024 sbb :

| | |
|---|---|
| Nama | : GUSTIARA ADISTY |
| NIM | : 11910420306 |
| Semester/Tahun | : XI/2024 |
| Program Studi | : Pendidikan Bahasa inggris |
| Fakultas | : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU |

maka melalui surat ini kami menyatakan bersedia untuk memberi izin pelaksanaan Riset Mahasiswa UIN Suska Riau tersebut diatas.

Demikian Surat ini disampaikan, terimakasih.

Pekanbaru, 28 November 2024
Kepala sekolah,

DINAS PENDIDIKAN PROVINSI RIAU
SMA TARUNA PEKANBARU

**HUZEIR ZUL, S. E, M. Pd**

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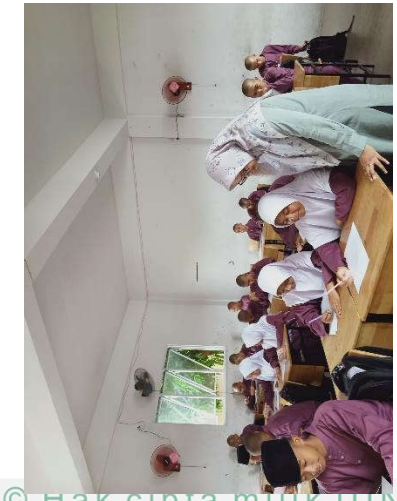
**APPENDIX 6**

**Documentations**

UIN SUSKA RIAU



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# CURRICULUM VITAE

Gustiara Adisty, was born on August, 10th 2001 in Sorek Satu, Riau. She is the third daughter of Mr. M. Yani and Mrs. Salmiani. She has 3 siblings, her older sisters' name is Nurul Annisa and Dinda Afani, and her younger sisters' name is Nandha Aprillia. She and her family lives in Lubuk Terap, Riau.

She had finished her study in TK Pertiwi (2006-2007), then she continued her study in SDN 001 Lubuk Terap (2007-2013), and then she continued to Mts Alqasimiyah Pangkalan Kuras (2013-2016), after finished her study in Mts Alqasimiyah Pangkalan Kuras, she continued to MA Alqasimiyah Pangkalan Kuras (2016-2019).

Then, she was accepted as one of the students in Department of English Education, Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau in 2019. On July – August 2022, she was doing KKN (Kuliah Kerja Nyata) in Parit Satu Api-Api, Bengkalis. After that, she enrolled Pre-Service Teacher Practice Program at Senior High School Taruna Mandiri Pekanbaru.

Finally, she followed thesis examination entitled "An Analysis of Working Memory Capacity of the Tenth Grade Students on Reading Comprehension at Senior High School Taruna Mandiri".