AN UNDERGRADUATE THESIS

AN ANALYSIS STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 METRO

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2020 M

AN ANALYSIS STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 METRO

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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AN ANALYSIS OF STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 METRO

ABSTRACT

BY

TRINING HASTUTI

The objective of this study was to know the students reading comprehension on Descriptive text at the tenth grade students of SMK Muhammadiyah 2 Metro. Therefore, the researcher formulated a problem statement: What is the students understand in reading comprehension the descriptive text at tenth grade students of SMK Muhammadiyah 2 Metro?

This research method is a qualitative research. The researcher used a descriptive research method, which use description and explanation to the data of the research. The subject in this research were 18 students. The data of this research were collected by the students document and interview.

The result of the research is reading comprehension in descriptive text at the tenth grade students of SMK Muhammadiyah 2 Metro can be percentage as follows: 22% scan specific information, 13% understand vocabulary, 25% identifying reference, 11% making inference, and 29% finding main idea. From the findings above can be concluded that the reading comprehension in descriptive text at tenth grade students of SMK Muhammadiyah 2 Metro very low, so it should be improvements in the teaching and learning process.

Keyword: *Reading Comprehension, Qualitative Research, Descriptive text*

SEBUAH ANALISIS PEMAHAMAN MEMBACA SISWA DALAM TEKS DESKRIPTIF PADA SISWA KELAS SEPULUH DI SMK MUHAMMADIYAH 2 METRO

ABSTRAK

OLEH

TRINING HASTUTI

Tujuan penelitian ini adalah untuk mengetahui kemampuan siswa dalam memahami teks deskriptif pada kelas X SMK Muhammadiyah 2 Metro. Oleh karena itu peneliti merumuskan pertanyaan masalah: bagaimana pemahaman membaca siswa tentang teks deskriptif dikelas X SMK Muhammadiyah 2 Metro?

Penelitian ini merupakan penelitian qualitatif. Peneliti menggunakan metode penelitian deskriptif yang menggunakan deskripsi dan penjelasan terhadap data penelitian. Subjek dari penelitian ini adalah 18 siswa. Data penelitian ini adalah kemampuan siswa dalam teks deskriptif. Data penelitian ini didapatkan dari hasil dokumentasi siswa dan wawancara.

Hasil temuan penelitian ini adalah pemahaman membaca siswa kelas sepuluh di SMK Muhammadiayh 2 Metro dalam teks deskriptif dapat dipersentasikan sebagai berikut: 22% siswa faham memindai informasi spesifik, 13% siswa faham kosa kata, 25% siswa faham mengidentifikasi kata rujukan, 11% siswa faham tentang kesimpulan dari bacaan, dan 29% faham tentang mencari/menemukan ide utama. Dari hasil temuan diatas dapat disimpulkan bahwa pemahaman membaca siswa dalam teks deskriptif dikelas X SMK Muhammadiyah 2 Metro sangat rendah, sehingga perlu perbaikan dalam proses pengajaran dan pembelajaran.

Keyword: *Pemahaman Membaca, Penelitian Qualitatif, Teks Deskriptif*

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training inorder to be discussed on the Munaqosyah. Thank you very much.

Wassalmu'alaikumWr. Wb

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APPROVAL PAGE

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RATIFICATION PAGE
NO. B-3486/In-28-1/D/PP-00-9/12/2020

An Undergraduate thesis entiled: "AN ANALYSIS STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 METRO",Written by: TRINING HASTUTI, Student Number 1601070127, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, December 02nd 2020 at 10.00 -12.00 a.m.

BOARD OF EXAMINERS

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, December 2020
The Researcher,

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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Penulis,

TRINING HASTUTI
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MOTTO

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ ١

Read in the name of your Lord who created.
(Qs. Al-alaq: 1)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

My beloved father Suroso and my beloved mother PariyemWasriati, who always pray me and support me.Mybelovedbrother and my beloved sister, who always give me support, care to me and miss me.

My Sponsor and Co-sponsor,thanks for guiding.

My beloved friends(Wahyuni,always support and help me to complete this undergraduate thesis,Fransiska kristiana putri and my boleved girls (CBL), who always care to me.

My Almamater IAIN Metro.The place where I got much knowledge and good experience.

ACKNOWLEDGEMENT

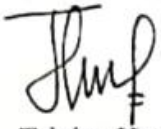
Praise is only to Allah SWT, the Most Gracious, the Most Merciful, the Lord of the Universe, so that the researcher finally could finish this thesis. May peace be upon our prophet Muhammad SAW, his family and his companions.

This Thesis Entitled "An Analysis Students Reading Comprehension in Descriptive Text at Tenth Grade Students of SMK Muhammadiyah 2 Metro"

The deepest gratitude would be addressed to her beloved parents, for understanding and supporting the researcher to finish the Thesis, and always pray for her to be a successful person someday (Aamiin).The greatest gratitude would also be addressed to both of her advisors, Dr.Widhiya Ninsiana, M.Hum and Trisna Dinillah Harya, M.Pd May Allah SWT gives them reward for supporting and guiding during the thesis writing process.

Last but not least, the researcher does apologize for all mistakes she has made in writing and presentation items. All comments and criticizes are really welcomed to lighten up the quality of this undergraduate. Hopefully, this undergraduate can be a meaningful benefit for the researcher especially, for our campus and readers generally in improving language learning.

Metro, December 2020
Researcher,



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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool to interact and communicate to convey information from one person to another. Without language, it's difficult to provide the intend and information to be conveyed. Besides being used in the environment, people use language as a means of international communication among the nations all over the world. It is important for us to learn language especially English since it is used as a means of communication among nation in the world.

English is an international language that used by most peoplein the world. English is also called as the target language that has to be taught teaches in Indonesian schools. In fact, English has four skills (listening, speaking, reading, and writing) that have to be mastered by students.

Reading is about looking for information of the text. Reading is not easy to be learned because reading needs maximal reading skill. Many problems that faced by reader when they want to achieve a purpose of reading. Those problems are about reading habit, reading technique, eyes work, motivation, and reading interest. Maximal reading skill cannot be achieved, if still any bad habit when they are reading. One of the readers' bad habit is interpret word by word of the text. Therefore, it is not effective because they need much time to interpret all the word of the text. Maximal

reading comprehension cannot be achieved if do not have mastery of readings'

And then, without motivation and the high of reading interest, maximal reading skill cannot be achieved too.

In motivating students to read in English text, teacher should find out some techniques that can attract the students' motivation and interest. The students need techniques that can be motivate and increase their ability, especially in reading skill. If the students interested in what they do, they will enjoy their teaching learning process and more understand about material given.

In fact, there are some kinds of reading technique. However, they do not choose and use one of the effective strategies in reading. In fact, some students with reading comprehension interpret word by word which inefficient in reading comprehension.

In SMK Muhammadiyah 2 Metro, the students should learn reading effectively in order they can be find the information according a text. But, the students feel bored and lazy when they must read a text, even less answer the questions about the text. They have difficulties to answer the question according a text because they do not know how to get information of the text easily and they need much time for understanding a text exactly. Moreover, the students have low motivation to read an English learning.

Therefore, based on the pre survey, the writer gets the data by the teacher at the tenth grade of SMK Muhammadiyah 2 Metro, it can be seeming as follows:

Table 1. The Data Students' of Pre-Survey Result of Reading Comprehension at the Tenth Grade of SMK Muhammadiyah 2 Metro

No	Name	Score	Explanation
1	ANK	40	Incomplate
2	AAS	40	Incomplate
3	ADP	50	Incomplate
4	CAS	50	Incomplate
5	DNS	30	Incomplate
6	DRM	70	Complate
7	ESI	80	Complate
8	GPI	70	Complate
9	LPI	30	Incomplate
10	PMA	20	Incomplate
11	PLS	50	Incomplate
12	RAA	60	Incomplate
13	PMA	20	Incomplate
14	RFS	60	Incomplate
15.	SAP	60	Incomplate
16	SRA	40	Incomplate
17	TWW	70	Complate
18	YNF	20	Incomplate

Source: The Data of Pre Survey on October 1st,2019

Table 2. The Data of Pre-Survey Reading Comprehension at the Tenth Grade of SMK Muhammadiyah 2 Metro

No	Grade	Explanation	Frequencies	Percentage
1	< 65	Incomplate	14	78
2	≥ 65	Complate	4	22
		Total	18	100 %

Based on the data above, the researcher conducted that the most of the tenth grade students of SMK Muhammadiyah 2 Metro still have difficulties in reading. From the result of pre survey it can be seen that just 4 students from 18 students have good score in reading comprehension, it can be said that 78% of the students do not reach minimum requirement yet.

The researcher assumes that students have learned motivation in learning English especially reading subject is low.

B. Research Question

The research formulated the research as follows:

1. How are the motivate students understanding in reading comprehension the descriptive text at tenth grade students of SMK Muhammadiyah 2 Metro?
2. Why the students to make easy problem in reading comprehension in descriptive text at tenth grade students of SMK Muhammadiyah 2 Metro?

C. The Objective and Benefit of the study

Based on statement of the problem above the writer has some purpose are:

1. To analyze what the percentage of the students reading comprehension in descriptive text at tenth grade students of SMK Muhammadiyah 2 Metro
2. To analyze why the students, have problem in reading comprehension in descriptive text at tenth grade students of SMK Muhammadiyah 2 Metro.

Benefits of the study

a. For the Students:
    1) To enable the students to increased reading comprehension in the most efficient way.
    2) As the students can understand about reading comprehension in descriptive text.
b. For the Teachers:
    1) To enable given English teachers some ideas of various ways of teaching reading to students in the classroom.
    2) To improve their experience in giving reading comprehension in descriptive text to the students. The teacher can solve the problem of teaching and learning process by giving attention to the students.

D. Prior Research

There are many researchers that had done the research about analysis of difficulties in reading. One of the researchers is Mualifah with her thesis entitled‘AnAnalysisOf Students’ Difficulties on Reading Aloud in the Fifth Grade atMi Al-Muhajirin Gegesik’.

The similarity of this research is it focused on analyzing difficulties in reading and the difference in Mualifah's research and in this research is Mualifah's research focused on analyzing vocabulary while in this research it focus understanding words.[1]

The second is Ariyanti's research with the title 'Students' Difficulties in Comprehending English Reading Text at Second Grade Students of SMA N 2 Metro'. The participants of Ariyanti's research are second grade students of Senior High School. Meanwhile, this research's participants are seventh graders of Junior High School.

There are some differences with this research. Firstly, in Ariyanti's research 80% of students have difficulties in reading comprehension. In this research 70% of students have difficulties in reading comprehension. Secondly, Ariyanti'research used long text. Meanwhile, in this research use short text.[2]

The third research related to this study was conducted by Mashulah ` An Analysis of students' Difficulties in Understanding English Reading Text'. It has some differences. Firstly, this research focused on the analysediffulties in reading words by using reading textwhile in this research it analyzes the difficulties in reading by using islamic story. Secondly, this research using descriptivetext. Meanwhile, this research using narrative text.[3]

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[1]Mualifah, *An Analysis of Students' Difficulties on Reading Aloud in the Fifth Grade at Mi Al-Muhajirin Gegesik*,Cirebon: IAIN SyekhNurjati, 2015

[2]AriyantiPuspita, *Students Difficulties' in Comprehending English Reading Text at Second Grade Students Of SMA N 2 Metro*, Lampung: Universitas Lampung, 2017

[3]Mashulah, *An Analysis of Students' Difficulties in Understanding English Reading Text'*, Surabaya: State Islamic University of SunanAmpel Surabaya, 2013

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Definition of Reading

Reyko defined reading is an important skill for English language learners in today's world, it supports the development of overall proficiency and provides access to crucial information at work and in school.[4] It means that, reading has an important thing in education world, through reading people can understand what the meaning of the text and also can help the people to get some information that the people need, not only in education world but also in world job through reading.

According to Karen Tankersley reading is a complex process made up of several interlocking skills and processes.[5] It can be said that reading is one of basic skills that have a positive effect, because in reading the students not only get the information of the text but also increasing their vocabulary knowledge on their spelling and on their writing through reading.

[4]ReykoKamiyama, *CAR a Means for Motivating Students to Read* (United States: English Teaching Forum, 2009, Number 3, p. 32

[5]Karen Tankersley, *Treads of Reading*, (United State of America: Association for Supervision and Curriculum Development , 2003), p. 2

Moreover, Praveen and Patel say that reading is most useful and important skill for people. This skill is more important than speaking and writing.[6]It means that, reading is a process of sequence between something that is written with the knowledge about speaking and writing.

Based on the quotation above, it can be inferred that reading is a complex activity process which is very important involving the language and though in order to get meaningful massage, science of information that to send by writer through such as graphic symbol, written verbal symbol.

According to Sharon and Sylvia, Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking keyideas.[7]In these senses, comprehension is the understanding of the text which involves reader's interaction and prior knowledge to get information in the text.

According to Linda and Carla, Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences.[8]In other word, knowledge of the word gave a role play to expression and understanding the reading text.

Meanwhile, according to McNamara "…comprehension is not always effortless and fast, of course. When beginning readers struggle

[6]M.F. Patel and Praveen M. Jain, *English Language Teaching*,(Jaipur:Sunrise Publishers and Distributors,2008), p. 113

[7]Sharon Vaughn and Sylvia Linan – Thompson, *Research-Based Methods of Reading Intruction*, (Virginia USA:ASCD,2004), 3th Edition, p. 98

[8]Linda J. Dorn and Carla Soffos, *Teaching For Deep Comprehension*,(Australia:Stenhouse Publishers,2005), p. 14

over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised".[9] In this sense comprehension is not the ability how fast the reader can find the information in the text but how effective their comprehension to comprehend the text. Thus, comprehension needs deeper thinking to understand the text that the readers read.

Based on the quotation above, it can be concluded that comprehension is to understand that encompasses ability to construct meaning and knowledge related of the activities that include the purpose associated with reading.

1. The Needs of Reading

Reading is an important skill that all people need to have in order to be successful in accessing information. In reading people do not only need to recognize and read the printed-words on the page, but they also need to comprehend what those words mean as a whole.[10]In other words, one of the best tips on improving reading is to think about how you read in your own language. Start by thinking about how you read different documents. How do you read the newspaper? How do you read novels? How do you read train schedules? And so on. Taking time to think about

[9]Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies,* (New Jersey: Erlbaum Associates, inc., Publishers, 2007), p. 4

[10]Maithel and Jufri, *"Teaching Reading Comprehension Through Group Presentation at Senior high School"Journal of English LanguageTeaching*, Vol. 1 No. 1, Serie C, September 12

this will help give you clues on how to read in English - even if you don't understand every single word.

For many students, reading is by far the most important of the four skills in a second language.[11] Learning to read is a sequential process; each new skill builds on the mastery of previously learned skills. Early on, for example, children learn to break down words into their most basic sounds in a process called decoding. Later, they begin to comprehend the meaning of words, sentences and, ultimately, entire passages of text.

The decoding creates the foundation on which all other reading skills are built. For many, decoding comes naturally, quickly becoming an automatic process. For people who struggle to decode words, however, the process requires such extreme concentration that they often miss much of the meaning in what they read. Indeed, according to many experts, decoding problems are at the root of most reading disabilities. Student needs an ability to understand and to comprehend written material. Grilled posits some main ways of reading to improve students' skill in processing the complex of information as follows:[12]

1) Skimming

Skimming is reading quickly running one's eyes over a text to get the gist of it. The purpose of skimming is simply to see what text is about. The reader skims in order to satisfy a very general curiosity

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11Carrel, P. L, Devine, J.,&Eskey, D. E., *Interactive Approach To Second Language Reading*. New York: Cambridge University Press, 1993

12Grellet, Francois, Developing Reading Skills. Cambridge University Press, 1994,p.4

about a text. It also helps the reader to recognize their subsequent reading is more efficient.

2) Scanning

Scanning is reading quickly going through a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information.

3) Extensive Reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is fluency activity, mainly involving global understanding. In this type, students are usually given more freedom to choose reading materials that interest them. In this course, almost all of reading is done outside of class, without teacher's said. The text is always to be read for comprehension of main ideas, not of every detail word.

4) Intensive Reading

Intensive reading is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum comprehension.

2. **The Models of Reading**

There some models of reading:

1) The Top-down Model

In top-down is processing the readers or listeners gets a general view of the reading or listening passage by, in some way, absorbing the overall picture.

2) The Bottom-up Model

In Bottom-up is processing, on the other hand, the readers or listeners focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole.[13] In other words, Bottom-up is processing of the readers understand the linguistics signals.

B. Definition of Reading Comprehension

according to Snow reading comprehension is a process of simultaneously extracting and constructing the meaning through interaction with the text.[14] It means that, in comprehending the text that involves the interaction both reader and text which is interrelated each other across pre-reading, reading and post-reading.

Gordon Wainwright assumes that reading comprehension is a complex process which comprises the successful or unsuccessful use of many

[13]Jeremy Hermer, *The Practice of English Language Teaching,* Longman : Longman, p.201
[14]Catherine Snow, *Reading for Understanding,* (Pittsburgh: RAND Education, 2002), p. 11

abilities.[15] The complex process of this defines is the students must be able to select the important point or the main idea of the text, and find the differences of fact or opinion, and they must able to conclude an overall text that they have read before.

Moreover, Judi Moreillion define reading comprehension is strategies tools that proficient readers use to solve the comprehension problems they encounter in texts.[16] It means that, reading comprehension is thecomprehend to find and understand new thing the readers read by using their knowledge actively.

Based on the quotations above, it can be inferred that reading comprehension is the looking for meaning that involves much more that reader's responses to the text to understand each new thing we read.

1. The Importance of Learning Reading Comprehension

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake test that control advancement through elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading comprehension skills. In short, building reading comprehension skills require a long term strategy in which all the reading skills areas

[15]Gordon Wainwright, *How to Read Faster and Recall More,* (United Kingdom: How To Content, a Division of How To Books Ltd, 2007) p. 35

[16]Judi Moreillion,*Collaborative Strategies for Teaching ReadingComprehension,*(American Library Association: Chicago,2007) p. 10

fluency and vocabulary will contribute to success. Reading comprehension is important for the students in the class, because by understanding of reading much the information that has been taken from the text.

2. Level of Comprehension

According to Petter reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level. There are four levels of comprehension:

1) Literal Level

Literal level the basic facts are understood. For example, knowing that the lady's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbors are noisy; she has complained to the landlord before. This information is contained explicitly within the text.

2) Inferential Level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbors to be less noisy, that he will sort the matter out for her. It can also be inferred that things may not improve even if the landlord does complain.

3) Critical Level

Critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.

For example, when Miss Chow's landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbor, the reader knows he could be exaggerating.

4) Creative Level

Creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant makes noise and the landlord receives complaints, the tenant will be asked to leave within one week.[17]

3. Indicators of Reading Comprehension

There are a lot of indicators to measure the reading comprehension. In this research, the researcher focuses on the literal comprehension. Such as kind of the criteria of reading comprehension are:

1) The purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison topeers).
2) The specific information needed about the student's reading comprehension (types of questions missed, level).

[17]Weswood, Peter. *Reading and Learning Difficulties : Approaches assesment,* Australia : ACER Press, 2001, p.21

3) The number of students being tested (i.e., an individual, a small group, or awhole class).
4) The length of the test (e.g., shorter tests can be easier to give and less stressfulfor the student, but may not have enough questions or types of tasks toprovide sufficient information about a student's performance).
5) Whether the test is an individually or group-administered test.
6) The number of forms available with the test, particularly if multiple administrations are needed (e.g., many norm-referenced tests come with twoforms, making them useful for assessing progress over time—students aregiven one version of the test as a pretest and another as a posttest).
7) For norm-referenced tests, the extent to which the forming sample is similar to the students to whom the test will be administered.
8) The examiner's qualifications (e.g., whether the tester has the skills to givehighly specific tests).
9) The amount of training needed to administer a test, score it, and interpret results (e.g., norm-referenced tests typically require some training).[18]

[18]Janette K. Klinger, Sharon vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York : London, 2007, p. 17

4. Measurement of Reading Comprehension

To know how far the students' reading comprehension should be measured use the assessment of reading comprehension. There are many kind of questions of reading comprehension they are:

1) Pronominal Question, Imperatives

The questions enquire learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer question.

2) True/False, Yes/No, Alternatives Question, Multiple-choice.

In these questions the answer is contained within the questions or instructions. Multiple choice questions focus on detail and more general aspect on the text. The correct answer is not always shorter or longer than the distracter.

3) Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.[19]

[19]I.S.P. Nation, *TeachingESL/EFL Reading and Writing*, New York : Routledge, 2009, p.77-79

Table 3. The Measurement of Reading Comprehension

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	**100**

5. **Components of Reading Comprehension**

There are many components of reading comprehension which have its own characteristic. King and Stanly stated five components that may help to read carefully, they are:[20]

1) Finding factual information

In finding factual information, it requires readers to scan specific detail. The factual information questions are prepared for students and those which appear with WH-question word.

2) Finding main idea

Main idea of a paragraph is what the author wants you to know about the topic. Main idea makes a particular statement or emphasizes a special aspect of the topic. It is usually expressed as complete thought

[20]King and Stanly, *Collaborative Strategies for Teaching ReadingComprehension,* (American Library Association: Chicago, 2007), 45.

and indicates the author's reason or purpose for writing and the message he or she wants to share with the reader.

3) Identifying the topic

According to Kathleen a paragraph can be defined as a group of related ideas. The sentence relates to one another in the sense that each is about common person, place, thing, or idea. This common subject or idea is called the topic. Topic is what the entire paragraph is about.

4) Finding the meaning of vocabulary

In finding the meaning of vocabulary, readers can develop their guessing ability to the word which is not familiar with them by relating the close meaning unfamiliar words to the next and the topic of the text that is read. The word has been nearly equivalent meaning when it has or nearly the same meaning as another word.

5) Identifying reference

Reference is the relationship which holds between word and things: words refer things. This references can help readers understanding the reading.

6) Making inferences

According to Kathleen inference is a logical connection that you draw between what you observe or know and what you do not know, inferences are reasonable guesses made on basis of available information.

6. The factors that cause problems in reading comprehension

There are factors that cause problems in reading comprehension, follow as:

1) Semantic processing: the processing of perceiving words and placing them in a context that allows for deeper meaning.
2) Vocabulary: all the words known by an individual person.
3) Inferences: the act or process of reaching a conclusion about something from known fact or evidence.
4) Text structure: the many ways text can be organized.
5) Grammar: the study of the classes of words, their inflection and relations in the sentence.

7. Solution to solve students reading comprehension

The following is a solution to reading comprehension problems:[21]

1) Teach students to be active participants when reading. Exhibit aloud your own inner voice as you use your own met cognitive skills to actively engage in reading.
2) Develop a robust vocabulary by both teaching individual words as well as how to glean the meaning of new words from the surrounding text.
3) Teach the grammatical rules that make up language.

[21] Erica Warren, *Learning specialist and teacher material –good sensory learning*,(New York:Educational publisher,2016), 27.

4) Instruct students about the morphological structure of words so that learners can figure out the meaning of many unknown words by evaluating prefixes, roots, and suffixes.
5) Illustrate higher order language skills and teach students how to question, infer meaning, make personal connection and generate predictions.
6) Teach students about text structure such as the setting, characters, initiating events, problems, resolution, explicit themes, cause and effect, compare and contrast, as well as problem and solution.
7) Show students how to annotate text or take notes that summarize and sequence important events.
8) Develop each student's ability to generate mental imagery while reading.
9) Show learners how to create the own inner question that can focus attention on content and help them to make meaningful connections.
10) Teach students how to monitor their attention and comprehension through mindfulness practices.
11) Do pre-reading activities that explain the meaning of key words, active relevant prior knowledge and generate mental imagery.

C. The Definition of Descriptive Text

Descriptive text is a text which describes person, places, mood, situation, and etc. According to Diane A. Wilbur said that descriptive writing is to create a clear picture or impression of person, place or object.[22] Fred D. White also said that descriptive text is drawing in words.[23]

Meanwhile, According to Barnet and Stubbs's Description represents in words our sensory impression caught in a moment of time.[24]

Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind is the description of particular thing, animal, person, or others, for instance. Descriptive text may also paint picture of the feeling the person, place, or thing invokes in the writer.

1. The Generic Structure of Descriptive Text

Descriptive text has structures as below:

1) Identification

   In this generic structure induces to the subject of description.

2) Description

[22]Diane A. Wilbur, Composition :*Models and Exercises*, (New York:Harcourt, Brace & World, Inc.,1966),P.41
[23]Freed D. White, The Writer's Art ...,p.61
[24]Jhon E. Wrrier, *English Grammar and Composition*, (New York :Harcourt,Brace Jovanovich,Publishers: 1982),P.327

In this part give details of the characteristic feature of the subject, such as: qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristics, size, physical appearance, ability, habit, daily live, etc.

2. Text Feature of Description:

The text feature of description are :[25]

1) Description aims to show rather than tell the reader what something or someone is like.
2) Description relies on precisely chosen vocabulary with carefully chosen adjective and adverbs.
3) Sensory description what is seen, heard, smelled, felt, tasted, is used.
4) Precise use of adjectives, similes, metaphors to create images/ picture in the mind.
5) Description focuses on key details, powerful verbs, and precise nouns in order to 'put the reader' in the experience.
6) Use of simple present tenses.
7) Frequently use of epithets and classifiers in nominal groups.
8) Use of "be": is, are, for the identification and showing qualities.
9) Use of verb 'have": have, has, and had, to give detailed description of the object's features.

[25]Virginia P. Rojas, *Strategies for succes with english language learner*, (2010), p.732.

10) Use of action verbs related to the topic, especially when describing behavior or personalities (for person)
11) Use of adjective in describing especially the qualities.

3. Kind of Descriptive Text

Kinds of descriptive text are:[26]

1) First, historical profile that provides an interesting accurate report of places, times or events.
2) Second, venture profile which deeply report about occupation or business.
3) Third, reporting from interview, field observation, and other research.
4) Fourth, a case study which tells about someone's experience in representing a cluster, such a sacrifice of disaster, immigrant community, and a personal research report that serves the story specifically about an observation which entertains the reader. Descriptive text can also be about a usual hobby, new technology, etc.

4. Purposes of The Text

According to Barbara Fine Clouse, divides the objective of descriptive text into six, such as;[27]

[26]Anderson M, *Text type in English 1-2*, (Australia: McMillan Education Australia,2003), p.26.

1) To entertain
2) To express feelings
3) To relate experience
4) To inform (for a reader unfamiliar with the subject)
5) To inform (to create a fresh appreciation for the familiar), and
6) To persuade.

[27]Barbara Fine Clouse, *Transition: From Reading to Writing*, (New York: McGraw-Hill Humanities, 2014.p 143.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of Research

The researcher decides to use qualitative research to analyze of Students Reading Comprehension in descriptive text at tenth grade students of SMK Muhammadiyah 2 Metro.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.[28] It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

The characteristic in this research focuses on the descriptive qualitative research. The researcher would take a survey that it can be used to describe

[28]John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed*(New Delhi: Sage Publications, 2003), 4.

phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.[29]

B. Data Resources

In this research the researcher divides the sources into two items. They are primary, secondary.

1. Primary sources

   Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research would be the result of students' document.

2. Secondary sources

   Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is interview.

[29]GeoffreyMarczyket. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

C. Data Collecting Technique

Qualitative research typically follows an inductive process.[30]It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that "in many qualitative studies, inquiries collect multiple forms of data and send a considerable time in the natural setting gathering information"[31]The data collection is the accumulation of specific evidence that will enable the researcher to properly analyses the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.[32]

Qualitative research also has a toolbox of data-gathering techniques, including in depth interviewing, participant observation, and document analysis.[33] The writer in this research uses documents and interview to collect the data. The writer takes documents from the result of the use of concord in

[30]Linda Kalofet.al., *Essential of Social Research*,(England: Open university press, 2008), p. 85.

[31] John W. Creswell, *Research Design*, p. 184.

[32]Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*,(New Delhi: New Age International Publisher, 2006), p. 212.

[33]Donald Ary et. al., *Introduction to Research in Education Eight Edition*,(USA: Wadsworth Cengange Learning, 2010), p.32.

students' reading. In the process of collecting the data, the writer collects the results of reading comprehension in descriptive text by the teacher.

In this research the writer uses two techniques to collect the data, there are documentation and interview.

1. Documentation

   Qualitative research may use written documents or other artifacts to gain an understanding of the phenomenon under study.[34]In this research, the writer uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.[35] Accordingly, the secondary data needed are documented as data resource in the form of documentation. Furthermore, the writer got the data form the result of students' reading comprehension document.

2. Interview

   Interview occurs when the researchers ask one or more participants general, open-ended questions and record their answers.[36] It means that by interviewing the participants can best voice their experiences unconstrained by any perspectives of the research or past research

[34]Jhon W. Creswell, *Research Design,* p. 432.
[35]*Ibid*., p. 180.
[36]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4rd Ed,* (New Delhi: Pearson Education, 2012), p. 217.

findings. Interview provides useful information when the researcher cannot directly observe participants, and the researcher permits participants to describe detailed personal information. Therefore, in this research the writer would use semi-structured interview to collect the data from the students. Semi-structured interview is that the topics or questions to be asked are planned in advance, but instead of using closed questions, semi structured interview is based on open-ended questions.[37]

D. Research Approach

In this research the researcher use six steps in the process of research, as follows:[38]

1. Identifying a Research Problem

   Writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a rustication for studying it, and suggesting the importance of the study for select audiences that would read the report.

2. Reviewing the Literature

   Skills required for reviewing the literature develop over time and with practice. The researcher can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a

[37]Margaret C. Harrel and Melissa A. Bradley, *Data Collection Methods*, (US: RAND Corporation, 2009), p.12.

[38] John W. Creswell, *Educational Research* . 7.

review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

3. Specifying a Purpose for Research

    If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the *purpose statement.* This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

4. Collecting Data

    Evidence helps provide answers to the research questions and hypotheses. To get these answers, the researcher engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behavior.

5. Analyzing and Interpreting the Data

    During or immediately after data collection, the researcher needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

6. Reporting and Evaluating Research

After conducting the research, the researcher will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

E. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher should organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consist of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.[39] The components of this analysis model are pictured by this figure.

[39]Michael Huberman M. and Miles, *Data Management and Analysis Methods,* In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

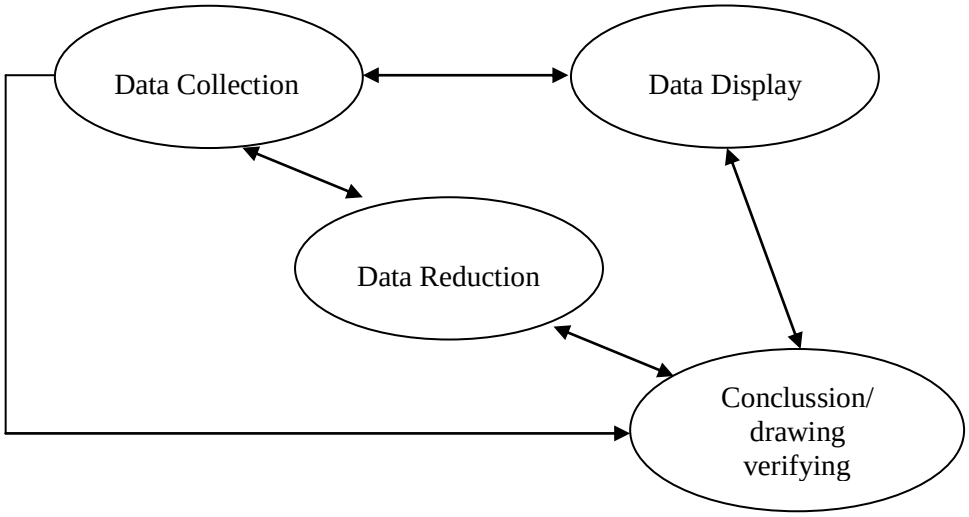


Figure 1. ***Analysis Components of Miles and Huberman Model***

Data analysis by Miles and Huberman model conducts the following steps:[40]

1. Data collection is the step when the researcher gathers all data which are used to complete the research.
2. The researcher reduces the data she had gotten by summarizing and choosing specific things.
3. To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
4. The researcher verifies her research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; making the meaningful raw data, to observation null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

[40]*Ibid*, 430.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of Research

1. Description of The Research Location

a. History of SMK Muhammadiyah 2 Metro

Muhammadiyah founded by KH. Ahmad Dahlan in 1912 tried to proclaim himself as an Islamic movement that led to the preaching amar makruf nahimunkar, which at the same time as a tajdid movement in Indonesia. Through the charitable efforts of Muhammadiyah, that manages educational institutions have been able to provide reflection and enlightenment to the community to shape the attitude of behavior and entrepreneurial spirit that is ready to face challenges in the global era.

SMK Muhammadiyah 2 Metro was established in 1977 which at that time was still called STM, the principal was Drs. Zaini Djas, his majors consisted of agriculture, mechanical engineering until the end of 1977. STM used to not have its own building; it was still riding with Muhammadiyah 1 Metro High School until 2000, and then opened a new major, automotive 1990/1991.

In the era of the free market and AFTA 2003, SMK Muhammadiyah 2 Metro as an educational institution that has long been trusted by the community and the government feels called to be

able to Prepare graduates of qualified human resources (HR) who are able to compete and be selective in determining positive attitudes so they can play a role productively in the midst of the reforms we are carrying out.

SMK Muhammadiyah 2 Metro School based on the Director of Vocational Secondary Education Ministry of National Education No. 420/2114 / III.11 / DP.3 / 2004 dated November 3, 2004 has been established as a Vocational School which has the potential to be developed into a National Standard Vocational School. With this basis, SMK Muhammadiyah 2 Metro tries to improve itself by improving management both internally and externally.

SMK Muhammadiyah 2 Metro strives to exist amid global competition by improving the quality of human resources, facilities and infrastructure as well as cooperation with the business world and the industry both at home and abroad.

The motto "EDUCATION FOR THE FUTURE" SMK Muhammadiyah 2 Metro with Light Vehicle Engineering Skills Program, Engineering, Electrical Power Installation Engineering and Network Computer Engineering in 2012/2013 Academic Year has 949 students with 30 study groups. With the potential and human resources of SMK Muhammadiyah 2 Metro, trying to exist and trying to realize the school's vision. Muhammadiyah 2 Metro Vocational School was appointed as a pilot project for superior schools by the Ministry of

National Education which was realized by the addition of vocational practice tools for Machine Tools, Welding Machines and Metal Fabrication Machines.

Furthermore, in the success of the LINK and MATCH Program through Industrial Work Practices, SMK Muhammadiyah 2 Metro has established collaborations with government and private agencies, such as, UPTD BLK Metro, Bekasi CHEVEST Instructor Training Centers, AUTO 2000 Bandar Lampung, BLPT Yogyakarta, POLMAN ASTRA JAKARTA, and with several Overseas Industries, such as SELL ELECTRONICS, SDN.BHD.

In order to improve the quality of students, Muhammadiyah 2 Metro Vocational School also opened Special Program classes (Entrepreneurship Class) / Advanced Mechanical Engineering Tools and Mitsubishi Special Program classes and Honda classes.

b. Vision and Mission of SMK Muhammadiyah 2 Metro

Vision:

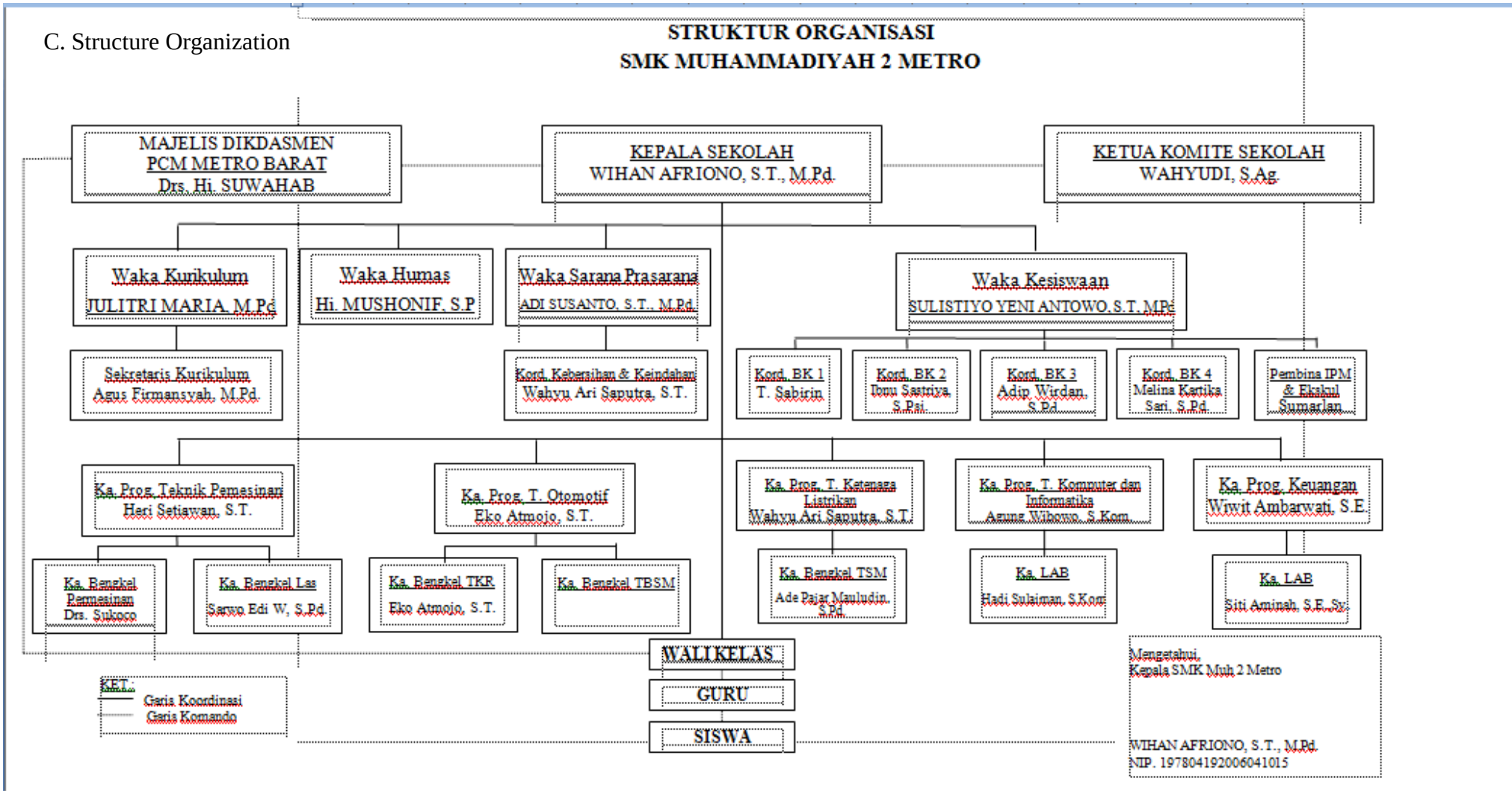
To create SMK Muhammadiyah 2 Metro becomes an exemplary institution in the Academy and achieving in science and technology.

Mission:

1) Improve the achievements of SMK Muhammadiyah 2 Metro as a center for education and vocational training in technology with a national Islamic nuance.

2) Preparing qualified and competent skilled workers at the middle level who are productive, independent, and professional in their fields and have a high work ethic, honest, pious, usefull for society and religion.
3) Uphold the religion of Islam so that the main, just and prosperous society is blessed by Allah SWT.

C. Structure Organization



c. Students Data in Last Three Years

Tabel 4. Students Data in Last Three Years SMK Muhammadiyah 2 Metro.

Academic Year	Registrant	Accepted	Target	Percentage
2014/2015	567	433	440	97%
2015/2016	720	530	530	74%
2016/2017	695	501	520	72%

d. Teachers data

Tabel5. Teachers Data of SMK Muhammadiyah 2 Metro.

No	Teachers status	Gender			Last Education						Etc
		M	F	Quantity	D2	D3	SM	S1	S2	S3	
1	GTY	27	15	42	4	2		31	1		
2	G DPK Pemda	6	1	8				3	4		
3	GDPK Depag	1	1	2				2			
4	Honorer	18	10	28	2	1		25	4		
	Quantity	**53**	**27**	**80**	**6**	**3**		**62**	**9**		

e. Condition of Facilities

The Condition of Facilities in SMK Muhammadiyah 2Metro stated below:

Table 6. Recapitulation Facilities in SMK Muhammadiyah 2 Metro

NO	FACILITIES	QUANTITY
1	Classroom	27
2	Headmaster Room	1
3	Teacher Room	2
4	Office Room	1
5	Administration Room	1
6	School's Health Clinic Room	1
7	IT Room	3
8	Library	1
9	Mosque	1
10	Garage	3
11	Parking Area	1
12	Toilet	3
13	Canteen	2
14	Laboratorium	1
15	Hall	1

2. General Description of the Research Data

The objective of this research was to analyze and described the result of qualitative documentation of students' reading comprehension and interview. This research was conducted at the tenth graders of the SMK Muhammadiyah 2 Metro. The subject of this research was 18 students. R1 until R18 was as the respondents in this research.

a. Documentation of reading comprehension

The researcher conducted the reading comprehension based on documentation descriptive text at tenth grader of SMK Muhammadiyah 2 Metro. The assessment indicators of this documentation were finding main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words. The data of the documentation on reading comprehension as follow**:**

Losari Beach

Losari beach is a beautiful beach and located on the edge city of makassar. It is located only about 3 km from the center of Makassar (karebosi park). The beach used to be the longest cafe in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sense stands out. This is a major attraction of people's coming to the Losari beach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky in sunny, the scenery is absolutely perfect. Because of its location in a bay the water of Losari is even often quiet as usual poor water.

Losari is its waterfront of the Makassar. The that can be accessed by anyone. On this beach there is a park called the PelataranBahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of the sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jollorokatinting, or become a transit point of rely of sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of the qualified as a tree stars' hotel. The hotel is offering panoramic beauty of the sea luxury service treats. There are Losari Beach Hotel, Losari Beach Inn,

Makassar Golden Hotel, and PantaiGapura Hotel. All of the hotels located in jalanpenghibur.

1. Where is Losari located?

The answered of the first question above was “B Located only about 3 km from the center of Makassar (Karebosi Park)”. There were twelve of eighteen respondents answered this question correctly. There were six of respondents made mistake in*scan specific information.* These were several wrong answer written by the students were: Near Makassar city, somewhere at Makassar city. It can be indicated the student did not have problem scan specific information in the text, because that only six students made mistake in scan specific information. The percentage of students reading comprehension in scan specific information was 22 %.

2. “some of them <u>Qualified</u> as a tree stars hotel”. What is the meaning of the underlined word”?

The answered of the second question above was”A.Memenuhi Syarat”. However, only seven respondents answered was true and eleven respondents gave the wrong answers in understand vocabulary in this question. The wrong answer of this question were: Menyediakan, Menerima, and Pemandangan. It showed that the respondents did not understand well about vocabulary in the text. The percentage of students reading comprehension about in understand vocabulary was 13 %.

3. "It is located only about 3 km from the center of Makassar". The word it in that sentence refers to?

The answered of the third question above was "D.Losari beach". There were fourteen respondents answered this question correctly. There were four respondents who made mistake into identifying reference. The wrong answer in this question were: Makassar and Beach. Based on answered above, the researcher can conclude that most of the respondents have understood with the question. The percentage of students reading comprehension in identifying reference was 25 %.

4. "the sunset slowly turns reddish in the line of the horizon". We can implead that "the sunset"is.

The answered of this question "A. Gloaming". Six of the eighteen respondents have answered this question correctly and twelve of the respondents answered wrong. The wrong answer in this question by the students were: Shine, Light, Daylight, and Dayspring. It means that the respondents did not understand with making inference question. The percentage of students reading comprehension in making inference was 11 %.

5. What is the main idea of the text?

The answered of this question above was "B. Losari beach is a good place to visit". Sixteen of the respondents couldanswer this question correctlyand two of the respondents cannot answer this

question. The wrong answer in this question by the students were: Losari beach is an awful place. So the researcher assumed that the students did not have any problems in finding main idea of the text, because only two students made mistake main idea of the text. The percentage of students reading comprehension about finding main idea was 29 %.

Based on the result of documentation at tenth grade students of SMK Muhammadiyah 2 Metro,it can beconcluding that from five questions about scan specific information, understand vocabulary, identifying reference, making inference, and finding main idea, most of the respondents have understood about scan specific information, identifying reference, and main idea question, while in understanding vocabulary and making inference the respondents still have lack understanding about this materials.

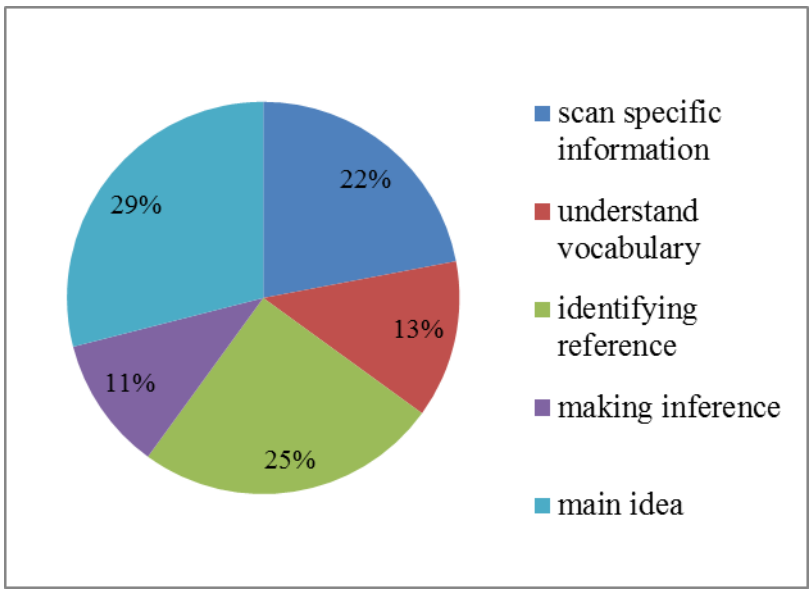


Figure.3the Result of Documentation Reading Comprehension

Based on the figure 3, the percentage of reading comprehension were 22%.It means the students have understands can specific information. 13% students can be understanding vocabulary, and 25% students have understood about identifying reference. Moreover, it found 11% students understand about making inference, and 29% students understand finding main idea of the text. It can be inferred that the highest percentage in reading comprehension were finding the main idea question, and the students need more learn how to comprehend a text in order to answer all the questions correctly.

Based on the data of documentation above, researcher also obtain another supporting data in a way of interview, which could be classified as:

1. **Did you like reading the English text?**

   Based on researcher question given to 18 students above, most of the students said that they did not like and lazy to read the English text, because the text was too long, cannot read correctly, and they also said that they did not know the meaning of the text.

2. **Did you ever learn a descriptive text?**

   Based on researcher question given to 18 students above, all students state that they once learned the material about descriptive text.

3. Can you understand descriptive text properly and correctly?

Based on researcher question given to 18 students above, from eighteen students, only three students state that "YES" understand it. And the other students state that "NO" the reason of the students cannot understand text descriptive properly and correctly because the text was too long, have low vocabulary, do not understand about the material, and they did not know the meaning of the text.

4. How do you understand the descriptive text?

Based on researcher question given to 18 students above, there were students state that, browsing, study hard again, use google, ask to their teacher or friends, rereading, and find out the meaning in the dictionary or Google translate.

Based on the data interview above, it can be concluded that the most of the students have low reading comprehension, because the students lazy to read the text, don't know meaning the text, don't have many vocabularies, and not understand about the material.

B. Discussion

This research was conducted at the tenth graders of SMK Muhammadiyah 2 Metro. It meant that the result of this research was defined and limited only on this participant in that place. In other words, the result might be different when it was conducted in the different place and

participant even though it had the same matter.

In addition, from the result of the research data analysis in previous elaboration, the writer found that the students' reading comprehension were still low and needed to be enhanced. It can be seen from the result of documentation and interview of reading comprehension that have done by the students.

Based on the result of reading comprehension in descriptive text at tent grade students of SMK Muhammadiyah 2 Metro was still low to understand about scan specific information, understand vocabulary, identifying reference, making inference, and finding main idea.

Besides, based on the results of the interview, it has been found that that the most of the students feel lazy to read because the students don't know meaning the text, didnot have many vocabularies, and not understand about the material. So, the students need more practice and motivating to improve their reading comprehension in descriptive text.

The percentage of Student's reading comprehension, there were 22% students understand scan specific information, 13% students understand vocabulary, 25% students understand identifying reference, 11% students understand about making inference, and 29% students understand finding main idea of the text. The highest percentage in students reading comprehension there are in the finding main idea question, and also students need more learn how to comprehend a text easily, so the students can answer all the questions correctly.

To solve this student' problems that they had, the writer concluded that students learned more the methods and strategies how to comprehend a text easier. It helped the students when comprehended a text. Besides, the students enriched their vocabulary because it helped them when they comprehended a text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In the description of the data analysis on previous chapter, it can be concluded that the students' reading comprehension at the tenth graders of SMK Muhammadiyah 2 Metro are still low and need to be increased.

Based on the result of reading comprehension it is found that the students have low to understand about scan specific information, understand vocabulary, identifying reference, making inference, and finding main idea.

The percentage of Student's reading comprehension, there are 22% students understand scan specific information, 13% students understand vocabulary, 25% students understand identifying reference, 11% students understand about making inference, and 29% students understand finding main idea of the text.The highest percentage in students reading comprehension is finding the main idea of the questions. However, students need learn more how to comprehend a text easly and the students can answer the question correctly.

Besides, based on the result of the interview, it has been found that the most of the students feel lazy to read beause the students did not know meaning the text, didnot have many vocabulares, and not understand about the material.

B. Suggestion

After conducting and gaining the result of this research, the researcher is going to constructively give suggestion as follow:

1. The institution and the scientific writers

   a. The institution should pay many attentions for the students who want to study about Reading.

   b. Being aware of this research is not enough, the researcher hopes that there will be other researcher who want to investigate in the theme of reading comprehension in the future time.

2. for the researcher

After analyzing reading comprehension in the topic of descriptive text. It is suggestion that the researcher should enrich knowledge and dig up various language on reading comprehension.

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APPENDIX

INTERVIEW GUIDANCE

1. Did you like reading the English text?
2. Did you ever learn a descriptive text?
3. Can you understand descriptive texts properly and correctly?
4. How do you understand the descriptive text?

Losari Beach

Losari beach is a beautiful beach and located on the edge city of makassar. It is located only about 3 km from the center of makassar (karebosi park). The beach used to be the longest cafe in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunse stands out. This is a major attaction of people's coming to the Losari beach.

Every evening hundreds of poeople come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky in sunny, the scenery is absolutely perfect. Because of its location in a bay the water of Losari is even often quiet as usual poor water.

Losari is its waterfront of the makassar. The that can be accessed by anyone. On this beach there is a park called the PelataranBahari (Marine Park), with semicurcular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of the sea water.

The PelataranBahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jollorokatinting, or become a transit point of rely of sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of the qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, And PantaiGapura Hotel. All of the hotels located in jalanpenghibur.

1. **Where is Losari located?**

   Answered:

   R1:C**.** Near Makassar city

   R2:B.Located only about 3 km from the center of Makassar(Karebosi Park)

   R3:C. Near Makassar city

   R4:B. Located only about 3 km from the center of Makassar(Karebosi Park)

   R5:B. Located only about 3 km from the center of Makassar(Karebosi Park)

   R6:B. Located only about 3 km from the center of Makassar(Karebosi Park)

   R7:B. Located only about 3 km from the center of Makassar(Karebosi Park)

   R8:A.Somewhere at Makassar city

   R9:A Somewhere at Makassar city

   R10:B. Located only about 3 km from the center of Makassar(Karebosi Park

   R11:C. Near Makassar city

   R12:B Located only about 3 km from the center of Makassar(Karebosi Park

   R13:B. Located only about 3 km from the center of Makassar(Karebosi Park

   R14:B. Located only about 3 km from the center of

Makassar(KarebosiPark

R15:B Located only about 3 km from the center of Makassar(Karebosi Park

R16:B. Located only about 3 km from the center of Makassar(Karebosi Park

R17: A.Somewhere at Makassar city

R18:B. Located only about 3 km from the center of Makassar(Karebosi Park

2. **"some of them <u>Qualified</u> as a tree stars hotel". What is the meaning of the underlined word".**

Answered:

R1:C. Menyediakan

R2:C. Menyediakan

R3:C. Menyediakan

R4:C. Menyediakan

R5:A.Memenuhi Syarat

R6:C. Menyediakan

R7:C. Menyediakan

R8:B. Menerima

R9:A. MemenuhiSyarat

R10:A. MemenuhiSyarat

R11:A. MemenuhiSyarat

R12:C. Menyediakan

R13:B. Menerima

R14:A. MemenuhiSyarat

R15:D.Pemandangan

R16:B. Menerima

R17:A. MemenuhiSyarat

R18:A. MemenuhiSyarat

3. **“ <u>It</u> is located only about 3 km from the center of Makassar”.**

The word <u>it</u> in that sentence refers to?

Answered

R1:A.Makassar

R2:A.Makassar

R3:D.Losari beach

R4:D.Losari beach

R5:D.Losari beach

R6:D.Losari beach

R7:D.Losari beach

R8:D.Losari beach

R9:D.Losari beach

R9:C. Beach

R10:D.Losari beach

R11:C. Beach

R12:C. Beach

R13:D.Losari beach

R14:D.Losari beach

R15:D.Losari beach

R16:D.Losari beach

R17:D.Losari beach

R18:D.Losari beach

4. **“the sunset slowly turns reddish in the line of the horizon”. We can implead that “the sunset” is.**

   Answered

   R1:A. Gloaming

   R2:E. Shine

   R3:E. Shine

   R4:E. Shine

   R5:A. Gloaming

   R6:A. Gloaming

   R7:A. Gloaming

   R8:B. Dayspring

   R9:B. Dayspring

   R9:C. Light

   R10:C. Light

   R11:E. Shine

   R12:C. Light

   R13:E. Shine

   R14:E. Shine

R15:D. Daylight

R16:A. Gloaming

R17:A. Gloaming

R18:C. Light

5. **What is the main idea of the text?**

Answered

R1:B. Losari beach is a good place to visit

R2:B. Losari beach is a good place to visit

R3:B. Losari beach is a good place to visit

R4:A. Losari beach is a awful place

R5: B. Losari beach is a good place to visit

R6:B. Losari beach is a good place to visit

R7: B. Losari beach is a good place to visit

R8:B. Losari beach is a good place to visit

R9:B. Losari beach is a good place to visit

R10:B. Losari beach is a good place to visit

R11:B. Losari beach is a good place to visit

R12:B. Losari beach is a good place to visit

R13: B. Losari beach is a good place to visit

R14:B. Losari beach is a good place to visit

R15:B. Losari beach is a good place to visit

R16:B. Losari beach is a good place to visit

R17:B. Losari beach is a good place to visit

Lampiran : Gambar pengambilan data interview dengan siswa melalui video call

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Nomor : B-2034/In.28.1/J/TL.00/06/2019
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMK MUHAMMADYAH 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**TRINING HASTUTI**
NPM	:	1601070127
Semester	:	6 (Enam)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE INFLUENCE OF USING FREE VOLUNTARY READING STRATEGY ON THE STUDENT READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMK MUHAMMADYAH 2 METRO

untuk melakukan *pra-survey* di SMK MUHAMMADYAH 2 METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 Juni 2019
Ketua Jurusan
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Nomor : 171 /IV.4.AU/F/2019
Lampiran : -
Hal : **Izin Pra Survey**

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Tempat

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Waba'du, disampaikan dengan hormat bahwa :

Dasar : Surat Institut Agama Islam Negeri Metro Nomor : B-2034/In.28.1/J/TL.00/06/2019 tanggal 27 Juni 2019 perihal Izin Pra Survey.

Menjawab permohonan surat dimaksud pada prinsipnya kami memberikan izin kepada Mahasiswa IAIN Metro, untuk melaksanakan kegiatan tersebut di SMK Muhammadiyah 2 Metro, dengan identitas mahasiswa sebagai berikut :

Nama	: **TRAINING HASTUTI**
NPM	: 160107070127
Semester	: 6 (Enam)
Jurusan	: Pendidikan Bahasa Inggris
Periode	: "The Influence Of Using Free Voluntary Reading Strategy On The Student Reading Comprehension In Descriptive Text At Tenth Grade Students Of SMK Muhammadiyah 2 Metro"

Demikian Surat ini kami sampaikan untuk dapat digunakan sebagaimana mestinya.

وَلسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Metro, 02 Shafar 1441 H
01 Oktober 2019 M
Kepala Sekolah,

WIHAN AFRIONO,S.T.,M.Pd
NIP. 19780419200604 1 015

Tembusan :
1. *Ketua Majlis Dikdasmen PCM Metro Barat di Ganjar Asri*
2. *Arsip.*

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SURAT TUGAS

Nomor: B-1796/In.28/D.1/TL.01/07/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**TRINING HASTUTI**
NPM	:	1601070127
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMK MUHAMMADYAH 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT TENTH GRADE STUDENTS OF SMK MUHAMMADYAH 2 METRO".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 01 Juli 2020

Mengetahui,
Pejabat Setempat

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Wakil Dekan I,

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Nomor : B-1797/In.28/D.1/TL.00/07/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK MUHAMMADYAH 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1796/In.28/D.1/TL.01/07/2020, tanggal 01 Juli 2020 atas nama saudara:

Nama	: **TRINING HASTUTI**
NPM	: 1601070127
Semester	: 8 (Delapan)
Jurusan	: Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MUHAMMADYAH 2 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT TENTH GRADE STUDENTS OF SMK MUHAMMADYAH 2 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 01 Juli 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
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Nomor : 796 /IV.4.AU/F/2020
Lampiran : -
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Kepala IAIN Metro
c.q Wakil Dekan 1 IAIN Metro

Di
Metro

اَلسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Waba'du, di sampaikan dengan hormat bahwa :

1. Dasar Surat Wakil Dekan 1 Institut Agama Islam Negeri (IAIN) Metro Nomor: B-1797/In.28/D.1/TL.00/07/2020 tanggal 01 Juli 2020 perihal Izin Research.

2. Menjawab permohonan surat dimaksud pada prinsipnya kami memberikan izin kepada mahasiswa Institut Agama Islam Negeri (IAIN) Metro untuk melaksanakan Research di SMK Muhammadiyah 2 Metro, dengan identitas mahasiswa sebagai berikut:

NAMA	**: TRINING HASTUTI**
NPM	**: 1601070127**
PROGRAM STUDI	**: Pendidikan Bahasa Inggeris**
Semester	**: 8 (Delapan)**

Demikian surat balasan ini kami sampaikan. Atas perhatiannya kami ucapakan terima kasih.

اَلسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Metro, 22 Dzulqoidah 1441 H
13 Juli 2020 M
Kepala Sekolah,

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Nomor : B-1267/In.28.1/J/TL.00/6/2020 Metro, 12 Juni 2020
Lampiran : -
Perihal : **BIMBINGAN SKRIPSI**

Kepada Yth.,
1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Trining Hastuti
NPM	:	1601070127
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	TBI
Judul	:	An Analysis On Student Reading Comprehension In Descriptive Text At Tenth Grade Students Of SMK Muhammadyah 2 Metro

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faks (0725) 47296, Website: digilib.metrouniv.ac.id, pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-608/In.28/S/U.1/OT.01/07/2020

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: TRINING HASTUTI
NPM	: 1601070127
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070127.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 01 Juli 2020
Kepala Perpustakaan

Drs. Mokhtarid Sudin, M.Pd
NIP.195808319810301001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Tuning Hastuti

NPM. : 1601070127

Fakultas : FTIK

Jurusan : Tadris Bahasa Inggris (TBI)

Angkatan : 2016

Telah menyerahkan buku berjudul 400 MUST HAVE WORDS FOR THE TOEFL

Metro, 24 Agustus 2020

Ketua jurusan TBI

Ahmad Subhan Roza, M.Pd.

NIP. 19850610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Trining Hastuti
NPM : 1601070127

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	29-10-2019	Grammar rules In chapter three using future tense	
2.	11-12-2019	Background of Study put in on narration of voluntary reading Strategy	
3.	20/2019 03	Bab III (Operational) - diperjelas dan dipertajam - Variable X dan y. - daftar pustaka	
4.	5/5/2020	Acc to ~~Proposal~~ Seminar proposal	

Mengetahui
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Trining Hastuti
NPM : 1601070127

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1	Jumat 1/11-19	Revise Ch. I	
2	Jumat 8/11-19	Revise Problem Identification.	
3	Jumat 15/11-19	Revise Limitation of the Problem.	
4	Jumat 22/11-19	ACC Ch. I Continue to ch. II	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

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IAIN METRO

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NPM : 1601070127

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
5	Jumat 29/11-19	Revise the way of quotation !	
6.	Jumat 6/12-19	Revise the mecanism of writing - Please Learn more your guidance books.	
7.	Jumat 20/12-19	Acc ch. II. Continue to ch. III.	
8.	Jumat 27/12-19	Revise ch. III.	
9.	Jumat 3/1-20	Revise grammar.	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
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Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 198305112009122004

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Trining Hastuti
NPM : 1601070127

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
10.	10/ 2020 /01	Acc Ch. III	

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 198305112009122004

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Trining Hastuti
NPM : 1601070127

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	25/06/2020	✓		Revice Apd	
2.	29/06/2020	✓		Acc Apd	

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing I

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Trining Hastuti
NPM : 1601070127

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 16/6-2020		✓	Revise APD, Observation guide.	
2.	Selasa 23/6 2020		✓	Acc APD	

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing II

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IAIN METRO

Nama : Trining Hastuti
NPM : 1601070127
Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1.	4/2020/08	✓		Revise the result of the research !	
2.	12/2020/08	✓		Revice Abstrak Data Resaurces Data colecting technique chapter IV	
3.	19/2020/08	✓		chapter IV chapter V (sugestion)	
4.	26/2020/08	✓		- abstrak - chapter IV - figure - Conclution	
5.	9/2020/09	✓		- abstrak - Discussion - Penulisan - Bab V (Conclution & sugestion (penulisannya).	

Mengetahui
Ketua Jurusan TBI,

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Dosen Pembimbing I

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IAIN METRO

Nama : Trining Hastuti
NPM : 1601070127
Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
6	09/2020 log	✓		Acc Skripsi untuk persiapan ujian turnitin	

Mengetahui
Ketua Jurusan TBI,

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NIP. 19750610 200801 1 014

Dosen Pembimbing I

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IAIN METRO

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NPM : 1601070127
Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tands Tangan Mahasiswa
		I	II		
1.	Selasa 01/09/2020		v	- Revise grammas. - Make clear the result of the research!	
	Selasa 28/07-2020		v	Revise Prior research	
	Selasa 11/8-2020		v	Elaborate more the result of the research.	
	Selasa 18/8-2020		v	Acc ch. IV & V	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing II

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NIP. 19830511 200912 2 004

CURRICULUM VITAE

The name of the writer is Trining Hastuti. She was born in Masgar, in January 19st 1998. She is the last child of Mr. Suroso and Mrs. PariyemWasriyati. She studies at SD N 28 Tegineneng in 2004-2010.

Soon after that, she continued to Junior High School at SMP N 1 Tegineneng in 2010-2013. She stood her study at SMK Muhammadiyah 2 Metro in 2013-2016. It was long journey for her to find out her dream. After graduating from vocational high school, she decided to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her knowledge wisely.