AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENT DIFFICULTIES TO ANSWER THE READING QUESTION IN KOSGORO JUNIOR HIGH SCHOOL SRIBHAWONO EAST LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022

By:

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Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M

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Presented as a Partial Fulfillment of the Requirements
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In English Education Department

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APPROVAL PAGE

Title : AN ANALYSIS OF STUDENT DIFFICULTIES TO ANSWER THE READING QUESTION IN KOSGORO JUNIOR HIGH SCHOOL SRIBHAWONO IN THE ACADEMIC YEAR 2021-2022

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be examined on the munaqosyah. Thank you very much.
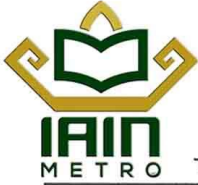*Wassalmu'alaikumWr.Wb*

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AssalamualaikumWr.Wb.
        Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setujui dan dapat diajukan untuk di-munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.
Wassalmu'alaikumWr.Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF STUDENT DIFFICULTIES TO ANSWER THE READING QUESTION IN KOSGORO JUNIOR HIGH SCHOOL SRIBHAWONO EAST LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022, written by: FAJAR PRASETYO, Student Number 1501070250, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, May 30th, 2022 at 15:00 - 17:00 p.m.

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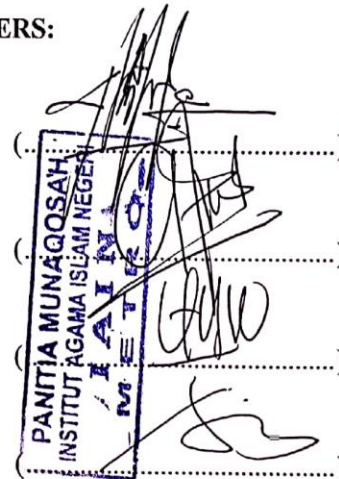
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AN ANALYSIS OF STUDENT DIFFICULTIES TO ANSWER THE READING QUESTION IN KOSGORO JUNIOR HIGH SCHOOL SRIBHAWONO EAST LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022

ABSTRACT
By: Fajar Prasetyo

The objective of the research is to find out the difficulties in answer English reading question in Kosgoro Junior High School Sribhawono. Reading has been one of the most important skill to be mastered, by mastering reading English people are able to increase knowledge. Therefore, in reading activity the students should work as much as possible on their own, read many book, and able to understand what people write. The problem in this research is the studenst of Kosgoro Junior High SchoolSribhawono have some difficult to answer english reading questions.

This research is qualitative research. The population of this research was the students of ninth grade of Kosgoro Junior High School Sribhawono. The sample of this research was 16 members. The researcher used observation anddocumentation as the data collecting method. In order to analyze the data. The researcher used first is collecting the data, second is reduce the data, third is describe the data, abd the last is verifies the data.

In this research, the result ofobservation test is from 16 students that answers 10% students difficult in determining main idea, 18,50% students difficult in understanding vocabulary, 15% student difficult in makin reference, 18,50% student difficult in making inference, and 38% student difficult in answer detail information question.Based on these condition the students has same difficulties, it means that there was less vocabulary and some students do not like English.

Keyword: *Difficulties, Reading English.*

**ANALISIS KESULITAN SISWA UNTUK MENJAWAB PERTANYAAN
BACAAN DI SMP KOSGORO SRIBHAWONO LAMPUNG TIMUR
DI TAHUN AJARAN 2021-2022**

ABSTRAK
Oleh:
FAJAR PRASETYO

Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis kesalahan pengucapan siswa kelas tujuh, untuk menyelidiki penyebab kesalahan pengucapan siswa kelas tujuh, dan untuk mengatasi kesalahan pengucapan siswa. Peneliti menganalisis fenomena ini berdasarkan pertimbangan masalah siswa dalam melafalkan bahasa inggris yang diselidiki dalam proses pra-survey.

Metode penelitian ini adalah penelitian kualitatif berupa studi kasus yang dilakukan di SMP TMI Roudlatul Qur'an Metro. Sumber utama penelitian ini adalah siswa kelas VII SMP TMI Roudlatul Qur'an Metro yang berjumlah 10 orang. Peneliti menggunakan observasi, dokumentasi, wawancara and rekaman dalam mengumpulkan data. Penelitian ini dilakukan untuk mengetahui penyebab dan solusi kesalahan pengucapan siswa.

Hasil penelitian ini meliputi jenis-jenis kesalahan pengucapan bahasa Inggris yang terdiri dari kesalahan pengucapan vokal, konsonan, intonasi, dan konsonan akhir. Selain itu, hasil dari poin kedua menunjukkan penyebab kesalahan pengucapan yang meliputi gangguan bahasa ibu, perbedaan tata suara antara bahasa ibu dan bahasa Inggris, siswa sulit meniru aksen penutur asli, siswa tidak mampu memahami dan melatih tekanan, intonasi, dan ritme dalam pengucapan bahasa Inggris mereka, siswa memiliki motivasi yang kurang dalam berlatih Pengucapan Bahasa Inggris, siswa memiliki keterbatasan dalam paparan latihan pengucapan. Selain itu, hasil penelitian ketiga menekankan solusi bagi siswa dengan memberikan latihan dan pengulangan yang cukup dalam latihan pengucapan bahasa Inggris, bimbingan secara intensif dalam latihan pengucapan, membimbing siswa untuk mendengarkan suara penutur asli, menyelesaikan desain kurikulum dan materi membangun lisan jarak jauh.Tujuan dan sasaran komunikasi.

Kata kunci: analisis, kesalahan pengucapan, penelitian kualitatif

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name	: FAJAR PRASETYO
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Faculty	: Tarbiyah and Taeacher's Training

State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are exceped from bibliographies mentioned.

Metro, May 24th, 2022

Fajar Prasetyo
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Nama   : FAJAR PRASETYO

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

Metro, 24 Mei 2022
Yang membuat pernyataan,

Fajar Prasetyo
NPM. 1501070250

MOTTO

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ٥ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ٦ فَإِذَا فَرَغْتَ فَٱنصَبْ ٧ وَإِلَىٰ رَبِّكَ فَٱرْغَب ٨ (سورة الـشرح, ٥ـ٨)

"For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease.

So when you have finished (your duties) than stand up (for worship). And to your

Lord direct (your) longing."

(QS. Al-Insyiroh 5-8)

No amount of money ever bought a second of time.

(Howard Stak)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

1. My beloved parents Mr. Sugiyatno dan Mrs. Sumarni who always pray and give support in their endless love.

2. My beloved brother, Surya Danu Iswara and my beloved sister, Jihan Winda Khoir.

3. My great class, TBI C (The wonderful class with unique types of the students)

4. My beloved friends, Febrian Agam Anggiri, Darma Edvando, Eko Yulianto, Nia Rusada and my other friends who can not mentioned one by one that always support me.

5. My beloved almamater of State Institute for Islamic Studies of Metro

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6. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Metro, May 24th, 2022
The researcher,

Fajar Prasetyo
St. Number. 1501070250

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CHAPTER I

INTRODUCTION

A. Backgroud of Study

Language is the tool for human to communicate each other, every human use language to express the idea, every people choose their language to communicate on their community. Language is crucial component in our life, to command, ask, and make differentiation to other community. Based on the opinion above, English is one of some important knowledge to learn not only for adults but also for children to make communication easier. English Language is agreement of human in the world to make communicate easier.

In our country, English is just foreign language used in a group of school, university, or company. English is foreign language that student learn english begins on Junior High School. The student of Junior High School start to learn english from basic ability, they learn to complete their skill beside matematics, social, and science. There are basic competencies for them to mastery, they must great on listening, writing, speaking, and reading to passed as a student junior high school who learn basic english.

In learning English, at least there are four skills of language which actually should be mastered by all of the students. They are listening, speaking, reading and also writing. All four parts interconnect with other and practicing all of them on a daily basis will greatly improve the learning process.

One of some abilities of English to master is reading. Reading is acticities that all of people do. Reading is human activity spell sentence or paragraph to get information, add the knowledge, increasing focus and concentration, practice many skills and analyzing. In this case, the researcher choose this ability because this is basic to student learn and all of people should do this to increase their knowledge. On the Nineth grade of Junior High School, there are 3 material of reading, they are Imperative sentence (direction), product label, and procedure text. The material ask the student to make action directly based on their book material, google, or real example on their environment.

On this research, the researcher choose Junior High school because they are beginner to learn english, they learn start from greeting on the dialogue of communication until english literature, for example understanding and looking for morallity vallue of Song and Poem. The background of student is just know the english start on Junior high school, they learn material did not maximal because just learn from google classroom, google zoom or meet, and other google media. Corona virus pandemic prevent the learning english directly from the teacher or friend.

One of reasons why the researcher choose this Undergraduate Thesis Title is the researcher wants to know the effectiveness of the English learning process on the school, based on the result of student scores when they did summative test in this case is final examination first semester. The researcher want to know the problem and give the solve based on the problem to make

the learning process more effective and efficient. From the problem we will know who will be corrected, whether the teacher when they deliver material on English learning process, or the student feel difficult to concentrate when the learn English.

Every class on this school containts of 15-30 students, the reseacher choose 9 Grade The class is 9.2 class consist 16 students, the researcher choose this class because this class is sufficient to do reseacrh. The teacher who teaches on this class tell that the student is not too many or too less for learning, so the english learning process do very well. The sufficient number of students make English learning process do effectively. The reseacher do pre-reseacher ask the data of Final exam to subject teachers,

A pre-research has done on December 2021 in Kosgoro Junior High School Sribhawono, the researcher got the data as follows:

Table 1.1
The Data of Students Reading Score In Kosgoro
Junior High School Sribhawono

No.	Student's Initial	Final Exam Score
1.	AS	46
2.	BK	48
3.	DS	46
4.	FA	70
5.	NN	38
6.	JF	60
7.	MS	72
8.	MR	70
9.	MA	48
10.	RK	38
11.	RL	64
12.	RR	40
13.	SD	80
14.	SR	70
15.	TN	60
16.	YT	50

Based on the data above, it can be inferred that the level of student scores achievement in December 2021 in Kosgoro Junior High School Sribhawono. In learning process, reading is consider as the most difficult thing for student especially to understand about the meaning and vocabulary. For instance students still take too much time to compose utterances, reading the question does not sound mean, poor in vocabularies, less confidence and feel nervous to answer the question.

B. Focus of the Research

In this reseach, the researcher focus on an analysis of student difficulties on answer the reading question of final examination first semester on Kosgoro Junior High School Sribhawono East Lampung in the Academic Year of 2020-2021.

C. Research Question

From the pre-research which researcher did, there are 2 research questions of this research

1. What is the difficulties of the student to answer the reading questions of Final exam on Kosgoro Junior High School Sribhawono East Lampung in the Academic Year of 2021-2022?

2. What is the reason about the difficulties of the srudent to answer the reading question in Final exam on Kosgoro Junior High School Sribhawono East Lampung in the Academic Year of 2021-2022?

D. Objective and Benefit of The Study

1. Objective of the Study

Based on the research question above, the purpose of this research is:

a. To investigate the problem of student to answer the reading questions of Final Exam on Kosgoro Junior High School Sribhawono East Lampung in the Academic Year of 2021-2022.

b. To find the reasons low or high student scores to answer the reading question of Final Exam on Kosgoro Junior High School Sribhawono East Lampung in the Academic Year of 2021-2022.

2. Benefit of the study

a. For the students

To evaluate the student for make them study hard on English learning process especially on reading material.

b. For the Teacher

This research is also expected the teacher solving problems related in low score on Final Exam on Kosgoro Junior High School Sribhawono

c. For other Researcher

Hopefully, the result of this research is expected as a new information who are interested in English as the reference to the other researcher who will do further research and giving more knowledge english learing process

E. Prior Research

There are researches about difficulties on reading question in the school. The first research is "Student's Difficulties in Reading Comprehension ar MTs Al Mahrus Medan" written by Suci Sintia Putri. This research concludes that the are 5 difficulties in reading comprehension faced by Students on MTs Al Mahrus Medan. To find solution this difficulties, the student should enrich vocabulary, practice diligently, and the teacher should give various practice, search more information about strategi and method, must be aware of student problem. The difference of this research is this research especially focused on reading comprehension but the research of this proposal is to all material of third grade of Kosgoro Junior High School Sribhawono in the Academic Year of 2021-2022[1].

Another research is by Intan Safitri An Analysis of student difficulties in comprehending English reading exercises on MA Maarif NU 02 Sidorejo. The finding of this research is the second grade students of MA Maarif NU 02 Sidorejo get difficulties on English language problem: They are lack on vocabulary and spelling. Based on the finding above, it is suggested for the students to harder in learning reading especially on vocabulary and Spelling. The differentiation of this research is Intan Safitri make an own question exercise[2].

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[1] Suci Sintia Putri,"*An Analysis of the student''s Difficulties in Reading Comprehension At MTs Al Mahrus Medan,"* repository uinsu, Desember 2020, 3

[2] Intan Safitri,"*An Analysis of Students' Difficulties in Comprehending English Reading Exercise At The Eleventh Grade Of MA Ma'arif NU 02 Sidorejo In The Academic Year 2021/2022,"* repository raden intan, 2022, 2

The last is "Student difficulties in answering reading questions with HOTS at SMA N 3 Bukit Tinggi" by Afifatul Mahfuzah. Based on the results of analyzing data research, the researcher finding of this research is the second grade students of SMA N 3 Bukit Tinggi, the student fairly good in answering HOTS reading question but they are have difficulties on producing idea to solve the problem. The Student should be harder in learning reading especially on vocabulary. The differentiation of this research is Afifatul Mahfuzah the question of her research is HOTS questions[3].

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[3] Afifatul Mahfuzah,*" Student difficulties in answering reading questions with HOTS at SMA N 3 Bukit Tinggi,"* repository uin suska, 2019, 3.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading

1. The Definition of Reading

Carnie states, reading is defined as getting information from the text and interpretation. In other words, reading is the ability to draw from the printed text and interpret the information appropriately.[4] Carnie says that reading is the ability to get information from the text.

According to Daiek, reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them.[5] Based on theory of Daiek, reading is a process that depends on the skill of author to explain or convey the meaning in a text by using the words and how the author delivers the opinion to create new word or meaning of sentence and then explore it to be sentences or paragraph.

According to Burns, reading is a way of sharing another person's insight, joys, sorrow, or creative endeavors.[6] Being able to read can make it possible for a person to find places he or she has never visited before

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[4]Carnie. (1990), *Instruction Reading,* (Columbus Ohio: Meril Publishing Company), p. 30.

[5]Anter Nancy, (2004), *Critical Reading for College and Beyond,* (New York: Mc Graw Hill), 5.

[6]Burns (et. al). (1984), *Teaching Reading in Today's Elementary School* (3nd edition), (New York: Longman), 3.

(through maps, directional signs), to take advantage of bargains (through advertisements), or to avert disaster (through warnings signs).

Furthermore, according to Clark et. al define reading as an active, primarily cognitive process of interacting with print or monitoring comprehension to establish meaning which means that the brain does most of the work.[7]

From those opinion above it can be concluded that reading is a process of founding meaning in the text. When someone is reading means that he tries to understand the text and found the main idea. So, reading can be said as the process of comprehending the text and finding the meaning.

It is important to apply to principles of learning to the student"s mastery of the reading skills. Some principles of learning that will be applied to reading according to Shepherd are: [8] (1) Reading requires purpose and motivation (interested, need). (2) Reading requires the meaning for the learner. (3) The teacher must bring much background information to any reading task. (4) Reading is an active process that requires the learner to be active in his learning to read.(5) Reading skills to need the forming of habits. (6) Knowledge of syntactic structure and vocabulary is important. (7) Reading requires practice-time on task. (8) Favorable attitudes are important for effective reading. (9) Reading

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[7]Edithia Gloria Simanjuntak. (1988). *Developing Reading Skills for EFL Students. (*Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan), 15.
[8]*Ibid.,* 18

capabilities are different for each student.And (10) Reason for reading is important to be an effective reader.It is important to apply these principles of learning to the students" mastery of the reading skills in order to make learning process to be efficient and effective.

Grabe states, when we begin to read, we actually have a number of initial decision to make, and we usually make these decisions very quickly, almost unconsciously in most cases.[9] For example, when we pick up a newspaper, we usually read the front page with some combination of search processing, general reading comprehension and skimming. We read partly for information, but we also read with a goal to finish the newspaper fairly rapidly, since few people try to read every line of a newspaper.

Grabe and Stoller states reading as the ability to draw meaning from the printed page and interpret the information appropriately.[10] They mention seven purposes of reading: (1) Reading to search for simple information. (2) Reading to skim quickly. (3) Reading to learn from text. (4) Reading to integrate the information. (5) Reading to write (search information needed for writing).(6) Reading to critique texts. And (7) Reading for general comprehension.

There are many different purposes of reading. Sometimes people read a text to learn material, sometimes people read for pure pleasure, and sometimes they need to follow a set direction. If a reader wishes to get a general idea of text content, they will pay less attention to the detail of the

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[9]Grabe William, and Fredricka L Stoller, (2002), *Teaching and Researching Reading.* (New York: Longman), 11.
    [10]*Ibid.,* 13.

text and he may read in very different ways than if he is studying a text in order to identify key information. Thus, it becomes inevitable to say that the reason he is reading a text will influence the way he reads it. Reading short story at bedtime is likely different from reading a hand out for an examination to the next morning of course.

A readers purpose determines the way in which he treats a passage and which comprehension skills he uses. Because, according to Hennings, what the readers get from reading also depends on what they bring to the reading of selection and the purpose for reading it.[11] On the other hands, it is clear to say that reading purpose will influence the skills required or used. Skill is not only to learn knowledge, but also abilities to process information.

2. **The Kind of Reading**

   a. Reading for Information

   Reading to learn about a trade, or politics, or how to accomplish something. We read a newspaper this way, or most textbooks, or directions on how to assemble a bicycle. With most of this sort of material, the reader can learn to scan the page quickly, coming up with what he needs and ignoring what is irrelevant to him, like the rhythm of the sentence, or the play of metaphor.

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[11]Dorothy Frant Hennings, (2003), *Reading with Meaning, (*Edinburg: Education Limited), 2.

b. Reading for Ideas

With a philosopher one reads slowly, as if it were literature, but much time must be spent with the eyes turned away from the pages, reflecting on the text, intellectual writing, requires intellectual reading, which is slow because it is reflective and because the reader must pause to evaluate concepts.

c. Reading to Escape

This reading is the automated daydream, the mild trip of the housewife and the tired businessman, interested not in experience and feeling but in turning off the possibilities of experience and feeling, the reader is in control: once the characters reach into the reader's feelings, he is able to stop reading, or glance away, or superimpose his own daydreams.

d. Reading to Engage

If we read a work of literature properly, we read slowly, and we hear all the words. If our lips do not actually move, it's only laziness. The muscles in our throats move, and come together when we see the word "squeeze." We hear the sounds so accurately that if a syllable is missing in a line of poetry we hear the lack, though we may not know what we are lacking. In prose we accept the rhythms, and hear the adjacent sounds.

In this kind of reading we must find emotional center (what is at stake). Note literary conventions, repetitions, and related ideas.

Identify things confusing or strange. Summarize or paraphrase whole.[12]

3. The Genre of Reading Text

According to Knapp and Watkins, a text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a movie and so on.[13] In other words text is a communication tool with a form of writing that through text readers and writers can communicate without having to meet in person. Knapp and Watkns stated that types of text in English are divided into several types. They are the genre of describing, the genre of explaining, the genre of instructing (Procedural text), the genre of arguing, and the genre of narrating. These variations are known as genre.[15] However, Gerot and Wignel classify the genre into thirteen types. They are:

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

Recount text is a text telling someone what you have done.

c. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

d. Analytical Exposition

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[12]Hall, Donald. *Four Kinds of Reading.* Thinking in Writing. 2nd ed. Donald McQuade and Robert Atwan. New York: Knopf, 1983: 162-167.

[13]Peter Knapp & Megan Watkins, *Generic Text, Grammar* (Sidney Australia: University of New South Wales Press Ltd, 2005), 29

Analytical exposition is a text to persuade the reader or listener that something in the case.

e. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative is a text to entertain the reader.

h. Procedure

Procedure text is a text telling someone else how to do something.

i. Description

Description text is a text to describe a particular person, place or thing

j. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a fundamental process in the exchange of information and ideas.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Reviews is a text to critique an art work or event for a public audience.[14]

Based on those explanations, it can be concluded that there are types of text such as narrative, recount, and report and each text has a difference in purpose and characteristics.

B. The Concept of Evaluation

1. The Definition of Evaluation

Evaluation is the process of making judgments about what is good or desirable. For example, judging whether a student is performing at a high enough level to move on to the next reading level or whether to carry out a particular instructional activity requires evaluation.[15]

It is accordance with what Robert stated. He said that evaluation is the process of making value judgments understates the complexity and difficulty of the effort required. When it has been determined that evaluation is needed, the evaluator must decide what kind of information is needed, how the information should be gathered, and how the information should be synthesized to support the outcome-the value judgment.[16]

From those explanations, it can be said that evaluation concerns with information gathering as it is with making decisions. In addition, the term is used to refer to the product or outcome of the process. The term

[14]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New south wales: Gerd Stabler, 1994), 192-217.

[15]Airasian, Peter W., *Classroom Assesment; Concepts and Applications,* (New York: McGraw-Hills companies, inc., 2012), 7th edition, 39

[16]Ebel, Robert L. and David A Frisbie, *Essential of Educational Measurements,* (NewDelhi: Prentice Hall inc., 1991), 5th edition, 35

evaluation usually refers to the process of making judgments, assigning value, or deciding on worth. For example, a test is an assessment technique to collect information about how much students know on a particular topic. Assigning a grade, however, is an evaluative act, because the teacher is placing a value on the information gathered on the test. So, evaluation is used to provide feedback and to generate learning with strong emphasis on student participation in self-evaluation.

2. **The Definition of Test**

When people hear the word assessment and evaluation, they often think of tests. The test word is derived from *testum.* It means the plate to keep off the pure metals. Test is a tool or procedures used to measure and know something based on the specific clues. If we are talking about test, there are some terminologies. Firstly is *testee*, the despondences that are doing the test. Secondly is tester, is someone who is responsible to collect and resume the despondences" result.[17]

Peter W. Airasian stated that a test is a formal, systematic procedure used to gather information about students" achievement or other cognitive skills.[18] Then, Glenn Fulcher added that testing is primarily about establishing *ways of making decisions* that are (hopefully) not random, and seen as „fair" by the population.[19]

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[17]Arikunto, Suharsimi, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: PT. Bumi Aksara, 2005), edisi revisi, 52-53

[18]*Ibid*.39

[19]Fulcher, Glenn, *Practical Language Testing*, (Britain: Hodder Education, An HachetteUK Company, 338 Euston Road, 2010), 4

In other word, a test is a method of measuring person"s ability or knowledge in a given domain. it consists of some systematic procedures for gathering data about students" achievement and can be instrument, technniques, or procedures to have the students" respond through performance or tasks in the form of set question.

According to Arthur Hughes testing has several purposes:

a. To measure language proficiency

b. To discover how successful students have been in achieving the objectives of a course of study.

c. To diagnose students' strengths and weaknesses, to identify what they know and what they do not know.

To assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability.[20]

3. **Types of Test**

There are four types of test according to Arthur Hughes. There are:

a. Proficiency Test

According to J.B. Heaton that the proficiency test is concerned simply with measuring a student"s control of the language in the light of what he or she will be expected to do with it in the future performance of a particular task.[21] while James Dean Brown stated that a proficiency test assess the general knowledge or skill commonly

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[20]Hughes, Arthur, *Testing for Language Teacher*, (Cambridge: Cambridge University Press, 2003), 8

[21]Heaton, J.B., *Writing English Language Tests*, (USA: Longman inc., 1988), 173

required or prerequisite to entry into (or exemption from) a group of similar institution."[22]

Proficiency tests are kinds of tests designed to measure people"s ability in a language, regardless of any training they may have had in that language. The content of a proficiency test, therefore, is not based on the content or objectives of language courses that people taking the test may have followed. Rather, it is based on a specification of what candidates have to be able to do in the language in order to be considered proficient.

Proficiency tests are often used for placement or selection, and their relative merit lies in their ability to spread students out according to ability on a proficiency range within the desired area of learning.

b. Achievement Test

As its name reflected, the purpose of achievement test is to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives. H. Douglas Brown stated that an achievement test is related directly to classroom lessons, units, or even a total curriculum.[23]

According to Mehres and Lehmann stated on the book *A guide to language testing: Development, Evaluation and Research*, achievement testmay be used for program evaluation as well as for certification of learned competence. It follows that such tests normally

[22]Brown, James Dean, *Testing in Language Programs,* (New Jersey: Prentice Hall Regents, 1996), 10

[23]*Ibid.,* 391

come after a program of instruction and that the components or items of the tests are drawn from the content of instruction directly.[24]

Thus it can be inferred that achievement tests are used to measure the extent of learning in a prescribed content domain, often in accordance with explicitly stated objectives of a learning program. Achievement tests are also used by teacher to motivate students to study. If students know they are going to face a quiz at the end of the week, or an end of semester achievement test, the effect is often an increase in study time near the time of the test.

According to Arthur Hughes, there are two kinds of Achievement test: [25]

1) Summative Tests (Final achievement tests)

Summative assessments, in contrast, are efforts to use information about students or programs after a set of instructional segments has occurred. Their purpose is to summarize how well a particular student, group of students, or teacher performed on a set of learning standards or objectives. Information obtained from summative assessments is used by teachers to determine grades and to explain reports sent to students and their parents.[26]

[24]Henning, Grant, *A Guide to Language Testing: Development, Evaluation and Research*, (China: Heinle & Heinle Publisher, 2001), 6
[25]*Ibid.,* 13
[26]Arends, Richard I., *Learning to teach*, (New Yoek: McGraw Hills, 2012), 9th edition, 217

In summative testing, it is expected that test scores to carry *generalizable* meaning; that is, the score can be interpreted to meansomething beyond the context in which the learner is tested.[27]

It is concluded that, summative test is administered at the end of a course of study. They may be written and administered by ministries of education, official examining boards, or by member of teaching institutions. This test is designed to know how succesful students have mastered the previous materials of a long period of course.

2) Formative Test (Progress achievement tests)

This is a way of measuring progress would be repeatedly to administer final achievement tests, they are hope to increase scores indicating the progress made.

Peter W. Airasian stated that, formative tests take place while interacting with students and focused on making quick and specific decisions about what to do next in order to help students learn. They all rely on information collected through either structured formal activities or informal observations made during the process of instruction.[28]

Formative tests are typically designed to measure the extent to which students have mastered the learning outcomes of a rather limited segment of instruction, such as a unit or a textbook chapter.

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[27]*Ibid.,* 20
[28]*Ibid.,* 99-100

These tests are similar to the quizzes and unit tests that teachers have traditionally used, but they place greater emphasis on (1) measuring all of the intended outcomes of the unit of instruction, and (2) using the results to improve learning (rather than to assign grades).[29]

The result of formative test gives the information about how well students have mastered a particular material. The purpose is to identify the students' learning successes and failures so that adjustments in instruction and learning can be made. The formative test also determines whether a student has not been mastered the learning tasks being taught, it can be prescribed how to remedy the learning failures.

c. Diagnostic Test

James Dean Brown stated that a diagnostic test is designed to determine the degree to which the specific instructional objectives of the course have been accomplished.[30] J.B Heaton also stated that diagnostic test is widely used; few tests are constructed solely as diagnostic tests. Note that diagnostic testing is frequently carried out of groups of students rather for individuals.[31]

In summary, diagnostic tests are designed to diagnose a particular aspect of a language and can be used to check the students" in learning a particular element of the course. For example: it can be used

[29]*Ibid.,* 15
[30]*Ibid.,* 15
[31] *Ibid.,* 173

at the end of a chapter in the course book or after finished one particular on lesson.

d. Placement Test

The placement test provides an invaluable aid for placing each student at the most beneficial position in the instructional sequence.[32]

The purpose of placement test according to H. Douglas Brown is to place a student into an appropriate level or section of a language curriculum or school. A placement test typically includes a sampling of material to be covered in the curriculum (that is, it has content validity), and it thereby provides an indication of the point at which the student will find a level or class to be neither too easy nor too difficult, but appropriately challenging.[33]

In summary, placement tests are intended to provide information that will help to place students at the stage or in the part of the teaching learning program that most appropriate with their abilities. Most of classroom teacher used placement test in the pretest. So that, they can know the readiness of students to begin the instructions and place them with the proper instruction in the part of teaching learning activity.

In this research, a kind of test that will be analyzed is English summative test for Eight grade of Junior High School made by Kosgoro Junior High School Sribhawono Academic Year 2021-2022.

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[32] Gronlund, Norman E, *Constructing Achievement Tests*, (USA: Prentice Hall Inc, 1977),

[33] *Ibid.,* 390-391

e. **Assessing Reading**

To know students reading comprehension is achieved, the teacher needs to assess the students after they finish reading the text. According to Kizlik (2014) "assessment is a process by which information is obtained relative to some known objective or goal". It is a broad term that includes testing. In other words, all tests are assessment, but not all assessments are test.

There are some possible tasks teachers use in order to assess lexical and grammatical aspects of reading comprehension. They can be seen as follows:

a. Multiple-choice

It is the most popular form in testing reading knowledge of vocabulary and grammar. Besides, it is also easy to be administered and scored rapidly. One of the types of multiple choice items can have a bit context, but it may provide as grammar and vocabulary check.

b. Matching tasks

Students should respond correctly in this task in which they match a correct format. Vocabulary is considered as the most appearing criterion in terms of matching procedure

c. Editing tasks

This type is regarded as a test method to assess linguistic competence in reading because it provides editing for grammatical and rhetorical errors.

d. Picture-Cued Tasks

Pictures and photographs are widely used to assess ability at the selective level. There are some types of picture-cued method that may be used. First, students should be able to choose one of four pictures or photographs based on the text and passage that they read. Second, students are provided sentences and definitions in which each definition describes a labeled part of a diagram or picture. Students' task is to identify each labeled item.

e. Gap-Filling Tasks

It is also known as "fill-in-the-blank" in which students are required to write a word or phrase. In an extent version of this task, students are required to make sentence completion items in which they read part of a sentence and write a phrase to complete the sentence.[34]

From what is said above, it is clear that there are several tasks that may be used to assess students' reading comprehension. These tasks are quite easy to be conducted by teachers because most of the procedures of all the tasks are simple and understandable enough.

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[34]Brown, H.D *Language assessment: Principle abd classroom practice* (New York: Pearson Education Inc, 2003, 45

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics Research

The researcher using qualitative research in this research. The type of this research is a case study. According to Creswell, case study is where the researcher investigates in the depth of phenomenon, a program, an event, an activity, a process, or one more individual.[1]

Moreover, case study focuses on a single unit to produce an in-depth description that is rich and holistic.[2] Meanwhile, Fraenkel explains that case study is detailed study of one or (at most) a few individuals or other social units, such as: classroom, school, or neighborhood. It can also be a study of an event, an activity, or an on going process.[3]

The researcher have opinion that case study is a systematic collection of information about a person, group, or community, social setting or event in order to gain insight into the functioning. A case is bound in time and place. Regarding to case study, researcher collected the data through interview, ask the data score to the subject teacher and documentation from the participants. The goal of case study is to arrive at detailed description and understanding of the entity (the case).

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[1] John W Cresswell, *Research Design: qualitative, quantitative, and mixed methods appoaches second edition,* (California: sage Publication, 2003), 13
[2] Ary, Donald, at.al., *Introduction to research in Education 8th Edition,* (Wadsworth: Wadsworth Cengage Learning, 2010), 454
[3] Jack R Fraenkel, *How to design and Evaluate the Research in Education,* (United State of America: Mc Graw Hill, Higher Education, 2016), 445

Meanwhile, the characteristic of a case study in qualitative research are: first, qualitative research uses multiple methods that are interactive and humanistic. The multiple methods can be applied appropriately the participant. Second, qualitative research is fundamentaly interpretative. It can be assumed that the researcher can interpret the data. The researcher describes the participant, interpreting the data and then drawing the conclution about the data intended. Third, the qualitative research is descriptive. The data collected is in the form of words of picture rather than number. Fourth, the data qualitative research in research is analized inductively. Fifth, the qualitative research adopts and uses one or more strategies of inquiry as guide for the procedure in the qualitative study. Then the last, the qualitave research are concerned with process rather than simply with outcomes or products.

The research has been conducted to explore the phenomenon about students error and considers the importance of quality of students communicate to be explored. Therefore, the researcher decides using qualitative approach to investigate and analyze the types, the reasons, and the solution of low score in Final exam on Kosgoro Junior High School. The research has been conducted at Student of Kosgoro Junior High School Sribhawono in the Academic Year of 2021-2022.

B. Data Resource

Data source of the research is get by document and interview. It means that the researcher gets the data from purposive sample as the participants. In

this research, in conducting the data resources, the researcher devided them into primary and secondary.

Primary data is the data resource which directly will be acquired by the researcher. It means that the first hand data is paper contains of student score in Final Exam first semester had be obtained the researcher as an object of this research. In conducting this research, the researcher select a class contain sixteen students On Kosgoro Junior High School Sribhawono Lampung Timur.

Secondary sources are helpful as begin review, to explore their reading ability in English learning process. Examples of secondary sources are handbook, e-book, and select journal that relate to English learning process.

C. Data Collection Technique

In conducting the research, it is extremely important to formulate the relevant technique of collecting data. Creswell explain that in many qualitative studies, inquires collect multiple forms of data and send a considerable time in the natural setting gathering information.[4]

For gathering the data the researcher uses some instruments. The instruments which were used in conducting the research as follow:

1. Observation

Creswell highlight that observation, in which the writer takes field notes on the behavior or activities or individual at the reseach site.[5] In other words, the researcher needs the field notes from individual behavior or

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[4]John W Cresswell, *Research Design ; Qualitative, Quatitative and mixed Methods Approach*, (London ; Sage Publication, 2003), 185
[5]*Ibid.,* 247-249

activities in the research. The purpose of observation is to describe a situation in research, the individual are involved in the activities and relationship with situation. So that the reader of the report will understand clearly what happen and how the process occur in the activities. The writer was observing in the field of research. The writer was observing the participants and take the data at student on Kosgoro Junior High School Sribhawono.

2. **Documentation**

The researcher uses documents technique to collect the data in this research. 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 report. Example of private documents is personal journal and diaries, letters, and e-mails.[6] In this research the researcher was collecting the primary data from the student activities and important data such as the grade of the class, total of the student on 9.2 grade in the Kosgoro Junior High School Sribhawono.

This method was used to know the reason and the solution of the problem why they made got low score in final exam. It was hopefully to know the cause of low score made in their final exam on English learning process. Based on the problem, the researcher can give the solution to make the student happy and interested about English learning process.

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[6]*Ibid.,* 180

D. Data Analysis Technique

This research applied the Miles and Huberman model to analyze the data.[7] The components of this analysis model are pictured by this figure:
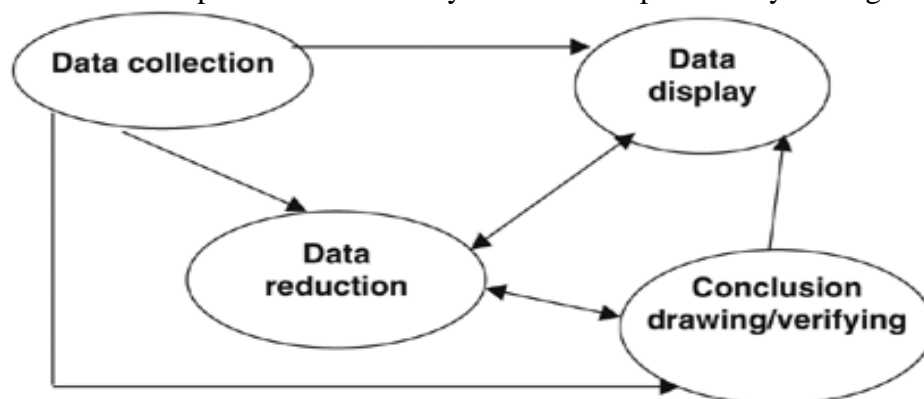

Figure 3.1. Analysis Components of Miles and Huberman Model

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

1. Data collection is the step when the writer gather all data which are used to complete the research.

2. The writer reduces the data he 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. Lastly, the writer verifies his research by making conclusion of data findings.

Therefore, The researcher categories the student difficulties of the reading test with getting the apropriate precentage from the student answer of

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[7] 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.

the reading test. To get the persentage the researcher use the following

formula[8]:

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

P = Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)[9]

Then, the researcher concluded that the analysis of data has some

functions in analyze research data that include in, to make the meaningful raw

data, to test null hypothesis, to get the significant results, to describe

inferences or to make generalization, and to calculate parameters.

E. Research Approach

The researcher apply case study in this research. Actually, case study

has been associated with qualitative methods of analysis. The researcher

choose this method because the researcher wanted to analyze the types, the

reasons and the solution of low score in final exam on 9th grade Kosgoro

Junior High School Sribhawono Lampung Timur. The researcher used

qualitative research, the researcher applied step by step procedures in gaining

the result of the research.

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[8] Sudijono, Anas, *Pengantar Statistik Pendidikan,* (Jakarta: Rajawali Pers, 1987), 20

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Reserach Findings

The researcher classified the findings into some points that consist of students difficulties in answer English reading questions, the difficulties faced by students and factors of causing the students difficulties in answer English reading question. Obtaining the data, the researcher used the test to analyze students difficulties in answer English reading question. The researcher took the multiple choice question for the test. The process of collecting data was held on April 8th, 2022. The subject of the research is limited to the ninth grade students of Kosgoro Junior High School Sribhawono Lampung Tmur.

The data were taken from 16 students from ninth grade students of Kosgoro Junior High School Sribhawono Lampung Timur and written by 16 students in reading skill. The researcher has identified the students difficulties and has calculated the number of each difficulties. The researcher draws up the result of calculation into table and converting them into persentages. Below is the table of difficulties in answer reading question made by each students of class 9th in Kosgoro Junior High School Sribhawono Lampung Timur.

Table 4.1
The Classification of Students Difficulties

No.	Student's Initial Name	Determining Main Idea	Understanding Vocabulary	Making Reference	Making Inference	Detail Information
1.	AS/	2	3	3	3	8
2.	BK/	2	4	3	3	8
3.	DS/	0	1	0	0	1
4.	FA/	2	3	3	3	6
5.	NN/	1	3	3	3	5
6.	JF/	1	3	3	3	8
7.	MS/	1	0	1	2	2
8.	MR/	2	3	3	3	8
9.	MA/	1	3	3	3	8
10.	RK/	1	4	3	3	8
11.	RL/	1	1	1	2	1
12.	RR/	2	2	0	2	4
13.	SD/	1	1	3	2	2
14.	SR/	1	1	0	2	1
15.	TN/	1	2	1	1	3
16.	YT/	1	3	0	2	3
Total of Each Difficulties		20	37	30	37	76
Total of all difficulties		200				

After collecting and analyzing the data, there were 200 difficulties from students reading test. Those 200 difficulties were classified into these following:

1. Determining Main Idea   = 20

2. Understanding Vocabulary   = 37

3. Making Reference   = 30

4. Making Inference   = 37

5. Detail Information   = 76

The research finding, the researcher presented the result of analyzing the data. The subjects are the ninth grade students of Kosgoro Junior High School Sribhawono Lampung Timur. There are sixteen data collected by the researcher. The type of the test which was done by the students was multiple choices with four options such as a, b, c and d. Those difficulties made by students was analyzed here, the researcher will put each incorrect answer based on the categories of Difficulties in Reading. The researcher calculates the frequency of difficulties by using formula:

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

P = Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)

1. Determining Main Idea

From 200 difficulties, the students made 20 incorrect answer of determining main idea, therefore frequency of difficulties of determining main idea is:

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

$$P = \frac{20}{200} \times 100\%$$

$$P = 10\%$$

2. Understanding Vocabulary

From 200 difficulties, the students made 37 incorrect answer of understanding vocabulary, therefore frequency of difficulties of understanding vocabulary is:

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

$$P = \frac{37}{200} \times 100\%$$

$$P = 18{,}50\%$$

3. Making Reference

From 200 difficulties, the students made 30 incorrect answer of making reference, therefore frequency of difficulties of making reference is:

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

$$P = \frac{30}{200} \times 100\%$$

$$P = 15\%$$

4. Making Inference

From 200 difficulties, the students made 37 incorrect answer of making inference, therefore frequency of difficulties of making inference is:

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

$$P = \frac{37}{200} \times 100\%$$

$$P = 18{,}50\%$$

5. Detail Information

From 200 difficulties, the students made 76 incorrect answer of detail information, therefore frequency of difficulties of detail information is:

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

$$P = \frac{76}{200} \times 100\%$$

$$P = 38\%$$

Table 4.2
Types of Difficulties, Frequency and Percentage

No.	Types of Difficulties	Frequency	Percentage
1.	Determining Main Idea	20	10%
2.	Understanding Vocabulary	37	18, 50%
3.	Making Reference	30	15%
4.	Making Inference	37	18, 50%
5.	Detail Information	76	38%
	Total	**200**	**100%**

The percentages above based on the students data explains the varieties of difficulties that students made.

1. Determining Main Idea

Based on the data above the researcher described that most of students had difficulties in order to determining main idea of the text.The mean of students in percentage 10%. The model of questions to find out the main idea of the students test can be seen below.

a. The text above mainly discusses about…..

(Multiple choice number 1). Most of students made incorrect answer to analyse this questions, such as: "**The writer's experiences at Yogya Kraton**" this sentence is incorrect, the correct answer should be "**The writer's trip to Yogyakarta**"

b. What is the main idea of the second paragraph?

(Multiple choice number 10). Most of students made incorrect answer to analyse this questions, such as: "**Last weekend the writer**

prepared to have a picnic in the countryside" this sentence is incorrect, the correct answer should be "**The writer did some fun activities during their picnic**"

c. What does the text above tell about?

(Multiple choice number 17). Most of students made incorrect answer to analyse this questions, such as: "**The famous products of Kediri**" this sentence is incorrect, the correct answer should be "**The Description of Kediri**"

d. What is mainly discussed in the text above?

(Multiple choice number 24). Most of students made incorrect answer to analyse this questions, such as: "**A palace complex**" this sentence is incorrect, the correct answer should be "**A historical mosque**"

The model question to find out the main idea from the students test can be seen in the appendix.

2. Understanding Vocabulary

Based on the data above the researcher described that most of students had difficulties in understanding vocabulary of the text. The mean of students in percentage is 18.50%. The model of understanding vocabulary question of the students test can be seen below:

a. " .... Wisnu temple is being **renovated**" The same meaning of underline word is ...

(Multiple choice number 5). Most of students made incorrect answer to analyse this questions, such as: "**Made**" this sentence is incorrect, the correct answer should be "**Repaired**".

b. "There are three **big** temples". The similar meaning of underline word is ...

(Multiple choice number 7). Most of students made incorrect answer to analyse this questions, such as: "**High**" this sentence is incorrect, the correct answer should be "**Large**".

c. " ...... to have a **picnic**" The underline word has synonim is ....

(Multiple choice number 13). Most of students made incorrect answer to analyse this questions, such as: "**Refreshing**" this sentence is incorrect, the correct answer should be "**Recreation**".

d. "After having lunch **together**" The same meaning of underline word is ....

(Multiple choice number 15). Most of students made incorrect answer to analyse this questions, such as: "**Collective**" this sentence is incorrect, the correct answer should be "**Joint**".

e. " .... the **town** economy and employs ....." The synonime of underline word is ....

(Multiple choice number 18). Most of students made incorrect answer to analyse this questions, such as: "**Village**" this sentence is incorrect, the correct answer should be "**City**".

f. "Kediri is called a **<u>chilly</u>** town by the locals". The taste of underline word is ...

(Multiple choice number 21). Most of students made incorrect answer to analyse this questions, such as: "**Sour**" this sentence is incorrect, the correct answer should be "**Hot**".

g. "The **<u>construction</u>** of Masjid Sultan ......" The underline word have another meaning is .....

(Multiple choice number 26). Most of students made incorrect answer to analyse this questions, such as: "**Building**" this sentence is incorrect, the correct answer should be "**Design**".

h. " ... which was **<u>destroyed</u>** by the Dutch colonial ... " What is the synonime of underline word?

(Multiple choice number 29). Most of students made incorrect answer to analyse this questions, such as: "**Made**" this sentence is incorrect, the correct answer should be "**Broke**"

The model question to find out the main idea from the students test can be seen in the appendix.

3. Making Reference

Based on the data above the researcher described that most of students had difficulties in order to understanding making reference of the text. The mean of students in percentage is 15%. The model of understanding making reference question of the students test can be seen below:

a. "In the evening **we** left for Jakarta..." (last sentence) the underline word refers to

   (Multiple choice number 3). Most of students made incorrect answer to analyse this questions, such as: "**The student**" this sentence is incorrect, the correct answer should be "**The teacher and student**".

b. "**We** were happy although........" (Last paragraph" The underline word refers to ...

   (Multiple choice number 14). Most of students made incorrect answer to analyse this questions, such as: "**The car driver**" this sentence is incorrect, the correct answer should be "**The writter and friends**".

c. "Those who do not work here ....." (last sentence).The underline word refers to ...

   (Multiple choice number 20). Most of students made incorrect answer to analyse this questions, such as: "**The farmers**" this sentence is incorrect, the correct answer should be "**The local people**".

d. "**It** took the Banjar's past architecture ...." The underline word refers to ....

   (Multiple choice number 27). Most of students made incorrect answer to analyse this questions, such as: "**The North Kuin Village**" this sentence is incorrect, the correct answer should be "**The roof**".

   The model question to find out the main idea from the students test can be seen in the appendix.

4. Making Inference

Based on the data above the researcher described that most of students had difficulties in order to understanding making inference of the text. The mean of students in percentage is 18,50%. The model of understanding making inference question of the students test can be seen below:

a. We can infer from the text that .....

(Multiple choice number 9). Most of students made incorrect answer to analyse this questions, such as: "**They spent 3 hours in Kraton Jogya**" this sentence is incorrect, the correct answer should be "**They visited 2 temples because one of them renovated**"

b. From the text above we can infer that .....

(Multiple choice number 16). Most of students made incorrect answer to analyse this questions, such as: "**The students do picnic on weekday**" this sentence is incorrect, the correct answer should be "**The driver stoped the car under the leaf**"

c. We can infer a fact from the text that ...

(Multiple choice number 22). Most of students made incorrect answer to analyse this questions, such as: "**The location of Kediri is beetwen Lawu and Arjuno montain**" this sentence is incorrect, the correct answer should be "**A large river on Kediri called Brantas**".

d. From the text we know that .....

> (Multiple choice number 25). Most of students made incorrect answer to analyse this questions, such as: "**Banjar people burned down the mosque**" this sentence is incorrect, the correct answer should be "**Some constuction of the mosque takes the local style**".

e. We can infer the text that ......

> (Multiple choice number 30). Most of students made incorrect answer to analyse this questions, such as: "**The mosque named Masjid Sultan Samudera**" this sentence is incorrect, the correct answer should be "**The mosque build more than 200 years ago**".
>
> *The model question to find out the main idea from the students test can be seen in the appendix.*

5. Detail Information

> Based on the data above the researcher described that most of students had difficulties in detail information of the text. The mean of students in percentage is 38%. The model of detail information question of the students test can be seen below:

a. The purpose of the text is to………

> (Multiple choice number 2). Most of students made incorrect answer to analyse this questions, such as: "**Entertain readers**" this sentence is incorrect, the correct answer should be "**Tell pass events**".

b. What are the big temples in Prambanan?

> (Multiple choice number 4). Most of students made incorrect answer to analyse this questions, such as: "**Wisnu, syiwa, and**

borobudur temples" this sentence is incorrect, the correct answer should be "**Brahmana, syiwa, and wisnu temples**".

c. When did they go home?

    (Multiple choice number 6). Most of students made incorrect answer to analyse this questions, such as: "**On Saturday morning**" this sentence is incorrect, the correct answer should be "**on Friday evening**".

d. Why did they only visit Brahmana and Syiwa temples?

    (Multiple choice number 8). Most of students made incorrect answer to analyse this questions, such as: "**Because wisnu temple was amazing**" this sentence is incorrect, the correct answer should be "**Because wisnu temple was being repaired**".

e. Why did the writer and his friends decide to swim in the river?

    (Multiple choice number 11). Most of students made incorrect answer to analyse this questions, such as: "**They felt hot after having lunch**" this sentence is incorrect, the correct answer should be "**The water was cool and clear**".

f. Because of the trouble they had at the end of their picnic, they probably ….

    (Multiple choice number 12). Most of students made incorrect answer to analyse this questions, such as: "**Decided not to have picnic again**" this sentence is incorrect, the correct answer should be "**Got home a bit late**".

g. Which one has a distinctive taste?

(Multiple choice number 19). Most of students made incorrect answer to analyse this questions, such as: "**The cigarette**" this sentence is incorrect, the correct answer should be "**The been curd**".

h. Masjid Sultan Suriansyah was constructed in the era of ....

(Multiple choice number 23). Most of students made incorrect answer to analyse this questions, such as: "**Dutch people**" this sentence is incorrect, the correct answer should be "**Sultan Suriansyah**".

i. Where is the Masjid Sultan Suriansyah built ?

(Multiple choice number 28). Most of students made incorrect answer to analyse this questions, such as: "**North Kalimantan**" this sentence is incorrect, the correct answer should be "**South Kalimantan**.

The model question to find out the main idea from the students test can be seen in the appendix.

B. Discussion

In this research, the researcher discussed the research finding covering the difficulties faced by the students and the factors of causing the students difficulties in anwer English reading question. The researcher took 16 students at ninth grade students of Kosgoro Junior High School Sribhawono as the subject of the study. Then, the researcher found that there are 10% the students who are dificulties in answering to look for the main idea of the

question items, There are 18.50% students who are difficulties in answering questions items for understanding vocabulary, There are 15% students who are difficulties in answering question items for making reference, There are 18, 50% students who are difficulties in answering question items for making inference and there are 38% students who are difficulties in answering question items to look for the detail information.

After categorizing the students score, the researcher concluded that in Kosgoro Junior High School Sribhawono, the students faced difficulty in answering English reading test. In order to solve this problem, there are many solution that can be use in student ninth grade of Kosgoro Junior High School Sribhawono. First, They can give their good concentration in learning process, in order to make them more understand the material they have to give their good concentration in learning process. Second, they can read some of books or watch many films to increase their knowledge about vocabulary. The Last, students can practice more to asnwer English reading test on school and on their house with the friends, so it can be make the students take easy to answer English Question in the next test.

CHAPTER V

CONCLUSSION AND SUGGESTION

After analyzing the result of the students difficulties in answer the English Reading question at the ninth grade students of Kosgoro Junior High School Sribhawono Lampung Timur in Academic year 2021/2022, the researcher draws the conclusion based on the result of analyzing the data. The researcher also proposed some suggestions for teaching learning process in reading sessions.

A. Conclussion

Based on analyzed data there are the students get problem to look for the Determining Main Idea, Understanding Vocabulary, Making Reference, Making Inference, and Detail Information. Many students have difficulty in understanding the structure of the text. They have limited vocabulary. The students cannot understand the material. They do not understand when finding a long text. The students have the problem to visualize the text or material.

B. Suggestion

1. To the Teacher

These suggestions are very useful for the English teachers, especially for the English teacher at the ninth grade students in Kosgoro Junior High School Sribhawono Lampung Timur.

a. The teachers should learn better and be more creative in applying the techniques of teaching reading skill. It is used to solve the students difficulties in answer the English reading questions.

b. The teacher should identify and teach the vocabulary that related to the text to be learned before the students read the text. It will make the students easy to understand the text.

2. To School

a. The school library should provide the collection of English book.

b. The school should facilitate the teaching learning process.

3. To Students

a. The students have to increase their vocabulary, by reading English textbook or watching many films, find the meaning and memorize a lot of vocabulary.

b. The students must be able to understand the reading of the descriptive, narrative, an recount text in their English practice.

4. To Researcher

The researcher analyzes that this research paper is not perfect yet. There are still many weaknesses dealing with the theory or method or maybe the idea because of the limited skill of the researcher. It is also suggested to the further researchers who want to analyze about students difficulties in answer English reading question, it would be better to analyze with different aspects of this research.

This research can support the result of the last research and this research can give a new inspiration to the next researcher. Furthermore, the researcher hopes the next researcher will apply a strategy or method to solve the students difficulties in reading comprehension.

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# APPENDICES

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : FAJAR PRASETYO   Fakultas/Jurusan : TBI

NPM : 1501070250   Semester/TA : XIII / 2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	5 2/22		Revise your problem from "Colion Chapter" Compact Chapter II	
	12 2/22		Complete you Chapter III and four of Referen	
	9 3/22		Ace Seminar.	

Mengetahui :
Ketua Jurusasn TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

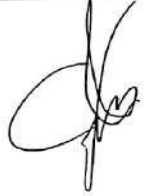Dosen Pembimbing

Andianto, M.Pd
NIP. 19871102 201503 1 004

FORMULIR KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : FAJAR PRASETYO   Fakultas/Jurusan : TBI

NPM : 1501070250   Semester/TA : XIV / 2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis / 31 maret 2022 Kamis / 7/4/22		Revise your instrumen! Ace Apd Reseach soon	

Mengetahui :
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Andianto, M.Pd
NIP. 19871102 201503 1 004

FORMULIR KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : FAJAR PRASETYO   Fakultas/Jurusan : TBI

NPM : 1501070250   Semester/TA : XIV / 2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	28/22 /⁴⁄₄ / Kamis		Complete and Reuse all Chapter	
	28 /⁵⁄ₜ /2022		Acc Munaqosah	

Mengetahui :
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Andianto, M.Pd
NIP. 19871102 201503 1 004

Nomor   : B-3944/In.28/J/TL.01/10/2021
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

|		
Nama	:	Fajar Prasetyo
NPM	:	1501070250
Semester	:	13 (Tiga Belas)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENT DIFFICULTIES TO ANSWER THE READING QUESTION IN KOSGORO JUNIOR HIGH SCHOOL SRIBHAWONO ACADEMIC YEAR 2021-2022

untuk melakukan prasurvey di sekolah ini,   dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 6 OKTOBER 2021
Ketua Jurusan,
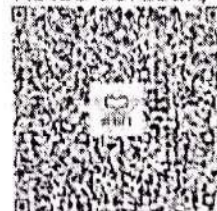
Andianto M.Pd
NIP 19871102 201503 1 004

Nomor   : 227/473/09.14.09/2021

Perihal   : **Surat Balasan Prasurvey**

Mahasiswa IAIN Metro

Kepada Yth,

Bapak/Ibu : Rektor IAIN Metro

Di –

    Metro

Menyatakan bahwa :

Nama   : Fajar Prasetyo

NPM   : 1501070250

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Instansi   : Institut Agama Islam Negeri Metro

Mahasiswa di atas telah melakukan pra-survey dengan judul " AN ANALYSIS OF STUDENT DIFFICULTIES TO ANSWER THE READING QUESTION IN KOSGORO JUNIOR HIGH SCHOOL SRIBHAWONO ACADEMIC YEAR 2021-2022" yang bertempat di SMP KOSGORO1 Bandar Sribhawono pada tanggal 26 Desember 2021.

Demikian Surat keterangan ini dibuat untuk dapat digunakan dengan sebagaimana mestinya.

Sribhawono, 26 Desember 2021

Kepala Sekolah,

RUDI LESTARI,S.Pd

Nomor : B-1170/In.28.1/J/TL.00/03/2022
Lampiran : -
Perihal : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Andianto (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**FAJAR PRASETYO**
NPM	:	1501070250
Semester	:	14 (Empat Belas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENT DIFFICULTIES TO ANSWER THE READING QUESTION IN KOSGORO JUNIOR HIGH SCHOOL SRIBHAWONO IN THE ACADEMIC YEAR OF 2021-2022

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

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

Wassalamu'alaikum Wr. Wb.

Metro, 31 Maret 2022
Ketua Jurusan,

Andianto M.Pd

NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-7916/In.28/D.1/TL.01/04/2022

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

Nama	:	FAJAR PRASETYO
NPM	:	1501070250
Semester	:	14 (Empat Belas)
Program Studi	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP Kosgoro Sribhawono, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENT DIFFICULTIES TO ANSWER THE READING QUESTION IN KOSGORO JUNIOR HIGH SCHOOL SRIBHAWONO IN THE ACADEMIC YEAR OF 2021/2022".

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   : 18 April 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

Nomor   : B-7915/In.28/D.1/TL.00/04/2022
Lampiran : -
Perihal   : IZIN RESEARCH

Kepada Yth.,
Kepala Sekolah SMP Kosgoro
Sribhawono
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-7916/In.28/D.1/TL.01/04/2022, tanggal 18 April 2022 atas nama saudara:

Nama	: FAJAR PRASETYO
NPM	: 1501070250
Semester	: 14 (Empat Belas)
Program Studi	: Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP Kosgoro Sribhawono, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENT DIFFICULTIES TO ANSWER THE READING QUESTION IN KOSGORO JUNIOR HIGH SCHOOL SRIBHAWONO IN THE ACADEMIC YEAR OF 2021/2022".

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

Wassalamu'alaikum Wr. Wb.

Metro, 18 April 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

Nomor   : 315/791/03.31.04/2022

Perihal   : **Surat Balasan Research**

Mahasiswa IAIN Metro

Kepada Yth,

Bapak/Ibu : Rektor IAIN Metro

Di –

Metro

Menyatakan bahwa :

Nama   : Fajar Prasetyo

NPM   : 1501070250

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Instansi   : Institut Agama Islam Negeri Metro

Mahasiswa di atas telah melakukan pra-survey dengan judul " AN ANALYSIS OF STUDENT DIFFICULTIES TO ANSWER THE READING QUESTION IN KOSGORO JUNIOR HIGH SCHOOL SRIBHAWONO IN THE ACADEMIC YEAR OF 2021-2022" yang bertempat di SMP KOSGORO1 Bandar Sribhawono pada tanggal 18 April 2022.

Demikian Surat keterangan ini dibuat untuk dapat digunakan dengan sebagaimana mestinya.

Sribhawono, 18 April 2022

Kepala Sekolah,

RUDI LESTARI,S.Pd

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-453/In.28/S/U.1/OT.01/05/2022

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

Nama : Fajar Prasetyo

NPM : 1501070250

Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1501070250

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 19 Mei 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Fajar Prasetyo

NPM   : 1501070250

Jurusan   : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 19 Mei 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur.

We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about.....
   A. **The writer's trip to Yogyakarta**
   B. The writer's first visit to Prambanan
   C. The writer's impression about the guide
   D. The writer's experience at Yogya Kraton

2. The purpose of the text is to.........
   A. **Tell past events**
   B. Entertain readers
   C. Describe the smugglers
   D. Inform readers about events of the day

3. "In the evening **we** left for Jakarta..." (last sentence) the underline word refers to
   A. The Teacher
   B. The Student
   C. **The Teacher and student**
   D. The Tour guide

4. What are the big temples in Prambanan?
   A. Paria, brahmana, and temples
   B. **Brahmana, syiwa, and wisnu temples**
   C. Wisnu, syiwa, and borobudur temples
   D. Borobudur, syiwa, and brahmana temples

5. " .... Wisnu temple is being **renovated**" The same meaning of underline word is ...
   A. **Repaired**
   B. Broked
   C. Made
   D. Bought

6. When did they go home?
   A. On Saturday morning
   B. **On Friday evening**
   C. On Thursday evening
   D. On Friday afternoon

7. "There are three **big** temples'. The similar meaning of underline word is ..
   A. Great
   B. Small
   C. **Large**
   D. High

8. Why did they only visit Brahmana and Syiwa temples?
   A. Because there was no wisnu temple
   B. Because wisnu temple was amazing
   C. Because wisnu temple was too small
   D. **Because wisnu temple was being repaired**

9. We can infer from the text that .....
   A. They visited Borobudur temple
   B. **They visited 2 temples because one of them renovated**
   C. They went to visited temples on Friday
   D. They spent 3 hours in Kraton Jogya

Last weekend I and my classmates went to the countryside to have a picnic. Before leaving, we made some sandwiches for lunch. We left quite early to avoid the traffic jam.

After driving for two hours, we arrived at a very nice place. It was near a river with some big trees around it. The driver parked the car under the tree. Seeing the clear an cool water of the river, my friends and I decided to swim. After having lunch together, we went around the area to enjoy the scenery. We saw some beautiful birds and butterflies.

After walking for about an hour, we decided to return to the car and go home. Unfortunately, we cloud not start up the car. Finally after sometime, we cloud make the car start up by pushing it. We were happy although we felt a bit tired when we got home.

10. What is the main idea of the second paragraph?
    A. The writer made sandwiches for lunch
    B. **The writer did some fun activities during their picnic**
    C. After doing some activities, the writer went home by car
    D. Last weekend the writer prepared to have a picnic in the countryside

11. Why did the writer and his friends decide to swim in the river?
   A. They felt hot after having lunch
   B. They felt tired after having a walk
   C. **The water was cool and clear**
   D. It was a tiring day

12. Because of the trouble they had at the end of their picnic, they probably ....
   A. **Got home a bit late**
   B. Decided to swim again
   C. Had to spend the night there
   D. Decided not to have a picnic again

13. " ...... to have a **picnic**" The underline word has synonim is ....
   A. Travelling
   B. **Recreation**
   C. Refreshing
   D. Touring

14. "**We** were happy although........" (Last paragraph" The underline word refers to ...
   A. The writter
   B. The friend's writter
   C. The car driver
   D. The writter and friends

15. "After having lunch **together**" The same meaning of underline word is ....
   A. **Joint**
   B. Collective
   C. Alone
   D. Self

16. From the text above we can infer that .....
   A. The students do picnic on weekday
   B. They made some sandwiches for dinner
   C. **The driver stoped the car under the leaf**
   D. The didn't decided to play water

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

17. What does the text above tell about?
    A. The History of Kediri
    B. The famous products of Kediri
    C. The Description of Kediri
    D. The People of Kediri

18. " .... the **town** economy and employs ....." The synonime of underline word is ....
    A. City
    B. Burg
    C. Village
    D. Province

19. Which one has a distinctive taste?
    A. The cigarette
    B. The special food
    C. The been curd
    D. The highly noutrition food

20. "Those who do not work here ....." (last sentence).The underline word refers to
    A. The local people
    B. The factory workers
    C. The farmers
    D. The traders

21. "Kediri is called a **chilly** town by the locals". The taste of underline word is ...
    A. Sweet
    B. Salty
    C. Hot
    D. Sour

22. We can infer a fact from the text that .
    A. There are 2.3 million people on Kediri
    B. **A large river on Kediri called Brantas**
    C. Kediri famous on the product of Batik
    D. The location of Kediri is beetwen Lawu and Arjuno montain

Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch colonial.
    The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

23. Masjid Sultan Suriansyah was constructed in the era of ....
    A. Banjar people
    B. Dutch People
    C. Kalimantan King
    D. Sultan Suriansyah

24. What is mainly discussed in the text above?
    A. A king reign
    B. A palace complex
    C. An islamic location
    D. A historical mosque

25. From the text we know that .....
    A. Some constuction of the mosque takes the local style
    B. Banjar people burned down the mosque
    C. There is nothing special from this mosque
    D. The Dutch colonial built the mosque

26. "The **construction** of Masjid Sultan ......" The underline word have another meaning is .....
    A. Building
    B. Design
    C. Pattern
    D. Scheme

27. "**It** took the Banjar's past architecture ...." The underline word refers to ....
    A. The mosque
    B. The North Kuin Village
    C. The roof
    D. The Kuin River

28. Where is the Masjid Sultan Suriansyah built ?
    A. South Sulawesi
    B. North Kalimantan
    C. South Banjarmasin
    D. South Kalimantan

29. " ... which was destroyed by the Dutch colonial ... " What is the synonime of underline word?
    A. Crush
    B. Broke
    C. Made
    D. Burn

30. We can infer the text that ......
    A. The mosque build more than 200 years ago
    B. The mosque named Masjid Sultan Samudera
    C. The mosque located on the west Kuin Village
    D. The roof of mosque is single layer

CURRICULUM VITAE

The writer's name is Fajar Prasetyo. He was born on Mei 1st 1997 on Sribhawono, East Lampung. He is the first child of a happy family, Mr. Sugiyatno and Mrs. Sumarni. He has a younger brother named Surya Danu Iswara and little sister named Jihan Winda Khoir.

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