

**READING COMPREHENSION ASSESSMENT ON ENGLISH  
TEXTBOOK FOR JUNIOR HIGH SCHOOL PUBLISH BY “ERLANGGA”  
2019**

**SKRIPSI**

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English Education Program*

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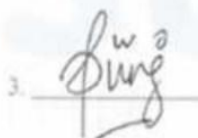
  
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## ABSTACT

**Sri Ulina Br Sembiring. NPM: 1602050156 “ Reading comprehension assessment in English textbook for junior high school publish by Erlangga 2019”. Skripsi, English Departement, Faculty of Teachers’ Training and Education – University of Muhammadiyah Sumatera Utara, Medan 2020.**

The objective of this research was to find out the reading comprehension assessment in English textbook for junior high school publish by Erlangga 2019. This research is qualitative. The data of this research was taken from the English textbook for junior high school publish by Erlangga. This research finds three types of reading comprehension assessment there are main idea, understanding meaning of word, and making inference. Finally, assessment shows all kinds of main idea, vocabulary and conclusions. In order to make it easier to understand the reading content of the book and can be used in the teaching learning system of the English textbook publish by Erlangga.

**Keyword:** *Reading comprehension, Assessment, English textbook.*

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In studying English there are four aspects the learned, those are listening, speaking, reading and writing those skills are used to build students' language strategic competence and also to enhance their motivation to learn English. One of these four skill which are very important and most acquired in academic field in reading.

Reading is one of the skills that should be mastered by the students. The skill needs more attentions from students, because in reading the students must have good interaction with the next in order to get the meaning. Hirai stated that “the more we read, the better we get at it, the better we get it, the more we like it, and the more we like it the more we do it”.

The reading skill becomes very important in educational field. Therefore, the students need to be exercised and trained in order to have a good reading skill. Furthermore by reading, the students can increase their knowledge and know many things. Reading is an important activity in life with which one can update his/her knowledge not only that but also reading skill is an important tool for academic success.

According Kamil (2008), they mention that: Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes; word recognition and

comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

Comprehension is the processes of making sense of word, sentences, and connected text. Readers typically make use of the background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

It means that mastering reading skill we need more time, time, and effort in order to able to read. Based on the explanation above, reading is an activity in understanding written texts. For the success of getting a good reading comprehension, the reader has to get the sense of knowledge in understanding the text or the passage. Reading is after considered as the difficult skill.

The learner cannot get the reading achievement which is the most important aspect in reading comprehension, especially in English. This is the duty for teacher to solve the problem. They have to show to teach reading as well so the learners can understand the reading material given. It is very important for increasing the knowledge of the learners.

Reading is a skill in a language that is applied to English lesson especially for Junior High School. It is important as the preparation of the reading materials, such as: topic of paragraph, main idea, etc. the reading material for Junior High School is genre such as reading assessment.

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment essay – is

performances that ultimately is assessed by self, teacher, and possibly other students. Reading and listening activities usually require some sort of productive performance that the teacher implicitly judges, however peripheral that judgment may be. A good teacher never ceases student, whether those assessments are incidental or intended. Importance reading assessment in learning is going to encourage reading interest, a lot of reading will improve reading skills. Students who enjoy reading assessment will more often read. This activity increases knowledge and experience in reading texts and ultimately improves reading comprehension ( Mullis, Martin, Gonzales, & Kennedy, 2003). Several studies have shown that teachers can influence positive attitude given to students ( Martinez & Aricak, 2008).

The last reason, in this analysis the reading material given by the teacher is reading assessment taken from the textbook *publish by Erlangga*. In applying the teaching reading method, to be uses reading assessment to giving material to make the students easier to understand. In this research the writer wants to know how the teacher gives the material with the teaching reading method and the problem faced during teaching reading in the classroom. ( Martinez & Aricak, 2008). There are three aspects of reading comprehension assessment according to Nuttal which the students should understand to comprehend a text well, such determining main idea, making inference, and the understanding meaning of words. These aspects are regarded as difficulties that the students encounter in comprehend the text.

Textbook are one of the essential teaching materials in teaching and learning activities. After all, many experts agree that they are the main resources

in reading and endure a major instruction instrument in all grades expert kindergarten (Bryce, 2013). Besides that, it is useful for teachers who are not able or not ready to make their own teaching materials based on curriculum competency standard.

Based on the explanation above, the researcher interested to analyzed reading comprehension assessment question based on English textbook for junior high school publish by Erlangga. The reason why researcher takes up this problem is because the aspect of reading comprehension assessment on English textbook not suitable with the levels of question. As an English teacher, it is necessary for teachers to provide various levels and types of learning in their items. It is aimed to know in what level that students have achieved. Therefore, teacher can know how far students understanding about material learned.

## **B. The Identification of the Problem**

The problem of this study are as follows :

1. There are aspects in reading comprehension assessment on English textbook for junior high school publish by Erlangga.
2. There are difficulties in understanding about reading comprehension assessment on English textbook for junior high school publish by Erlangga.

### **C. The Scope and Limitation**

The analyze was focused to the one reading comprehension assessment, this research is limited only aspect in reading comprehension assessment on English textbook. The value of reading comprehension assessment on English textbook from the junior high school. In reading comprehension assessment there are three aspects, main idea, making inference and understanding the meaning of word. Researcher analyze the types of aspect in reading comprehension assessment based on essay and multiple choice.

### **D. The Formulation of the Problem**

Based on the scope and limitation above, the problem of this study was formulated as follows:

1. What types of reading comprehension assessment on English textbook for junior high school publish by Erlangga?
2. How are process reading comprehension assessment on English textbook for junior high school publish by Erlangga?

### **E. The Objectives of the Study**

Based on the formulation above, the objectives of this study research are:

1. To identify what types of reading comprehension assessment on English textbook for junior high school publish by Erlangga.
2. To identify how are the process reading comprehension assessment on English textbook for junior high school publish by Erlangga.



**F. The Significances of the Study**

The result of this research will be expected to be usefull for:

**a. Theoretically**

To add knowledge experience and insight in teaching reading, especially in teaching reading comprehension assessment on English textbook.

**b. Practically**

1. For students, to develop their achievement on reading assessment by English textbook media.
2. The research finding can also be used as the model for other teachers as the alternative strategies to improve students' reading comprehension abilities in reading assessment.
3. For other research who are interested in the similar field, the research finding can be applied as an input to enrich and enlarge the knowledge of teaching English, especially in improving reading comprehension.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

The strengthen the conceptual framework of the research, this chapter presents supporting theories related to this research. The discussion of this chapter focus on the review of the theories which are related to this study, review some studies which are relevant to this research, and a conceptual framework which are related to the problem of this research.

#### **1. Reading**

There are a lot of definitions of reading. Linguists give definitions about reading in various ways. They say that reading is the process to get, to understand, to catch the content of the reading. They also add that reading is a process to understand a written text which means extracting the required information from it, as efficiently as possible.

According to Nunan (2003), reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. It means reading covers a lot of things. It does not simply know the meaning of individual words in a particular text. In other words, reading is can to help the students get information quickly and also improve students' mindset so that what they read can know the meaning of the text. Students also know the characters in the text and how the background of the text.

From those genres of the written text read by the readers, they have to interweave their background knowledge to construct meanings after

understanding the text in order to make a better concept of the readers thought. To construct meaning and conceive writers' message from the text, the readers bring information, knowledge, emotion, experience, and culture to the printed words in order. The text does not by itself carry meaning (Brown: 2001). It is known as the schema theory.

### **1.1 Types of Reading**

Reading, which is one of the four language skills, can be classified into two types: initial reading and reading comprehension.

#### 1. Initial reading

It is an effort made by those who have not been able to read to learn reading (e.g., how to read the alphabets and combination of letters or simple words).

#### 2. Reading comprehension

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012).

Initial reading and reading comprehension are the types of reading which have the advantage. Initial reading very useful to use for the children who are learning to read English. For example is how to read the text. While reading comprehension assessment is understand the message of the text fully.

### **1.2 The Importance of Reading**

Reading is very important and has main role in our life. Reading can enrich our experience and knowledge by reading. Therefore, reading also something crucial and indispensable. Reading is main skill to reach a successful

study. Students who only confine in what their teacher gives in the class without having an effort to read much reference will not pass in the time and success.

More reading means more knowledge

Moreover, reading can increase our knowledge about science, technology and easy way to get much information and reading is a target language to build vocabulary for English lesson.

### **1.3 The Aim of Reading**

The main purpose in reading is to seek and acquire the information involving the contents of reading and understanding the meaning of reading text. said that there are some important things about the aims, as follow:

1. The readers try to find or know the experience of someone what he has done or something that happens to him or the way how to solve his/her problems.

2. Reading for main idea

The readers try to know what the topic interest and the problem of the story.

3. Reading for Sequence or Organization

The readers try to know what happens in each part of stories, action, etc.

4. Reading for Inference

The readers try to find out the conclusion from the action or the idea in the text.

5. Reading to Classify

The readers try to classify some information or actions of the writer in the text or paragraph.

6. Reading to Evaluate

The reader try to evaluate what the writer has done or what he try to explain in his text.

#### 7. Reading to Compare or Contrast

The reader compares the plot of story or content, whether have similarity with him or even contrast.

From the purpose above, reading have important role for the readers. It can be conclude that reading assessment as organizing and study also for s general impression. Moreover, we can know that reading as learning content.

## **2. Reading Assessment**

Reading assessments are used for many purposes, but all appropriate uses begin from an understanding of the reading construct, an awareness of the development of reading abilities, and an effort to reflect the construct in assessment tasks. Reading assessment can be intimidating and sometimes overwhelming for many teachers and administrators; thus, a first goal of this chapter is to present a straightforward framework that categorizes the many uses and purposes for assessment.

Reading assessment can be intimidating and sometimes overwhelming for many teachers and administrators; thus, a first goal of this chapter is to present a straightforward framework that categorizes the many uses and purposes for assessment. A fairly simple, yet thorough framework should allow readers to sort through their own assessment experiences in a way that gives interpretive force to the framework.

There are there aspects of reading comprehension according to Nuttal (1982) which the students should understand to comprehend a text well, such determining main idea, finding specific information, making inference, identifying reference, and the understanding meaning of words. These aspects are regarded as difficulties that the students encounter in comprehend the text.

#### a. Determining Main Idea

The main idea is a statement that tells the author's point about the topic. Roell (2016) stated the main idea of a paragraph is the point of the passage, minus all the details. In determining of the main idea, the students are expected to find the main idea of the text, so, they should comprehend the topic that is told in the text. The main idea is usually a sentence, it is usually the first sentence but it can be in the middle or in the last sentence (Vener, 2002). Therefore, this can make the main idea is more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

#### b. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. For example, the question is "what the meaning of the statement above?" It means that the students need to find the conclusion based on the statement. Kopitski (2007) also said that readers need to practice combining clues from the text with their background knowledge in order to make inferences. Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

### c. Understanding the Meaning of Word

In understanding the meaning of words, the students have to find the meaning of difficult word on the text context by comprehending the meaning of the sentence or the text, and then they will find the suitable meaning of the word. Hedge (2000) noticed vocabulary is another major component of reading ability with which language learners will experience difficulty. Therefore, unfamiliar vocabularies about the text need to be taught to students before reading the material so that they can be easily understand the material

A number of very good books provide detailed descriptions and discussions of the many options noted for assessment practices (e.g., Alderson, 2000; McKenna & Stahl, 2004). According to Linse & Nunan (2005) said that assessment is the gathering of information for a specific purpose. They also (in Freeman and Freeman: 2004) said that when assessing students, it's important to remember that assessment should be a measure of what students are able to do and what they know.

Klinger, Vaughn, Boardman (2007) said there are three purpose of reading comprehension assessment. First, it compares students' comprehension level to those students in a norming sample. Another is to find out if students have met pre-established criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies.

Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and

previous experiences, information in the text, and the views of readers related to the text. The purpose is to get an understanding of the text rather than to acquire comprehension is to the mental representation of a text meaning that is combined with the readers' previous knowledge. Our knowledge and experiences related to the key ideas in the text we read, influence what we learn and remember about what we read. World knowledge and word meaning influence our understanding.

Assessing reading ability is a complicated process, and reading is far more complex than is generally recognized. As Alderson et al. (2015) maintains, assessing L2 reading ability is even more complicated as it involves not only the ability to read but also the knowledge of and ability to use the second or foreign language (SFL). Reading assessments are meant to provide feedback on the skills, processes, and knowledge resources that represent reading abilities on the text.

Though it is important to note that different assessment practices may assume different theories of reading and reading development. Reading assessment can improve student learning systems and with assessment students will feel happier. For students who have low grades will increase reading in a text, and the teacher also knows to what extent students are able to read. Reading assessment also helps teachers in teaching and learning.

## **2.1 Goals for reading assessment**

Reading assessments are meant to provide feedback on the skills, processes, and knowledge resources that represent reading abilities though it is important to note that different assessment practices may assume different theories of reading and reading development. Assessment in general can be



categorized in a number of ways, and all assessment frameworks serve important purposes. Commonly, assessment has been categorized in terms of (a) norm-reference and criteria on reference testing; (b) formative and summative assessment; (c) formal and informal (or alternative) assessment; and (d) proficiency, achievement, placement, and diagnostic assessment. For the purposes of this book, reading assessment is organized and described in terms of five basic assessment purposes. Five purposes for reading assessment there are:

1. Reading-proficiency assessment (standardized testing)
2. Assessment of classroom learning
3. Assessment for learning (supporting student learning is the purpose)
4. Assessment of curricular effectiveness
5. Assessment for research purposes

There is an inevitable overlap among specific test uses across these categories, but these categories, nonetheless, serve as a useful framework for organizing reading assessment.

### **1. Reading-proficiency assessment**

Assessment of reading proficiency is important as a way to understand students' overall reading abilities (based on some assumed construct of reading) and to determine if students are appropriately prepared for further learning and educational advancement. Commonly, this type of assessment is referred to as standardized testing, although local groups and researchers also develop proficiency tests of different types. In most respects, proficiency assessment represents high-stakes testing because decisions are often made about students'

future educational goals and opportunities. Alternatively, this type of assessment may lead to special education or reading-disability designations – labels that, once applied, are hard to remove from a student’s record. Reading-proficiency assessment is also sometimes used for student placement, for policy decisions, for curriculum changes, or for program, teacher, or institutional evaluations.

## **2. Assessment of classroom learning**

Assessment of reading improvement in classroom settings involves the measurement of skills and knowledge gained over period of time and is commonly referred to as summative or achievement testing. Sometimes, proficiency assessments are used to measure student progress from year to year (as in a final exam), but this type of reading assessment does not capture ongoing student gains made in reading skills in the classroom. Year-end testing actually measures growth in proficiency from year to year rather than measuring gains in reading abilities based on what was taught in class. Much more commonly, assessment of classroom learning uses tasks that reflect the material taught in class and the skills practiced. Typically, the teacher, teacher groups, or curriculum groups (or textbook-materials writers) develop these tests, and they are responsible for deciding what represents a measure of success, as well as what steps to take as a result of assessment outcomes. Teachers have multiple opportunities to assess student learning at several points in any semester using common techniques (e.g., end-of unit tests, quizzes of various types, post reading comprehension questions, etc.), but some classroom assessment alternatives are less obvious. Informal and alternative assessment options are central for the

effective assessment of learning (e.g., student observations, self-reporting measures, progress charts, engagement and group work, group outcomes assessment, interviews), and they usually provide converging evidence over time for the appropriate summative assessment at the end of the school year. Assessment of learning can be either normative (how students compare to each other) or criterion-based (how well students perform on curriculum standards and established learning goals). These two testing purposes should lead to somewhat different tests and different scoring. To give the simplest example, normative testing would discourage every student from receiving an “A,” but criterion-based tests may include all students receiving an “A.”

### **3. Assessment for learning**

Assessment for learning involves a type of reading assessment that is not commonly discussed and is somewhat innovative in discussions of L2 assessment. This assessment purpose is intended to support and promote student learning, in this case, the improvement of reading abilities. Performance evaluation or a record of outcomes is not the goal; instead, the goal is to provide immediate feedback on tasks and to teach students to engage in more effective learning. In many respects, this approach appears to overlap with the assessment of classroom learning, but this is true only with respect to many of the reading tasks performed, not to the follow-up feedback and interaction between the teacher and the students. Assessment for learning engages students in their own learning and responds to indicators of no understanding or weak performances with ongoing remediation and fine-tuning of instruction. There are two general types of “assessment for

learning” practices: One involves the use of recognizable classroom assessment activities to provide helpful feedback for learning; the second involves specific assessment for learning practices to support students directly in their day-to-day learning. These unique assessment-for-learning practices are described in the next major section of this chapter.

#### **4. Assessment of curricular effectiveness**

Assessment of curricular effectiveness and program evaluation is not specific to reading but is relevant for the development and / or review of reading curricula. Assessment outcomes that apply to curricular effectiveness include standardized testing, cumulative records over years that indicate gains or losses in student outcomes, interviews with teachers, students, and school administrators on summative test performance, feedback from institutions that receive graduates from the program or school, and innovative assessments that highlight specific school or program goals (e.g., project work, motivation, extensive reading, writing skills, or collaboration and group work). Evaluations of curricular success and teacher effectiveness represent different types of evaluation goals and extend beyond the immediate goals of student assessment, but they are important considerations for any large-scale assessment of reading curricula as well as programmatic needs analysis. This topic will not be developed further in this chapter, but important teacher and program evaluation ideas and resources are described in Brown (1995), Lynch (1996), Rea-Dickins & Germaine (1998), Richards (2001), and Thornton, Burch, and El-Araby (2003).

#### **5. Assessment for research purposes**

Assessment for research purposes is a topic that is not generally addressed in assessment chapters, but it is one that is very important for reading research results as well as for their implications for reading instruction. Research studies sometimes use standardized assessment instruments to measure student levels or student instructional outcomes. In other studies however researchers develop their own reading assessment measures for a variety of reasons. Regardless of reason, research-developed measures need to conform to expected requirements for any appropriate and fair assessment practice. The measures, first and foremost, need to be valid; that is, reliable, construct-relevant, useful, fair, and responsible (with respect to consequences). Reading research can have a powerful impact on teaching and on students' learning experiences. Assessment measures are a part of all of these research conclusions and they need to be trustworthy. Given that students are likely to perform somewhat differently even across different standardized measures (Cutting & Scarborough, 2006), it is important to ensure that tests are developed and used appropriately. The value of multiple measures in any research context must also be stressed.

### **2.1 Expanded Purpose of Reading Comprehension Assessment**

When considering purposes for assessing reading comprehension, the prominent focus is often placed on the assessment of comprehension by children with known reading problems and monitoring their progress during the course of intervention. In recent years, however, the purposes for assessing comprehension have expanded. According to Carlisle and Rice (2004), the assessment of reading comprehension in school settings has at least four essential purposes:

1. state and district evaluation and account ability of programs and curricula;
2. identification of children at risk for problems;
3. differential diagnosis of children with reading problems; and
4. measurement of student progress/out comes during the course of intervention.

The first purpose, that is, evaluating school program sand curricula, is nothing new in and of itself. What has changed is the role that assessment of student learning outcomes plays in this process. In recent years, assessment not only became the definitive tool for accountability, but also has led to the development of reading comprehension assessments with unique features.

### **2.3 Federally Driven State and District Evaluation and Accountability**

In the current climate of educational reform, national policy has raised the bar, with the aim that every child will be able to read adequately by the end of third grade (Bush, 2002). This far-reaching goal is legislated and spelled out in the provisions of the No Child Left Behind Act (NCLB, 2002, PL 107–110). The NCLB Act has a dominant theme of accountability, setting Federal standards to ensure that state and local educational agencies are motivated to achieve the new national educational goal. Among the standards of NCLB are three that relate directly to accountability, namely, that schools are to

1. use evidence based reading practices;
2. make “adequate yearly progress,” documented by assessing academic outcomes; and

3. respond when labeled “in need of improvement,” that is, when they do not meet the standards.

Such conditions, especially when coupled with stipulations that parents may elect to move their children if their school does not achieve adequate yearly progress, give assessment a very public, important, and controversial role.

In using assessment to demonstrate educational outcomes for students and identify schools “in need of improvement,” there is room for multiple interpretations of process. As educational policy commentators have observed, the wording of “adequate yearly progress” may be sufficiently vague that it has resulted in misinterpretations ,particularly at the state level (Haycock & Weiner, 2003; Silliman & Wilkinson, 2004).

### **3. Reading Comprehension**

There are many definition of reading comprehension. Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes. According to Brown (2004) mentioned that for leaner of English, two primary hurdles must be cleared in order to become efficient reader. First, they need to be able to master fundamental bottom up strategies for processing separate letters, words, and phrases, as well as top down, conceptually driven strategies for comprehension. Second, as part of that top down approach, second language readers must develop appropriate content and

formal schemata, background information and cultural experience to carry out those interpretation effectively.

Klinger, Vaughn, Boardman (2007) said that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Reading comprehension is the process generating meaning from varied sources-directly observing phenomena, reading, looking at a sign, cartoon and listening, Reading comprehension is the process of building a connection between what the reader knows and what he or she doesn't know, between the new and the old comprehension is an energizing process, often beginning before a book is opened, changing as the material is read, and continuing to change even after the book is completed. Comprehension is constructing meaning. comprehension able to make students creative in writing, retell their understanding of the contents of the text.

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of



learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005).

The National Assessment of Educational Progress (NCES, 2012) revealed that 24% of eighth graders and 33% of fourth graders tested below basic in reading skills in 2011. Further, on the International Assessment of Adult Competencies Literacy Scale (USDE, 2012), adults in the United States achieved an average literacy proficiency score of 270 on a scale of 0 to 500—3 points below the international average score of 273! These results indicate a need to examine current practices in reading comprehension instruction. Because comprehension is so complex and requires multiple cognitive skills and stored memory, several barriers to improving comprehension must be overcome. First, we must be able to identify weaknesses in specific cognitive skills. Further, we must also have procedures for enhancing those specific skills rather than general interventions that target a limited number of skills without regard for identified strengths or weaknesses. Finally, we have to recognize that several components of comprehension—such as prior experience and vocabulary—are acquired over time, making them difficult targets for training and intervention. Therefore, the next section highlights research that identifies the cognitive skills and processes required for the development of reading comprehension ability, followed by research supporting effective interventions for reading comprehension development.

### **3.1 ComprehendRx for Reading Comprehension**

ComprehendRx is a research-based reading comprehension intervention developed by LearningRx. Following the brain training methodology used in all LearningRx programs, ComprehendRx targets the complex network of cognitive skills and strategies used in the comprehension of text. Further, the one-on-one delivery of the individualized program aligns with the research-based characteristics of an effective reading comprehension intervention, including individualized and explicit strategy instruction.

ComprehendRx differs from traditional educational interventions for reading comprehension that tend to target academic skills and may deal with one or two cognitive skills. Instead, the ComprehendRx program targets the most critical cognitive skills that are most deficient and have the greatest impact on comprehension improvement, including reading fluency and speed, core vocabulary, visualization, reasoning, working memory, metacognition, and sequential processing using a set of increasingly challenging mental exercises. As outlined in the prior sections, a preponderance of research identified these cognitive skills as the critical elements in reading comprehension development.

ComprehendRx is delivered one-on-one to students by a cognitive trainer. The results of the individualized training in ComprehendRx is measured by the gold standard in cognitive skills testing, the Woodcock-Johnson III Tests of Cognitive Abilities and Woodcock-Johnson III Tests of Achievement. Although students are trained using all of the ComprehendRx procedures, the scope and sequence is adjusted to address the strengths and weaknesses of the individual.

Results have revealed statistically-significant improvements in verbal comprehension, visual and auditory processing, logic & reasoning, working memory, and following directions. These results are consistent with the results of studies on other LearningRx interventions which also demonstrate statistically significant improvements across all cognitive skills following completion of the programs (Luckey, 2007; Carpenter, 2009; Jedlicka, 2012).

The development of LearningRx programs and the delivery of interventions are grounded in decades of research in the fields of education, psychology, and cognitive science. With impressive study results from thousands of students, educators and parents can be confident in the research-based intervention, ComprehendRx, offered at LearningRx Brain Training Centers.

**Table 2.1 Reading Comprehension Elements: Research Versus ComprehendRx**

	Comprehension Research	ComprehendRx
<b>COGNITIVE SKILLS</b>		
Fluency Oral Reading Speed	X	X
Vocabulary	X	X
Reasoning & Inference	X	X
Working Memory	X	X
Cognitive Strategies	X	X
Metacognitive	X	X
Background Knowledge	X	
<b>INSTRUCTIONAL</b>		

<b>CHARACTERISTICS</b>		
Individualized	X	X
Explicit Strategy Instruction	X	X

### **3.2 The Level of Reading Comprehension**

The level of reading comprehension involves more of an active role on the part of the reader.

1. Literal comprehension. This level of comprehension represents the minimum of involvement on the part of the reader. It is the simple understanding of the words and ideas of author. The author "s message is received but not examined, evaluated, or utilized in any way.
2. Interpretive comprehension. At this level the reader not only knows what the author said but goes beyond that simple knowledge. It involves an effort to grasp relationship, compare facts with personal experiences, understand sequences .see cause and effect relationship, and generally interpret the message. It requires a more active participation on the part of the reader.
3. Applied comprehension. At this level reader does more than merely receiving and interpreting the message. The reader evaluates the author "s ideas, either accepting or rejecting them or applying then to some new situation.
4. Critical comprehension. At this level reader analyzing, evaluating, and personally reacting to information presented in a passage.

Generally the emphasis at this level of comprehension is on actively bringing the reader "s general understanding to bear on the ideas and concepts

contained in the reading passage. The synthesis is necessary for higher comprehension, especially on difficult material.

### **3.3 Factors that Influence Reading Comprehension**

There are many factors that might affect comprehension of printed materials.

#### **a. Background Knowledge**

Familiarity with concept of a reading material being read, both through experience of knowledge can make a reader easy to comprehend. stated that the low achievement of standing in reading caused by insufficient of basic knowledge had more effect on understanding of implied that an explicit information.

#### **b. Vocabulary**

One of the important factors influencing a readers comprehension is the familiarity with the vocabulary, where the successful in associating between the printed words with their meaning and their referents depends on the familiarity with the words. Successful reading comprehension is possible when most of the vocabularies in a reading selection are familiar to the readers.

#### **c. Teacher Influence**

The teacher may give retention of information contained in printed material and this help students cope successful with reading assignment. There are some teacher 's role to the students. That are encourage the students to apply what they have read, have them constantly evaluated the material that they have read, encourage the students to tell something about a book to other students, and

encourage students to think of their own ways or reading assessment on English textbook.

#### **4. English Textbook**

Textbook are one of the essential teaching materials in teaching and learning activities. After all, many experts agree that they are the main resources in reading and endure a major instruction instrument in all grades expert kindergarten (Bryce, 2013). Besides that, it is useful for teachers who are not able or not ready to make their own teaching materials based on curriculum competency standard.

English Textbook for Eleventh Grader published by Ministry of Education and Culture is a compulsory textbooks published by the Education Ministry which is based on national curriculum 2013 to support education in Indonesia, in certain aspect, the availability of teaching materials. It is expected to avoid or to eliminate the gap between education in underdeveloped areas and the developed areas, in order to create learners who have mastery in science and technology.

This textbook is considered as the primary textbook based on Education Ministry Regulation in succeeding the implementation of National Curriculum (Kementarian Pendidikan Nasional, 2008).

Jahangard (2007) analyzed four EFL (English Foreign Language) textbooks having been determined to be utilized in Iranian high schools by the Ministry of Education. He found out that one of the ways to amend and improve a curriculum is by improving the textbooks and the materials employed in the program. Given the above thinking that English textbook played an important

role in succeeding the implementation of the recent curriculum (in this case the 2013 curriculum) then it leads us to the problem whether the textbook used by the teacher has been relevant with the 2013 curriculum materials or not as well as the rationale from the teacher herself concerning her choice for using

Textbook to Richards (2002). Textbook is of teaching sources that is used to support learning through stimulating cognitive processes and providing structure and progression for learners to follow generally, textbook convey two important pedagogic functions: a curricular aspect, creating a progression in a certain subject taught to students, and a conceptual aspect. Accordingly textbook embody conceptions of English and English learning that are communicated through the specific features and organization of a textbook. These philosophical stances towards textbook content organization provide arguments in support of either an integrated approach to content organization or to a subject-specific one.

In favor of integrated curricula, proponents argue that textbook helps students make connections among English strands, develops problem-solving and modeling skills, and makes content more accessible through the use of realistic contexts (House, 2003; NCTM, 2000; Reys&Reys,2009). Modern textbooks basically have been affected by different curricular reforms. Therefore, many advocates of textbook designer have argued the importance of basic skills required in supporting certain curriculum should be integrated in the textbooks. Developers of innovative curriculum projects that have chosen a subject- specific approach to content organization have argued that certain curricula place a greater emphasis on all skills required in the curriculum itself and devote more time reviewing

content previously taught instead of presenting new content (Usiskin, 2003), while subject specific curricula focuses students' attention on specific strands of content that provide support for structure and systematic features (Cuoco, Goldenberg & Mark, 2010).

The data for answering these two research questions are derived from the document checklist and teacher's interview. These obtained data are interpreted in this section.

1. The textbook relevance to 2013 English curriculum This section focuses on the relevance of the English textbook used to the 2013 curriculum. There are four criteria being used here. These are:
  - a. the integration of four skills in learning English (reading, listening, speaking and writing) (Syahmadi, 2013) and as is recommended in 2013 English curriculum document.
  - b. the inclusion of two main language components (grammar and vocabulary) (Syahmadi, 2013).
  - c. the integration of scientific approach (observing, questioning, exploring, associating, and communicating) (Syahmadi, 2013).
  - d. the integration of character value and cultural awareness (Kemendikbud, 2013:Syahmadi. 2013).

These elements are very needed to be integrated in each textbook including English textbook since they are the most effective elements which are mainly addressed to maintain nation's identity in the middle of the world's communication (Mulyasa, 2013).



## **B. Previous Related Studies**

In this research, consider some previous related research to support this proposal as follow :

In this research told about their experiences when analysis the reading comprehension assessment method in teaching English assessment in english textbook for junior high school. The aim of analysis the reading comprehension assessment method to know the effectiveness of implementation assessment on reading comprehension.

In the study, they used pre-test and post-test methods. That is to know the level of comparison, especially in reading. A pre-test is a test that is done before getting treatment (method analysis) while post-test is a test that is carried out after the method is analysis or after the treatment is done.

In this study, they used written tests for measurement and assessment in reading comprehension. They found that there were significant differences between before and after being given treatment for reading comprehension assessment methods. The difference is, the first on the identification of the pre-test 10 score and post-test settings also 10 scores there is no difference in score in the setting, the second is understanding the character in the pre-test text reading comprehension assessment 25.9 and the post-test 24.97 there is a decrease in character understanding here, then a plot of pre-test 24.54 and post-test 27.42 there is an increase in understanding the plot, theme pre-test 0 and post-test 7.72 and the last point of view score on the pre-test and post-test is the same, which is

5 point but, on average the overall score in the pre-test and post-test is very different, from 61.44 up to 71.11. So the increase in average is 9.67 points.

From the study, they found that assessment carried out by students themselves greatly contributed to their learning. Supported by the theory said that assessment provides benefits because pedagogically gives students the opportunity to analyze their work, metacognitive develop skills also evaluate, effectively that is changing the point of view and analysis the learning environment.

In this research, He uses the instrument of research is a test. There is a test before treatment and test after treatment. In every the end of the lesson he uses the instrument to evaluate the lesson, there are One Minute Paper and questionnaire assessment for reading comprehension. One Minute Paper used to evaluate the lesson today. While questionnaire assessment for reading used for to know the activities students' when their test reading comprehension.

He found that there was a significant score in post-test. The mean of control class is 56.40 and the mean of the experimental class is 65.43. the mean of female students is 59.84 and mean for male students' is 62.01. Based on the data, the different mean in the control class and experimental class is 9.03. From the research, the writer found that assessment carried out by students themselves greatly contributed to their learning. Assessment is effective to use as a medium of evaluation students' in the learning process.

### **C. Conceptual Framework**

This study uses three dimensions to understand reading comprehension assessment, especially identification of main ideas, identifying vocabulary, and making inference. The data in this study were taken from English textbook published by Erlangga in junior high school. Furthermore, the author saw the English textbook published by Erlangga and then from the English textbook the research tried to identify the types of Reading Comprehension Assessment. Finally, the authors make analysis classification from documentation.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In the study, the research will be used qualitative research, because the data are from English textbook which contain many types of reading assessment. Qualitative research technique that obtains a description of the vocabulary and the performance people that can be observed. This qualitative research method will be used to analyze of reading assessment in English textbook. In using this qualitative research design, it will intended that make good analytical result in order to find out the types and the vocabulary, making inference of reading assessment in English textbook.

#### **B. Sources of Data**

The data used in this study will about reading comprehension assessment. This will used to answer research question. The sources of the data will be taken from some question that provided in the English textbook which taken from Focus Publish by Erlangga 2019

#### **C. Technique of Data Collection**

In collecting the data, the researcher do some steps:

- a) Reading the English textbook publish by Erlangga 2019.
- b) Identify and classifying the types of reading comprehension assessment on English textbook for junior high school publish by Erlangga 2019.
- c) Analyze the types of reading comprehension assessment on English textbook for junior high school publish by Erlangga 2019.
- d) Drawing the conclusion from the English textbook.

#### **D. Technique of Data Analysis**

After the data is obtained by using observation, interview, and the documentation has been collected, then the data is analyzed research finding of data analysis in the field model of Miles and Huberman, quoting from the opinion of Miles and Huberman ( Sugiyono, 2013) stated The “activities in qualitative data analysis are carried out interactively and take place so it continues until it’s finished, so the data is already saturated Inside activities data analysis, namely data reduction, data display, and drawing conclusions / verification ”. Data reduction is the process of taking the main data and retrieving data which is less important so that this data can make it easier for researchers to then collecting data. Data display is a process of exposure and presentation data that has been obtained by researchers using a brief description, so that obtained an easy to understand picture of the data that has been collected. even though Image conclusion is the last process by doing conclusions from all data that has been reduced and presented at a previous time, so the data is easy to complete.

## CHAPTER IV

### DATA COLLECTION AND DATA ANALYSIS

#### A. Data Collection

The data of this study were obtained from the reading test. Data collected from transcript reading. The analyzing reading comprehension assessment taken from the English textbook for junior high school. There are three in the reading assessment that will be analyzed, there are determining main ideas, understanding meaning of word, and making inferences. There are many types of reading assessment in the English textbook in the form of the text but only s nine in appendix of reading comprehension assessment English textbook for junior high school.

#### B. Data Analysis

This research aims to describe dominant types of speech acts used in the assessing reading comprehension assessment in English textbook for junior high school publish by Erlangga 2019. After reading the text, the researchers found three types of aspect in English textbooks, namely the reading comprehension assessment. The aspect are, main idea, understanding meaning of word, and making inferences. The data analysis was described below.

##### 1. Main Idea

This content was developed by Houston Community College: the main idea is the sentence that makes the central point about the topic or subject of a paragraph. And the example is the multiple choice and the researchers take from the English textbook for junior high school published by Erlangga 2019.

**Table 4.1 identifying of main idea**

The most productive volcanic system on earth are hidden under an average of 8,500 feet (2,600 m) of water. Beneath the oceans a global system of mid-ocean ridges produce an estimated 75% of the annual output of magma. An estimated 0,7 cubic miles ( 3 cubic kilometers) of lava is erupted. The magma and lava create the edges of new oceanic plates and supply heat and chemical to some of the earth's most unusual and rare ecosystems.

If an estimate of 4,000 volcanoes per million square kilometers on the floor of the pacific ocean is extrapolated for all the oceans than there are more than a million submarine (underwater) volcanoes. Perhaps as many as 75,000 of these volcanoes rise over half a mile (1 kilometer) above the ocean floor. Technology and hard work by a group of tenacious explorers/geologists have allowed us our first detailed glimpses of submarine volcanoes.

1) What is the main idea of the text?

- A. Underwater volcanoes**
- B. Volcanoes eruption
- C. Volcanic system
- D. Magma and lava

In the text writer, it can be conclude the text report will discuss about underwater volcanoes. The answer is A

**Table 4.2 identifying of Main Idea**

Mark: Congratulation! At last your football team has defeated SMP 1 team!

Winnie: Thank you. I must congratulate you too. Your football team won the competition yesterday afternoon!

Mark: Thanks.

Winnie: You're welcome.

1) What is the main topic of the dialog?

A. Mark is her friend.

B. Mark is the competitor.

C. Mark missed the football match

**D. Marks and Winnie's teams won the football matches.**

In the text writer, will discuss about Marks and Winnie's team won the football matches. The answer is D

## **2. Understanding Meaning of Word**

The vocabulary tests discussed so far have all presented the target words as isolated lexical units with no reference to context. The issue of whether words should be assessed in context is a long longstanding one in vocabulary studies (Read, 2000) and a range of commonsense arguments can be put forward in favour of one position or the other.



One exemplified in the work of Chung and Nation (2003), involves the use of judgements based on expertise in the appropriate subject area. Chung and Nation develop a rating scale to classify all the words in a university textbook into four categories according to their degree of technical.

**Table 4.3 Step of Understanding Meaning of Word**

<b>Step 1</b> Word with no semantic relationship to anatomy :
<b>Step 2</b> Words whose meaning is minimally related
<b>Step 3</b> Words whose meaning is closely related to anatomy but also in general use
<b>Step 4</b> Words with a specific meaning in anatomy, not used in general language

**Table 4.4 Identifying of Vocabulary**

<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>
It	Squishy	Shape	Bun
Is	Relieve	Bow	Eyes
Five minute	Squeeze	Round	Nose
Before	Health	Soft	Mouth
One	Record	Rising	Ears

**Table 4.5 Vocabulary**

<b>No.</b>	<b>Vocabulary</b>	<b>Meaning</b>
1.	Squishy	Licin
2.	Squeeze	Meremas
3.	Shape	Bentuk
4.	Carrot	Wortel
5.	Relieve	Meredakan
6.	Bow	Busur
7.	Round	Bulat

The researcher taken the example vocabulary from English textbook for junior high school published by Erlangga. From the table of 4.5 it shows student vocabulary.

### **3. Identifying Making Inference**

Mikulecky and Jeffries (2004) states that good readers constantly make inferences as they read. That means they think like a detective and look for clues in the text. Then they use these clues to guess about the text and about the writer's ideas. This is especially important when some ideas are not directly are not directly stated. For students it can be difficult to understand a text because it contains few linking words and few signpost expressions.

**Table 4.6 Identifying of Making Inference**

Dear Anjar

Are you doing anything this weekend?

Let's go to the OBO restaurant and mini library. Esta said that the restaurant has a lot of good books published by local and foreign publisher, it also has a collection of books about buildings and houses around the word text me soon.

1) From the text we can conclude that anjani might be a students of ....

A. Sport

B. Politics

C. Architecture

**D. Food and beverage**

In the text writer, it can be conclude that the anjani might be a students of, so the choice of answer is the most appropriate D.

**Table 4.7 Multiple Choice of Making Inference**

Last Monday, I came late to school because my parents and I had just arrived from our hometown. There was a long traffic jam on the highway.

We arrived in the middle of the night and we were so tired.

The next morning, I woke up late. I went straight to the bathroom to take a bath. I had not had my breakfast because I was already late. I rode my bike to school. It took half an hour. I saw that the street was crowded, there were a lot of cars in line.

They stopped at the traffic light. I rode my bike as fast as possible so that I could arrive at school before 07:00

When I arrived, the main gate had already been closed by the security. I asked him to open it but he refused. He said that he should ask the headmaster before he let me in. I waited for 15 minutes before the headmaster came and asked me why I was late. I told her my story and she finally asked the security to open the gate. I was so happy and thanked her. It was my bad luck my experience and I promised I would not do it again.

2) Why did the writer come late to school?

A. There was a bad traffic jam on the way to school

B. He was sleepy but he wanted to go to school

**C. He woke up late in the morning**

D. He forgot to set his alarm

In the text writer “the next morning, I woke up late”. It can be concluded that the writer was late because he woke up late. So the choice of answer is the most appropriate C.

**Table 4.8 Multiple Choice of Making Inference**

To : Aldi

From : Rudi

You have taught me what the meaning of true friendship is. Sometimes I feel proud of myself because I have you whom I can be proud of. My life has become more beautiful than ever since I met you. You are the best

ever when I think about you as a friend, I can only thank you for being the perfect example of friend. Thank you for being my best friend.

3) According to the text, we can concluded that...

- A. Aldi is rudi's teacher
- B. Rudi is sad because of Aldi
- C. Rudi is jealous of Aldi's success

**D. Rudi is blessed to have Aldi as his friend**

In the text writer, "I can only thank you for being the perfect example ". So, it can be concluded thanking Aldi for being is best friend. The best choice is D.

After analyzed all the reading comprehension assessment on English textbook, the total of analyzed were 6. They were divided into three types of reading comprehension assessment comprehension. There are identifying main idea 2, identifying vocabulary 1, and identifying making inference 3. This result shows the most dominant reading comprehension assessment on textbook.

From the data collected in the reading comprehension assessment, there were 6 items and how to count the total percentages of these text used in English textbook.

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

1. Identifying main idea

$$X = \frac{2}{6} \times 100 \%$$

$$= 33,33 \%$$

## 2. Identifying vocabulary

$$X = \frac{1}{6} \times 100 \%$$

$$= 16,66 \%$$

## 3. Identifying making inference

$$X = \frac{3}{6} \times 100 \%$$

$$= 50.00\%$$

**Table 4.9****Types of Reading Comprehension Assessment**

<b>No</b>	<b>Types of reading Comprehension Assessment</b>	<b>Amount</b>	<b>Percentage</b>
<b>1</b>	<b>Identifying main idea</b>	<b>2</b>	<b>33,33%</b>
<b>2</b>	<b>Identifying vocabulary</b>	<b>1</b>	<b>16,66%</b>
<b>3</b>	<b>Identifying making inference</b>	<b>3</b>	<b>50,00%</b>
<b>4</b>	<b>Total</b>	<b>6</b>	<b>100%</b>

The table above showed us that there were 6 data of reading comprehension assessment on English textbook published by Erlangga. It consisted of 2 (33,33%) for identifying main idea, 1 (16,66%) for identifying vocabulary) and 3 (50,00%) for identifying making inference. It contained the meaning that almost all the text used in this reading comprehension assessment were effectively and relevant.

### **C. Research Finding**

After analyzing all the data that found in the reading comprehension on English textbook for junior high school published by Erlangga 2019, the writer can give some arguments as the finding of this study as follow:

1. There were 6 analyzed of reading comprehension assessment taken from English textbook published by Erlangga. It consisted of 2 (33,33%) for identifying main idea, 1 (16,66%) for identifying vocabulary, and 3 (50,00%) for identifying making inference.
2. To be most dominant types of reading comprehension assessment was relevant with the total amount 6 (100%) it means that the reading comprehension assessment on English textbook was effectively and relevant.

## CHAPTER V

### CONCLUSION AND SUGESTION

#### A. CONCLUSION

After analyzing reading comprehension assessment on English textbook for junior high school publish by Erlangga.

1. The first, the objective of this research is to describe and identify the types of reading comprehension assessment on English textbook publish by Erlangga. There were three types of reading comprehension assessment that is identifying main idea, identifying vocabulary, identifying making inference by reading comprehension assessment publish by Erlangga on English textbook. Identifying main idea 2, understanding of meaning words 1, and making inference 3.
2. The second objective of this research is to describe the most relevant type of reading comprehension assessment on English textbook for junior high school publish by Erlangga. There were classifications of reading comprehension assessment on English textbook are identifying main idea were 2 (33,33%), identifying vocabulary were 1 (16,66%), and identifying making inference were 3 (50,00%). The most relevant types of reading comprehension assessment was effectively with the total data were 6 (100%).



## **B. SUGGESTION**

After analyzing the data of reading comprehension assessment on English textbook for junior high school publish by Erlangga, the researcher hopes that the stake holder such as below:

- 1) The researcher should analysis reading comprehension assessment because this strategy is designed to let students sharing their ideas to read a text especially reading comprehension assessment well.
- 2) The researcher should analysis this learning strategy in reading because it can stimulate students' thinking when the student their own idea and share to others. Therefore, The students will find by reading comprehension assessment to read down ideas into a good text.
- 3) To the readers who interested in further study related to this research should explore the knowledge to enlarge their understanding about how improve students' achievement in reading and search other references.

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**Appendix 1****TRANSCRIPT OF READING COMPREHENSION ASSESSMENT ON  
ENGLISH TEXTBOOK PUBLISHED BY ERLANGGA 2019****1. The Example of Main Idea**

The most productive volcanic system on earth are hidden under an average of 8,500 feet (2,600 m) of water. Beneath the oceans a global system of mid-ocean ridges produce an estimated 75% of the annual output of magma. An estimated 0,7 cubic miles ( 3 cubic kilometers) of lava is erupted. The magma and lava create the edges of new oceanic plates and supply heat and chemical to some of the earth's most unusual and rare ecosystems.

If an estimate of 4,000 volcanoes per million square kilometers on the floor of the pacific ocean is extrapolated for all the oceans than there are more than a million submarine (underwater) volcanoes. Perhaps as many as 75,000 of these volcanoes rise over half a mile (1 kilometer) above the ocean floor. Technology and hard work by a group of tenacious explorers/geologists have allowed us our first detailed glimpses of submarine volcanoes.

1) What is the main idea of the text?

- A. Underwater volcanoes**
- B. Volcanoes eruption
- C. Volcanic system
- D. Magma and lava

## Appendix 2

### 2. The Example of Main Idea

Mark: Congratulation! At last your football team has defeated SMP 1 team!

Winnie: Thank you. I must congratulate you too. Your football team won the competition yesterday afternoon!

Mark: Thanks.

Winnie: You're welcome.

1) What is the main topic of the dialog?

A. Mark is her friend.

B. Mark is the competitor.

C. Mark missed the football match

**D. Marks and Winnie's teams won the football matches.**

## Appendix 3

### 3. The Example of Identifying vocabulary

I have a collection of squishy toys, but my favorite is panda Bun. It is round like a Bun. it is round like a bun with black eyes, nose, mouth and ears. A little red bow is on its right ear. You just squeeze panda bun to play with it. It is so soft and it smells good too. What makes me proud of my panda bun is that it is a super slow rising squishy. It takes about four minutes before turning back to its shape after being squeezed. The best record of the super slow rising squishy is taken by a carrot shaped one. It takes about five minutes. However, my panda bun is cuter than the carrot. Did you know that squeezing a squishy is good for your health? Based on a recent study, squeezing a squishy is good to relieve stress.

## Appendix 4

### 4. The Example of Making Inference

Dear Anjar

Are you doing anything this weekend?

Let's go to the OBO restaurant and mini library. Esta said that the restaurant has a lot of good books published by local and foreign publisher, it also has a collection of books about buildings and houses around the word text me soon.

- 1) From the text we can conclude that anjani might be a students of ....
  - A. Sport
  - B. Politics
  - C. Architecture
  - D. Food and beverage**



## Appendix 5

### 5. The Example of Making Inference

Last Monday, I came late to school because my parents and I had just arrived from our hometown. There was a long traffic jam on the highway.

We arrived in the middle of the night and we were so tired.

The next morning, I woke up late. I went straight to the bathroom to take a bath. I had not had my breakfast because I was already late. I rode my bike to school. It took half an hour. I saw that the street was crowded, there were a lot of cars in line.

They stopped at the traffic light. I rode my bike as fast as possible so that I could arrive at school before 07:00

When I arrived, the main gate had already been closed by the security. I asked him to open it but he refused. He said that he should ask the headmaster before he let me in. I waited for 15 minutes before the headmaster came and asked me why I was late. I told her my story and she finally asked the security to open the gate. I was so happy and thanked her. It was my bad my experience and I promised I would not do it again.

- 1) Why did the writer come late to school?
- A. There was a bad traffic jam on the way to school
  - B. He was sick but he wanted to go to school
  - C. He woke up late in the morning**
  - D. He forgot to set his alarm

## Appendix 6

### 6. The Example of Making Inference

To : Aldi

From : Rudi

You have taught me what the meaning of true friendship is. Sometimes I feel proud of myself because I have you whom I can be proud of. My life has become more beautiful than ever since I met you. You are the best ever when I think about you as a friend, I can only thank you for being the perfect example of friend. Thank you for being my best friend.

1) According to the text, we can concluded that...

A. Aldi is rudi's teacher

B. Rudi is sad because of Aldi

C. Rudi is jealous of Aldi's success

**D. Rudi is blessed to have Aldi as his friend**




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Yth : Bapak/Ibu Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Sri Ulina Br Sembiring  
 NPM : 1602050156  
 Program Studi : Pendidikan Bahasa Inggris  
 IPK Kumulatif : 135 SKS IPK = 3,32

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disahkan Oleh Dekan Fakultas
	An Analysis of Reading Comprehension Assessment on English Textbook for Junior High School Published By “Erlangga” 2019	
	An Analysis of Teacher’s Questioning Strategies During The Classroom Interaction	
	The Use of Reading Comprehension on Narrative Text for Junior High School	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 7 April 2020

Hormat Pemohon,

Sri Ulina Br Sembiring

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- Untuk Mahasiswa yang bersangkutan



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 Program Studi Pendidikan Bahasa Inggris  
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Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

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 NPM : 1602050156  
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

An Analysis of Reading Comprehension Assessment on English Textbook for Junior High School Published By "Erlangga" 2019

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Ambar Wulan Sari, S.Pd., M.pd.  
 Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

ACC *AW*

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

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Sri Ulina Br Sembiring

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Nomor : 684/II.3/UMSU-02/F/2020  
 Lamp. : ---  
 Hal : **Pengesahan Proposal dan**  
**Dosen Pembimbing**

Bismillahirrahmanirrahiim  
 Assalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Sri Ulina br Sembiring**  
 N P M : 1602050156  
 Progam Studi : Pendidikan Bahasa Inggris  
 Judul Penelitian : An Analysis Reading Comprehension Assessment on English Textbook for Junior High School Published by "Erlangga" 2019.


.Pembimbing : **Ambar Wulan Sari, S. Pd., M. Pd.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :

1. Penulisan berpedoman kepada ketentuan atau buku **Panduan Penulisan Skripsi** yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tangan : **26 April 2021**


Medan, 03 Ramadhan 1441 H  
26 April 2020 M

Wassalam  
 Dekan

  
**Dr. H. Elfrianto, S.Pd., M.Pd.**

Dibuat Rangkap 4 :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan  
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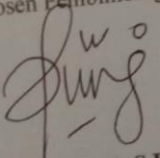
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Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Reading Comprehension Assessment on English Text Book for Junior High School Published by "Erlangga" 2019

sudah layak diseminarkan.

Medan, Juni 2020  
Dosen Pembimbing,  
  
Ambar Wulan Sari, S.Pd., M.Pd



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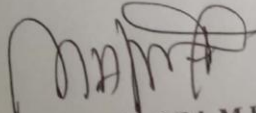
1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

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Mandra Saragih, S.Pd, M.Hum



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 NPM : 1602050156  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : An Analysis Of Reading Comprehension  
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 School Published By "ERLANGGA" 2019

No.	Uraian / Saran Perbaikan
1.	Title: Look around the notes given in the revised proposal
2.	Chapter I: Revise each point in the chapter accordingly with the comments given.
3.	Chapter II: Revise the chapter II based on the order of point noted in the chapter
4.	Chapter III.: The suggestions have been written in each point in the chapter, and please revise each of points based on the notes given
5.	Revise the writing system

Medan, 15 Mei 2020

Proposal dinyatakan sah dan memenuhi syarat untuk diajukan ke skripsi

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.

Pembahas

Pirman Ginting, S.Pd, M.Hum





Mandra Saragih, S.Pd, M.Hum

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ProgramStudi : Pendidikan Bahasa Inggris

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Hari : Jumat  
Tanggal : 15-mei-2020

Dengan Judul Proposal : An Analysis Of Reading Comprehension  
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Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, smoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mhasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin

Dikeluarkan di : Medan

Pada Tanggal : Mei 2020

Wassalam

Ketua Program Studi

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Mandra Saragih, S.Pd, M.Hum



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Tempat

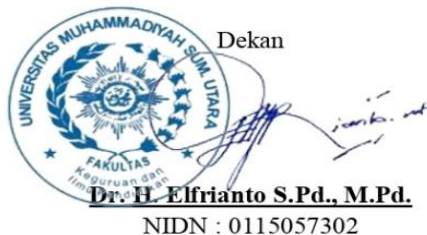
Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

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NPM : 1602050156  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : An analysis of reading comprehension assessment on english textbook for junior high school published by "erlangga" 2019

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.  
Wassalamu'alikum Warahmatullahi Barakatuh

Dekan  
  
**Dr. H. Elfrianto S.Pd., M.Pd.**  
NIDN : 0115057302

Tembusan :  
- Peninggal



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Website: <http://perpustakaan.umsu.ac.id>

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Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : Sri Ulina Br Sembiring  
**NPM** : 1602050156  
**Univ./Fakultas** : UMSU/ Keguruan dan Ilmu Pendidikan  
**Jurusan/P.Studi** : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

*"Reading Comprehension Assessment on English Textbook for Junior High School Published By Erlangga 2019"*

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 15 Zulhijjah 1441 H  
05 Agustus 2020 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd



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**SURAT KETERANGAN**

Nomor: 1172./KET/IL.8-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :


**Nama** : Sri Ulina Br Sembiring  
**NPM** : 1602050156  
**Fakultas** : Keguruan dan Ilmu Pendidikan  
**Jurusan/ P.Studi** : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 15 Zulhijjah 1441 H  
05 Agustus 2020 M

**Kepala UPT Perpustakaan,**

  
**Muhammad Arifin, S.Pd, M.Pd**



MAJELIS PENDIDIKAN TINGGI  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 - Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA BIMBINGAN PROPOSAL**

Nama : Sri Ulina Br Sembiring  
 NPM : 1602050156  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : An Analysis of Reading Comprehension Assessment On English  
 Textbook For Junior High School Published By "ERLANGGA" 201

Tanggal	Deskripsi Hasil Bimbingan Proposal	TandaTangan
10-04-2020	Chapter I Background of the study, Identification of problem, Research formulation and Identification of problem	
	Chapter II Revise the theory Conceptual Framework	
	Chapter III Almost All	
26-04-2020	Background of Study, research Formulation	
	Chapter I Almost all Chapter II Revising the theory and conceptual framework Chapter III Source data, technique of collecting data	
	28-04-2020	Revising references and the writing of alphabet
	ACC ready for seminar proposal	

Medan, 30 April 2020

Diketahui/Ditetujui  
 Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Ambor Wulan Sari, S.Pd, M.Pd.



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**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Nama Lengkap : Sri Ulina Br Sembiring  
 N.P.M : 1602050156  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Reading Comprehension Assessment on English Text Book for Junior High School Published by "Erlangga" 2019

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
15/07/2020	Chapter IV Background of the study, Identification of problem and the scope and limitation.	<i>[Signature]</i>	
	Chapter IV Making Inference, Identifying vocabulary and making inference.	<i>[Signature]</i>	
26/07/2020	Chapter IV Data Analysis	<i>[Signature]</i>	
	Chapter V Conclusion and suggestion	<i>[Signature]</i>	
03/08/2020	Chapter IV Dat and Data Analysis Abstract	<i>[Signature]</i>	
05/08/2020	ACC Ready for sidang skripsi.	<i>[Signature]</i>	

Medan, Agustus 2020

Diketahui oleh :  
 Ketua Program Studi

*[Signature]*  
 Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

*[Signature]*  
 Ambar Wulan Sari, S.Pd., M.Pd.



**CURRICULUM VITAE**

Nama : Sri Ulina Br Sembiring

Regard Number : 1602050156

Sex : Female

Religion : Islam

Material : Single

Place/Date of Birth : Medan, 26 Agustus 1998

Education :

- ❖ Elementary School at SDN 045962 Buluh Pancur, Karo 2010
- ❖ Junior High School at SMPN 1 Lau Baleng Kabupaten Karo 2013
- ❖ Senior High School at Pesantren Modern Al-Zahrah, Bireuen 2016
- ❖ Student of English Department of Faculty of Teacher Training and Education UMSU 2016

Hobby : Traveling

Father : Rajo Sembiring

Mother : Rasinah Br Perangin-Angin

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