

A THESIS
STUDENTS' READING ABILITY IN RECEIVING INFORMATION
OF EXPLANATION TEXT AT THIRD SEMESTER OF
ENGLISH PROGRAM AT IAIN PAREPARE



BY

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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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Thesis

**As Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by:

**FITRIANI
REG NUM. 16.1300.042**

to

**ENGLISH EDUCATION PROGRAM
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STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

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Information of Explanation Text at Third
Semester of English Program at IAIN Parepare

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No. 437.21//In.39.5/PP.00.9/2/2020

Approved by Examiner Commissions

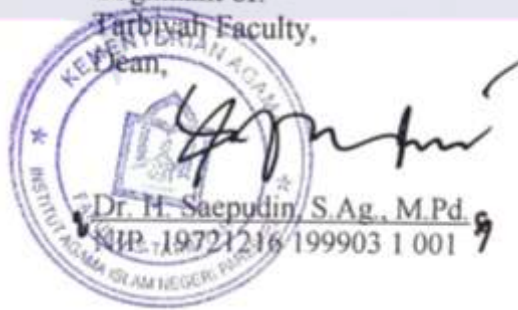
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Had been examined on Juny 21rd, 2021 and had been declared that it fulfilled the requirements

Approved by
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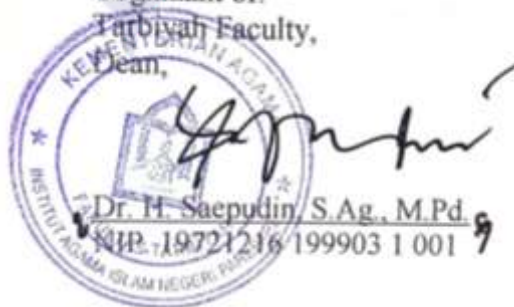
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Approved by Examiner Commissions

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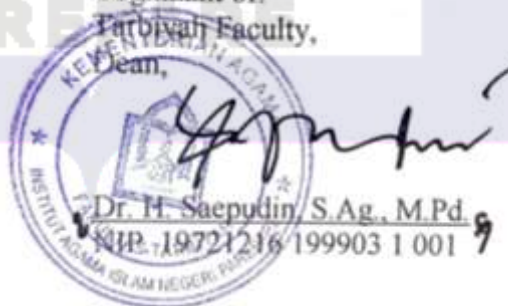
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَ الصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ
أَجْمَعِينَ أَمَّا بَعْدُ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillah Rabbil Alamin. First of all, the writer would like to express her grateful to the lord Allah SWT. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy so he can finish this thesis. Salam and Salawat always be sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

This wonderful time, the writer wants to thank a lot to all people who have supported and helped her in finishing her thesis as effective as she can. She realizes that whitout their support and help, she could not be able to finish this “Thesis”. This opportunity, the writer would like to express very especial thanks to her beloved parents and family who have given an endless love, advice, support and praying to be success students ever.

Her high appreciation and profusely sincere thanks are due to Dr. H. Saepudin, S.Ag., M.Pd. as the first consultant and Dr. Abdul Haris Sunubi, SS.,M.Pd. as the second consultant who have patiently guided and given their construction suggestion, motivation and correction to the writer for finishing this thesis.

Another side, the writer would also deliver special thanks to:

1. Dr. Hannani, M.Ag. as the Rector of State Islamic Institute (IAIN) Parepare who has worked hard to manage the education in our college.
2. Dr.H. Saepudin, S.Ag., M.Pd. as the Dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare, who has arranged a positive education for the students in the Tarbiyah Faculty.
3. Dr Arqam. as the Chairman of English Education Program of Tarbiyah Faculty in State Islamic Institute (IAIN) Parepare, for the fabulous serving to the students.
4. All lecturers of English Program who have already taught the writer during his study in IAIN Parepare.
5. Students at third semester of English Program has their helping and cooperation during the research.
6. The writer wants to give her sincerest gratitude to her beloved parents, Sarisi and Cupe. For their supporting and always pray for her until the Degree of Strata-1 (S1), and her beloved brothers and sisters in law who have given her strengths and motivation to pass this study.
7. Her cousins: Dewi Jafar,S.Pd. Narsi jafar, Nur Arsi, and Faradillah who always accompanied her start from the firts semester until now and always give their support and courage as well as their helping for finishing this research.
8. Her spescial friends : Suci Ramdhana,S.Pd. and Shinta Nurfasirah,S.Hum. who has guided, motived, and pushed her to finish this research.

9. Her best friends: Putri Mutmainnah, Dirgayanti, Rismayanti, Diana Aris, Indah Khaerunniza and St.Rahma who always give her support and being a good friends.

10. Her friends in English program Tarbiyah Fakultas 2016.

Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

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Parepare, January 24th 2023

The writer



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DECLARATION OF THE RESEARCH AUTHENTICITY

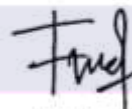
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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, January 24th 2023

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ABSTRACT

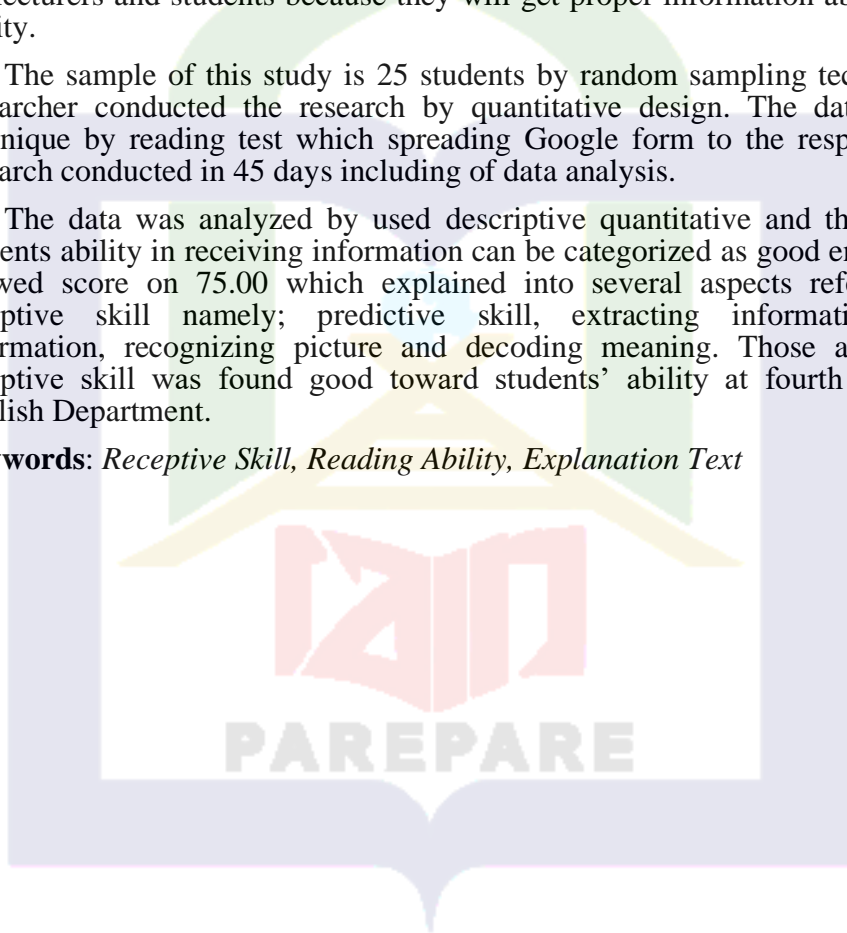
Fitriani. *Students Reading Ability in Receiving Information of Explanation Text at Third Semester of English Program at IAIN Parepare* (Supervised by Saepudin and Abdul Haris Sunubi)

Receptive skills is known as receiving information which skills that involve students being able to receive messages in written language referred to the reading skill which involved stimulate cognitive. The purpose of this research is to find out the students' ability in receiving information of explanation text at third semester of English Program at IAIN parepare, The result of this study are really beneficial for lecturers and students because they will get proper information about students ability.

The sample of this study is 25 students by random sampling technique. The researcher conducted the research by quantitative design. The data collecting technique by reading test which spreading Google form to the respondents, the research conducted in 45 days including of data analysis.

The data was analyzed by used descriptive quantitative and the result that students ability in receiving information can be categorized as good enough which showed score on 75.00 which explained into several aspects referred to the receptive skill namely; predictive skill, extracting information, getting information, recognizing picture and decoding meaning. Those all aspect of receptive skill was found good toward students' ability at fourth semester at English Department.

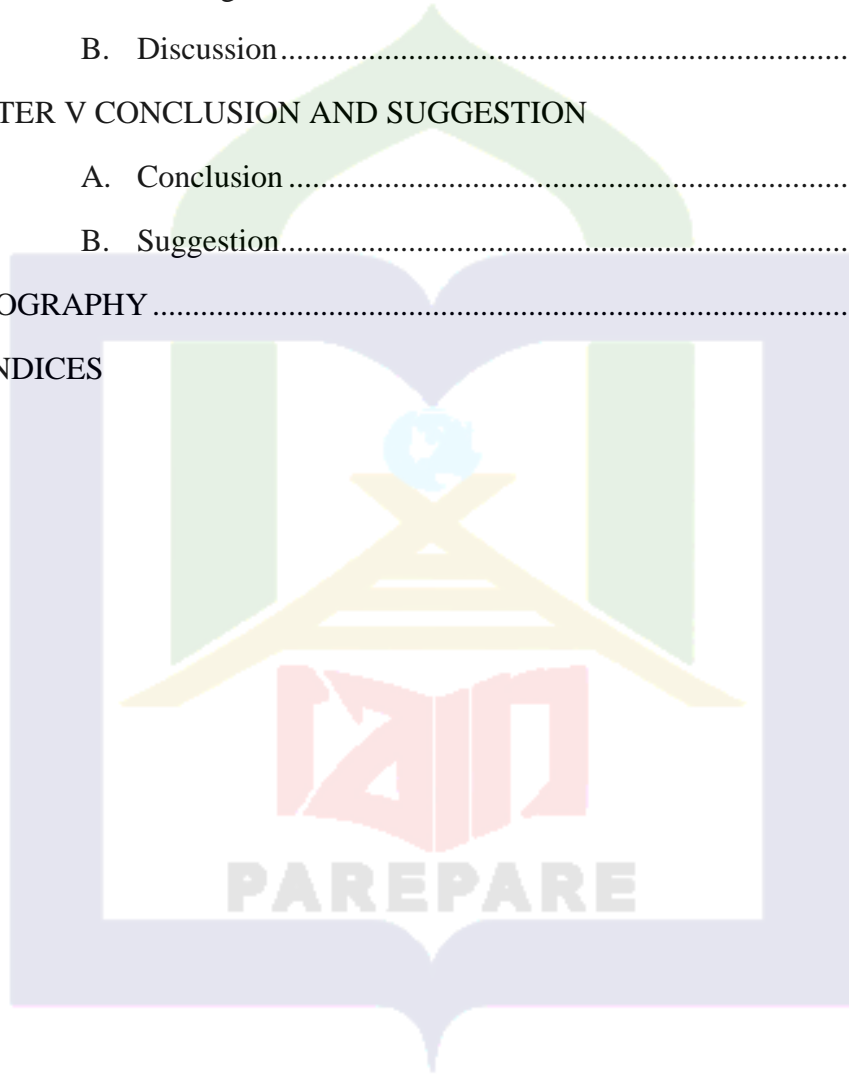
Keywords: *Receptive Skill, Reading Ability, Explanation Text*



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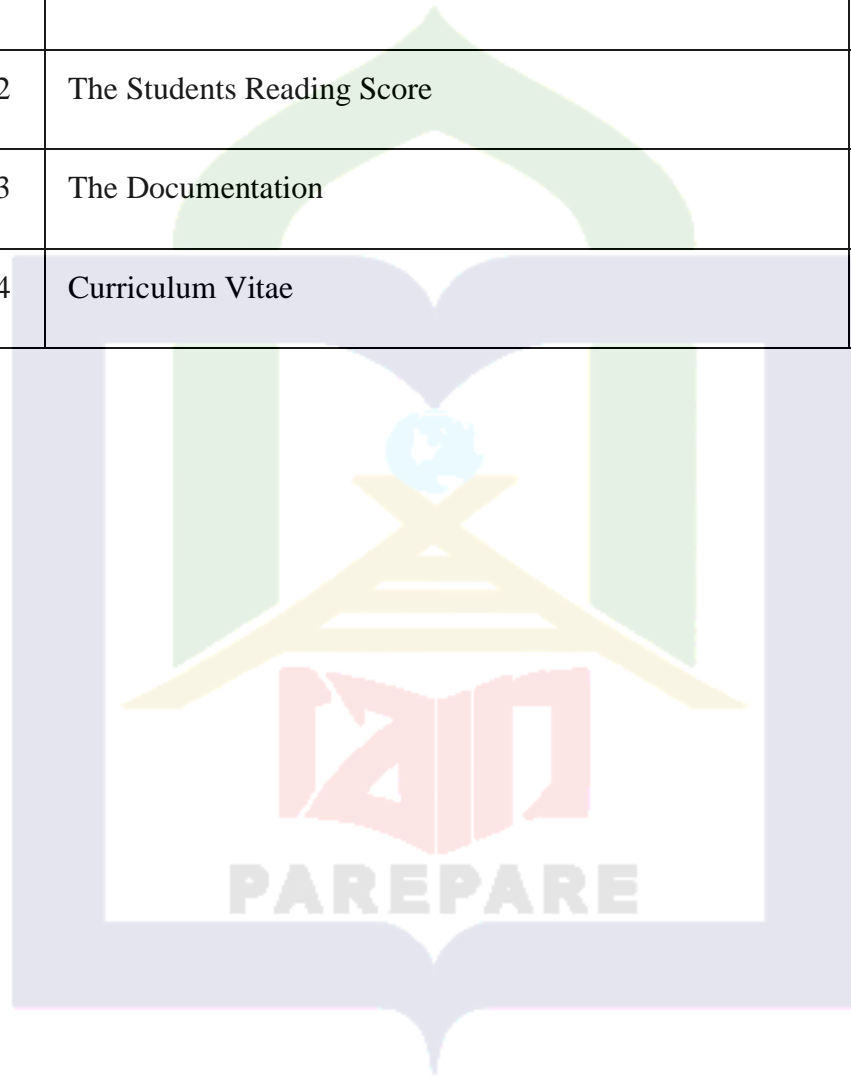
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CHAPTER I

INTRODUCTION

A. Background

Teaching means helping students to learn how to do something, giving instruction, causing to understand. It has an obligation to make the students understand from the lesson given. It is usually equalized with transferring knowledge but also to help students responding their environment in an effective way. Teaching in language education emphasizes the acquisition of language competence. It means that the students are encouraged to be able to use the language. To gain success in teaching language, the teacher needs to emphasis more on practice rather than explanation.

Reading is an essential skill for learners of English. For most of learners it is the most important skill to master in order to ensure success in learning. They need to be introduced with as many reading materials as possible in order to help them acquiring many information and knowledge by the language. Reading provides some activities to help the reader comprehend the written expression. The reader can get a lot of knowledge, information, enjoyment, or even problem solution.¹ Reading is one way for the reader to receive information from the writer in the form of text. With strengthened reading skill, learners of English tend to make greater progress in other areas of language learning. Reading should be an active, fluent process that involves the reader and the reading material in building meaning.

The students' ability in receiving information is one of the pillars of the

¹Grabe, Stoller, *Teaching and Researching Reading*. (Harlow:Pearson, 2002),p. 64

act of reading. The students' ability in receive information is the act of understanding what they are reading. ²The students' Reading ability is not just reading with a loud voice but reading is established to understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is. If a student just reads loudly but can't understand the content of the text, it means that he fails in comprehending passage. The purpose and objective of reading can be achieved well by someone who can read well and get the idea from the passage.

There are three levels of receive information which are presented from the simple to the complex level of reading. Understanding what we read is really the result of 3 levels of skills. It is begun from the easiest level is literal that focuses on reading the passages, hearing the words or viewing the image and then move to the next level is interpretive that focus shifts to reading between the lines, looking at what is implied by the material under study.³

Student of university basically must have good comprehension in reading and must be able to read well based on reading aspects, moreover English students who are in English major in every university or institution. Students also must have ability on understanding reading text such us narrative text, recount text, explanation text, article text and many other texts.

Nowdays, the quality of students should be known for effective teaching method used for the teacher, the students should mastered the reading performance, after done the pre observation, the researcher found several

²Grabe , Stoller, *Teaching and Researching Reading*.(Harlow:Pearson, 2002),p. 68.

³Grabe, Stoller, *Teaching and Researching Reading*. (Harlow:Pearson , 2002),p. 69

problem encountered by the students in reading comprehend, they still very low in understanding an English text, not only that, the students also still difficult to different the kinds of the text itself, it can be assumed that students still have difficulties, on other way, they still low in reading performance.

This research, the writer focuses in reading explanation text, because it is the text type to be acquired by students of third semester of English program, which explain of phenomena and its process.. According to explanation before, in order to find the potential solution to the problem above, the writer wanted to investigate what level use of explanation text can improves students" ability reading on receive information. Explanation text is an technique developed for teaching students reading ability. Explanation text is very proper to the student of university in acquire the information and knowledge.

Scope of schools, colleges, and universities, searching information and knowledge through explanation text. This text should be an option after the book, unfortunately the ability of students in understanding the explanation text reading still low, sometimes they have to use Google Translate to understand the meaning and intent of the author, as well as experienced by English students major.

This research is caused of researcher pre observation in the university which explains about the quality of the students, it indicated that students reading skill still undedicated, it can be showed from the students' responses on pre interviewing.

Based on the background above the researcher interests to conduct the research with a title “*Students Reading Ability in Receiving Information of Explanation Text at Third Semester of English Program at IAIN Parepare*”.

B. Research Question

Based on the background d of the research previously covered, the researcher formulated the problem statement as follow: How is the students’ ability in receiving information of explanation text at third semester of English Program at IAIN Parepare?

C. The Objective of the Research

Based on the question above the researcher formulates the objective of the research as follow: To find out the students’ ability in receiving information of explanation text at third semester of English Program at IAIN parepare.

D. Significance of the Research

It is expected that the results of the research will provide useful contribution for teacher, students and further research, it can be explained below:

1. Teachers

This research beneficent for the teacher because it can give solution toward the students reading skill in receiving information of explanation text, so the teacher also can be careful in selecting the teaching technique and media in their English teaching reading.

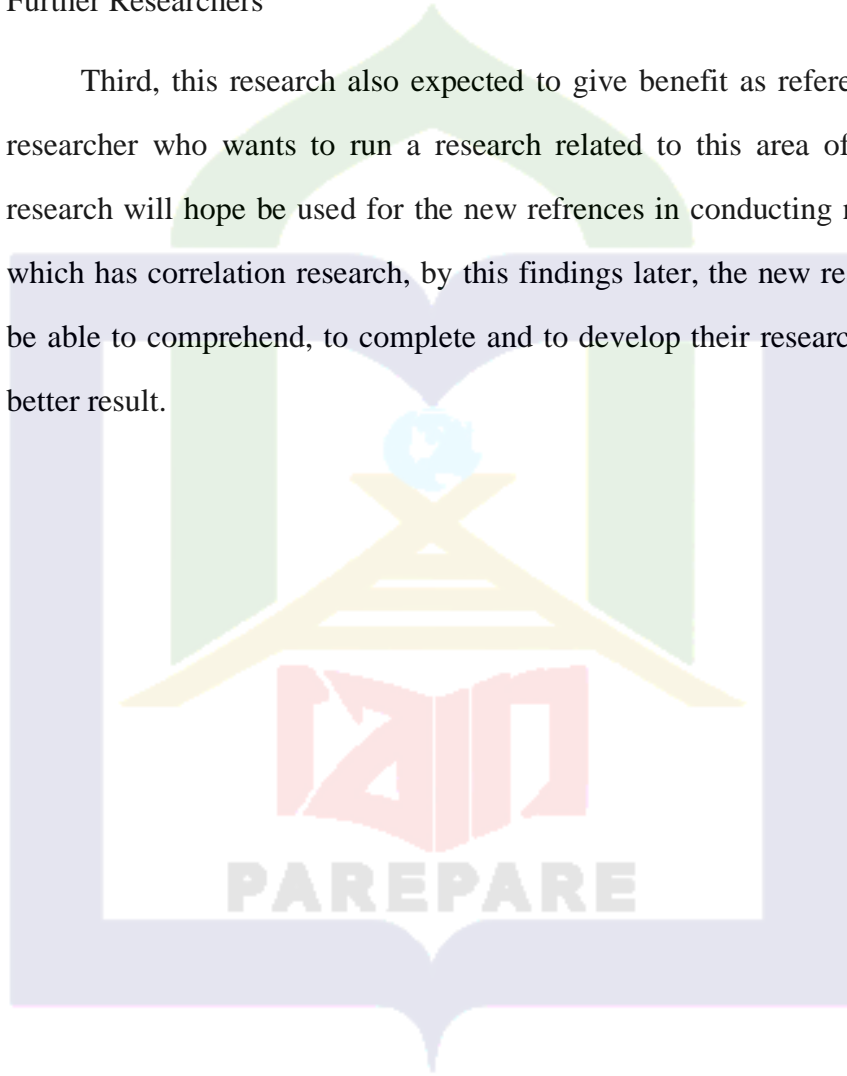
2. Students

The significant for the students, it can motivate students to study English especially in reading skill. The students will know about

either they get improvement or not in achieving reading performance, They will also get the main information about their reading ability; meanwhile, the students can seek the best strategy for learning reading skill.

3. Further Researchers

Third, this research also expected to give benefit as referenced for the researcher who wants to run a research related to this area of study. This research will hope be used for the new references in conducting new research which has correlation research, by this findings later, the new researcher will be able to comprehend, to complete and to develop their research for having better result.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Relevant Research Results

The first research is from El-Kahlout. This study aimed at examining the effectiveness of using receptive skill approach on developing reading comprehension skills for the eleventh graders in Gaza governorates. In order to achieve the aim of the study; the researcher adopted an experimental research design. She stated in her research that the study result indicated that there are statistically significant differences between pre and posttest of both the experimental and control group in reading comprehension skills in favor the post test. She also recommended the English teacher to adapt receptive method in teaching English in general and in teaching reading in particular.¹

The second research was from Aghanjaloo. This research aimed at: (1) investigating the effects of four types of reading strategies in giving feedback (i.e., focused direct corrective feedback, unfocused direct corrective feedback, focused indirect corrective feedback, and unfocused indirect corrective feedback) on intermediate EFL learners' writing performance; (2) finding out the most effective type of reading strategies for intermediate EFL learners' writing performance; (3) determining learners' attitudes toward the effectiveness of using reading strategies and the types which they had received. This was an experimental research. The participants of this study were 140 female and male intermediate EFL learners studying English at private language institutes in Iran.

¹El-Kahlout, Y., A. *The Effectiveness of Using Guided Discovery on Developing Reading Comprehension Skills for the Eleventh Graders in Gaza Governorates*. (Gaza: Al Azhar University,2010)

The researcher used Nelson Proficiency Test, writing test and attitude questionnaire as the instruments. The results indicated that, learners outperformed in all of the four groups, validating reading strategies as an effective technique which can be used in EFL classes. A clear implication of the study is that types (specially unfocused direct corrective feedback) should be emphasized as an essential tool for developing writing ability of intermediate EFL learners.²

The third study is to describe students' problems on reading comprehension toward explanation text at an Islamic Junior High School in Sungai Bahar. The sample of this research was eight graders at an Islamic Junior High School in Sungai Bahar. The survey research design in term of descriptive quantitative was used to figure out of the students' problems on reading comprehension specially for explanation text in the school. The data were collected by using close ended questionnaire. In which, the students filled the questionnaire, the researcher used four alternatives choices in every questionnaire, as follows: 1= strongly disagree, 2= disagree, 3= agree, and 4= strongly agree. The researcher used SPSS 16.0 to calculate students' responses from the collected questionnaire. The result of this research showed that the students' problems on reading comprehension at an Islamic Junior High School in Sungai Bahar are first the problem related to students spelling. And then, students' grammar that caused by the lack of grammar knowledge, students vocabularies that caused by the difficulties in understanding the vocabulary. Next, students have difficulty in uninteresting material on reading

²Aghanjaloo, K., Mobini, F., & Khosravi, R, *The Effect of Teachers' Reading Strategies Types on Intermediate EFL Learners' Writing Performance*, (Istambul: press of jirak, 2016)

comprehension. Next, students' problems on reading speeds, reading a long text can cause students to spend time. After that, students have difficulty in understanding on reading comprehension. Overall, Students' problems are related from understanding, grammar, interesting material, vocabulary, spelling, reading speeds.³

Reading is a dynamic process in which the text elements interact with other factors outside the text, through developmental, interactive, and global process involving learned skills. The process specifically incorporates an individual's linguistic knowledge. It can be both positively and negatively influenced by nonlinguistic internal and external variables of factors. It means that reading is regarded as complex activity that involves various activities, such as knowing each symbol and analyzing the words into a meaning. Reading comprehension needs an active thinking process in mind to comprehend and understand what has been read.

The Researcher explains more about the similarity and the differences between third research previous findings above, the first research is aimed at examining the effectiveness of using receptive skill approach, while second research aimed at: (1) investigating the effects of four types of reading strategies in giving feedback (i.e., focused direct corrective feedback, unfocused direct corrective feedback, focused indirect corrective feedback, and unfocused indirect corrective feedback) on intermediate EFL learners' writing performance, and the third is students' problems on reading comprehension toward explanation text.

³Nila Dwianasari, *Students' Problems on Reading Comprehension at an Islamic Junior High School in Sungai Bahar*, (a thesis: jambi university, 2015)

B. The Concept of Reading

1. Definition of Reading

Reading is one of them important skills from the four skills. There are some definitions of reading, namely:

Reading are the action or practice of one reads which extent to which one has read for indication of a dial or a graduated instrument.⁴ Reading is language dependent because students use concepts they have formed and used in their oral language as they begin to react to print. Oral language is a mediator for perceiving written messages in the initial stages of processing the written word.⁵ Reading is the meaningful interpretation of printed or written verbal symbol.⁶

Reading is one of the pillars of the act of reading. Reading is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. It stated that who say that reading ability is taught to be a set of generalized knowledge acquisition that permits people to acquire and exhibit information gained as a consequence of reading printed language.

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. According to Nuttal reading means a result of interaction between the writer's mind and the reader's mind. It is the

⁴Mario Pei *the Grolier Webster International Dictionary of the English language: Volume I & II.* (New York : Grolier Incorporated 1975) p. 796.

⁵Alexander, Al, *Teaching Reading* (Canada: Brown & Company (Canada) limited, 1979), p. 16.

⁶Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability* (Seventh Edition, London: Longman, 1980), p. 8.

way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

According to Pang reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts. Based on two definitions above reading can be defined as the instantaneous recognition of various written symbol with existing knowledge and it also can be defined as comprehension of the information and the idea communicated. It means

Reading is the ability to gain information from the texts for the purpose to know the whole information deeply. So that it will force the readers to read the whole texts to gain the covert information. However, this term explained that is a highly complex cognitive process involving the intentional interaction between the reader and the text to create meaning. In other words, comprehension doesn't just happen; it requires effort. Readers must intentionally and purposefully work to create meaning from what they read

In short, reading comprehension is the ability to read text, process it and understand its meaning. Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. With the

ability to comprehend what we read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually.

There are many definitions of reading accepted from some writers. reading is “the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarized reading instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

Reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According to Pang comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.

Reading is the process of constructing meaning from print and from other symbol. Reading involves not just the print and the illustrations, but also readers bringing to the process their knowledge of the world and their past experiences. The reading process does not involve reading every single letter and that is why

proofreading is so difficult: when you are very familiar with the ideas you hardly need to read the words at all.⁷

2. Purposes of reading

Readers' purposes in reading and the types of reading used referred to:

- a. Literal comprehension, where reading in order to understand, remembers, or recall the information explicitly contained in a passage.
- b. Inferential comprehension, where reading in order to find information, which is not explicitly stated in a passage, using the readers' experience and intuition, and by inferring.
- c. Critical or evaluation comprehension, where in order to compare information in a passage with the readers' own knowledge and values.
- d. Appreciative comprehension, where reading in order to gain an emotional or other kind of valued response from a passage.⁸

3. The Aim of Reading

- a. Reading for details or fact

The students read the text to get detail information of text or know the inversion that have been done by the writer or solve the problem of the write

- b. Reading for main idea

The students read the text (books) to know why the topic is good or interesting find the problems on the passage and make summaries of the passage.

⁷Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability* (Seventh Edition, London: Longman, 1980), p.10.

⁸Grabe W. Stoller, *Teaching and Researching Reading*. (Harlow: Pearson Education, 2002) p.45

c. Reading for sequence or organization

The students read the text to know what is happening in each part of the passage in every episode and solve the problem of the text.

d. Reading for inference

The students read the text in order to find out the conclusion from the action or idea in the text.

e. Reading to classify

The students read the text to classify some information or actions of the writer in the text or paragraph.⁹

4. Type of Text

Reading is a very complex activity. So much occurs inside mind of reader as the eyes glide over the printed words. Text type of reading:

a. Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative, telling the happened was happened in the past can give and stimulate people on imaginary act.

b. Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. By describing something, reader will be able to catch the meaning of the text perfectly, descriptive text has specific purpose for expressing the idea about

⁹Grabe W. Stoller, *Teaching and Researching Reading*. (Harlow:Pearson Education,2002)p.45

describing thing, the author should has strong assuming on the things that described

c. Narrative Text

Narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. Story can refuse the reader on their thinking, and their imagination on something new, by narrative text the reader will focus caused of the aspect of the story which stimulate the reader on the story.

d. Procedural Text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

e. Explanation text

Explanation text is a text which tells how and why something in the world happens. In fact, this kind of text explains clearly about the process, the caused and the effect of the natural disaster and non-natural disaster. It concerns more about the object rather than the subject.¹⁰

5. Reading Strategies

There are some kinds of strategy in reading, such as:

a. Scanning

Scanning is quickly searching for some particular piece or pieces of

¹⁰Duarte, N and Barner, *Reading Comprehension in Teaching English as Foreign Language*, (Press education, 2020)

information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting detail

Scanning reading is a technique for quickly looking through reading matter to locate a particular piece on information, a date, a name, a statistic. Scanning in this way is time consuming, frustrating, and often forces the reader to give up and read the entire selection. The key to effective scanning is to approach the material in a systematic manner.

b. Skimming

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting idea

Skimming reading is a appropriate when complete information is not required. Skimming is process of speed reading that involves visually searching the sentences of a page for clues to meaning. For some people, this come naturally and usually may not be acquired by practice. Skimming used to look most important idea of reading or the gist of the article. There are three types of skimming, they are:

- 1) Preview skimming to become generally familiar with the organization and content of the material before read it.
- 2) Overview skimming to get an overview of the content and organization

without reading the material completely.

3) Review skimming to get back over material you have already read to review the main point of the material.

c. Survey reading

In survey reading, a reader surveys some information that they want to get. Thus, before the reading process, a reader must set what kind of information the reader needs. Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text

d. Reading aloud

Reading aloud is provided when the others in the class or group are unfamiliar with the material being presented. In such instances. The members of the class must listen in order to understand the message. The reader could be asked to lay down the text and then answer content questions from others in the class.

e. Silent Reading

Silent reading is the essential first step in breaking students from the habit of devoting all attention to the precise decoding of the shapes and sounds of letters. Phrase reading, timed reading, and guessing activities are likewise useful.⁷

6. Teaching Reading

Teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new

knowledge. Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning”. Meanwhile learning is getting the knowledge or the acquisition of the knowledge. From the definitions above, we can define teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English.

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. the following are ten strategies which can be applied in the teaching reading comprehension in the classroom: By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the text.

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent “e” such as (late, time, bite, etc).

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more importan.

The communicative purpose of an explanation text is to explain the

processes that occur in the formation of something related to natural, social, scientific, cultural and other phenomena that aim to explain how or why this can happen.¹¹

Based on definitions above, the researcher concludes that in reading, the reader need subject to reading text. Because without read the text, the reader can't know what text is about and the researcher decides to use scanning strategies to get information on reading.

7. The Principles of Teaching Reading

In teaching English, teacher as the center and facilitator to the students in the classroom needs to prepare some teaching strategies and principles to teach the students so that they can understand well what the teacher teach in the classroom.

According to Richar there are ten teaching principles that may be appropriate in teaching reading that is summarized below:

a) Lowering Inhibitions

In the classroom, students need some activities to decrease their difficulties in studying English. The teacher can apply these activities, those are, playing guess and communication games, doing role-replay and skits; sing a songs, using group work, laughing with the students, having them share fears in small groups.

b) Encouraging risk-taking

Students feel afraid in making mistakes in studying or doing exercises, some efforts can be applied in the classroom, those are, praising

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students for making science efforts to try out language, using fluency exercises where errors are not corrected at that time, giving outside-of-class assignments to speak or write or to try out the language

c) Building students' self confidence

Teacher need to build the students' confident in studying English because self confident is one of important factor which influents the students' success in studying English. To do that, teacher should tell students explicitly (verbally and nonverbally) that he or she do indeed believe in them that their students can do their job. Teacher should ask them make lists of their strengths of what they know or what they have accomplished so far in the course.

d) Helping students develop intrinsic motivation

Developing intrinsic motivation can help students to improve their achievement in studying English. Some efforts that can be done by the teacher are reminding students explicitly about the rewards for learning English, describing students that many jobs requires English, playing down the final examination in favor of helping students to see rewards for themselves beyond the final exam.

e) Promoting cooperative learning

Studying English in the classroom, teacher needs explain that cooperative learning in the class is more important than competition between the students. some activities can be done in cooperative learning are directing students to share their knowledge in a group, asking the students to think of themselves as a team so that the students who have a

good ability in learning can help the students who do not have it.

f) Encouraging students to use right-brain processing

Studying English, teacher should insist that learning is not only doing exercises and decide the right and the wrong answer but the teacher also needs some activities to develop the students' creativity in learning English. Some activities which can be done are using movies and tapes in class, having students read passages rapidly, doing skimming exercises, doing rapid 'free writes', doing oral fluency exercises where the object is to get students to talk or to write a lot without being corrected.¹²

2. The Concept of Explanation Text

a. Definition of Explanation Text

Explanations are written to explain how something works or occurs. The process of the events is explained sequentially and with the time related information.¹³

Explanation genre requires students to demonstrate knowledge and understanding, and to answer questions, such as „What is x? and additionally expect students to explain how something works or function. The explanations themselves are intended to demorestrate current shared knowledge and understanding.¹⁴

¹² Duke, N. K., Pearson, P. D., Strachan., S. L., & Billman, A. Essential Elements of Fostering and Teacing Reading Comprehension. In S. J. Samuels & A. Farstrup (Eds.). What Research Has to Say About Reading Instruction 4th Edition (pp. 51-93). Newark, DE: International Reading Association. 2011)

¹³Longan.J, *Reading and Study Skill: Seventh Edition.* (Atlanta capeCommunity College: Published by McGraw-Hill Companies. New York, 2020)

¹⁴Grellet, F.1999.*Developing Reading Skill: A Practice Guide to Reading Comprehension Exercise.* (Cambridge: Cambridge Press.)

Explanation text explains how something can happen. In this case, something is a phenomenon or event that is not man-made. In addition, explanations in explanation text can be supported by facts and science. Explanation text usually answers the question of how and why something happened, be it a general natural or social phenomenon.

The researcher concludes that explanation text is a text used to explain the process of a phenomenon, events or action. It is also used to share the fact of knowledge and understanding.

b. Generic Structure and Language Features of Explanation Text

The structure of an explanation text include: First, general statement which is introducing the topic or process being explained. Second, sequenced explanation is written in order how and why something works or occurs. The last is conclusion which provides a final explanation.¹⁵

Features of an explanation text may include non-human participants, cause and effect relationships, passives and timeless present tense. Non-human participants mean that the main subject of text is usually a noun. This text is explaining about the process or the occurrence of something works, where automatically only a noun that can be described.¹⁶

There are six language features in explanation text, namely:

1) General Noun

General noun includes noun that is known generally. People commonly use nouns for communication, e.g. bee, food, honey, etc.

¹⁵Rahim, F, *Pengajaran Membaca di Sekolah Dasar*. (Jakarta: Bumi Aksara, 2013)

¹⁶Rahim, F, *Pengajaran Membaca di Sekolah Dasar*.(Jakarta: Bumi Aksara,2013)

2) Action Verb

Action verb is a verb that can be seen when we do it, e.g. drink, make, fall, cover, etc.

3) Simple Present Tense

The simple present tense is used for events or situations that exist always, usually, or habitually in the past, present, and the future.

4) Passive Voice

Passive voice concerns more on the events (what happen).The object of an active sentence becomes the subject of passive sentence. The subject of an active sentence is the object of by in the “by phrase” in a passive sentence.¹⁷

c. Purpose of Explanation Text

1) Provide information to readers

In accordance with its understanding, explanatory text contains an explanation of why something can happen. Therefore, the main function or social function is to answer questions that may arise in the general public.

2. To educate or provide education

You must have read the reasons why rain can fall from the sky, right? Well, this process can be explained in the form of an explanation text which usually appears in school Geography books. So, explanation text can certainly be a medium for educating students.¹⁸

¹⁷Azar, B. S, *Fundamentals of English Grammar (2nd ed)*. (Jakarta Barat: Binarupa Aksara,1993)

¹⁸Mark and Kathy Anderson, *Text Types in English*, (New York: Macmillan,1997)

d. Form of Explanation Text

The Table 2.1 below is the example of explanation text from Hartono:

How a Spider's Web Forms
General Statement A spider web looks delicate but it is very strong. It can hold 4000 times a spider's weight. But how does it form
<p style="text-align: center;">Sequenced Explanation</p> <p>First the spider spins a thread of silk. The thread gets blown over to a branch by the wind. Then she makes another two threads and makes a Y shape. Next she makes more threads and they look like spokes off a wheel. Then the spider goes in a spiral, out and back in, sits in the middle and waits for food.</p>
<p style="text-align: center;">Conclusion</p> <p style="text-align: center;">This is how a web is formed.¹⁹</p>

3. The Concept of Receptive Skill

a. Definition of Receptive Skill

There are some literate people who use language. They will be able to speak on the telephone, write letters listen to the radio or read the books. In other words they possess the four basic language skills of speaking, writing, listening and reading. Speaking and writing involve language production and are therefore often referred to as *productive skills*. Listening and reading involve receiving messages and are therefore often referred to as *receptive skills*.²⁰

There are two aspects of language: receptive skills and productive skills.

¹⁹Hartono, R, *Genre of Text*. (Semarang: UNNES, 2005) p.21

²⁰Jeremy Harmer, *The Practice of English Language Teaching* (New York: United State of America by Longman Press 1992), p. 16.

Knowing about receptive and productive language enables you to understand the natural process of language development. Receptive skills include understanding and reading the English language. Receptive skills pertain to receiving information

Teaching Receptive Skills By Encouraging Extensive Reading And Listening. The secret to teaching receptive skills is exposure and a lot of it. But, in order to get fluency in reading and listening the exposure must be enjoyable, level-appropriate, and lead to success in receiving and interpreting messages.

Receptive skills include understanding and reading the English language. Receptive skills pertain to receiving information. When a student is spoken to, the student is receiving what the speaker is saying by listening to the speaker and understanding the speaker. The student is listening to the person's speech and observing their body language to understand what the person is communicating. The same is true for the reading process. When a student is reading, the student is receiving information such as letters, sight words, punctuation, etc.. Receiving language is easier than creating language. Therefore, receptive skills are easier to acquire than productive skills. Typically, ESL students will develop understanding and reading skills easier and faster than speaking and writing skills.²¹

Productive skills include speaking and writing the English language. Productive skills refer to producing or expressing language or information. When a student speaks or writes, the student is producing or expressing information. Producing information is much more difficult than

²¹ Jeremy Harmer, *The Practice of English Language Teaching* (New York: United State of America by Longman Press 1992), p. 16.

receiving information. Therefore, productive skills are more difficult and slower to develop than receptive skills. Writing skills in particular are the most difficult skills to learn and will be acquired last.

Receptive skill is important for parents and teachers to know this natural process, so they are able to exhibit understanding and patience when a child is speaking or writing. Knowing about receptive and productive skills can alleviate a parent's or teacher's confusion when an English language learner has stronger reading skills than writing skills and stronger understanding skills than speaking skills.

It is important for ESL teachers to understand how typical English language learners develop language skills. It is necessary for ESL teachers to know that their students will develop understanding and reading skills faster than speaking and writing skills. This knowledge may help to avoid misdiagnosing an ESL student having a speech and language disability because their speaking skills are not as fully developed as their understanding skills.

Knowing about receptive and productive skills is helpful when identifying an ESL student having a reading disability. An indication of an ESL student having a reading disability could be that their reading skills have developed much slower than their other skills. This is atypical of English language development and could be a sign that the ESL student may have a reading disability.

If we look at the receptive skills (reading and listening) we can see that there many sub-skills which we can call upon. The way we listen for general understanding will be different from the way we listen in order to extract specific

bits of information. The same is true for reading, of course. Sometimes we read in order to interpret, sometimes we read in order to transfer the information to another medium, e.g. a chart. We can summarize the difference between skill (sometimes called *macro skills*) and sub-skills (sometimes called *micro skills*). In sub-skills they are able to process the language that they use and receive.²²

b. Aspect of Receptive Skill

They are ways in which students receive communications from others, e.g., listening, reading, viewing. Assessment of receptive modalities focuses on student communication of their understanding of the meaning of communications from others. Because this is done through a productive modality, assessment of students' skills and abilities with respect to receptive modalities is not as straightforward as that of productive modalities. Examples of students' demonstration of receptive abilities with respect to curriculum content are using tonal qualities of voice to help convey meaning from a passage read aloud, restating a classmate's comment, describing how the key and tempo of a piece of music set a mood.

Studying English, teacher should insist that learning is not only doing exercises and decide the right and the wrong answer but the teacher also needs some activities to develop the students' creativity in learning English. Some activities which can be done are using movies and tapes in class, having students read passages rapidly, doing skimming exercises, doing rapid 'free writes', doing oral fluency exercises where the object is to get students to talk or to write a lot

²²Jeremy Harmer, *The Practice of English Language Teaching* (New York: United State of America by Longman Press 1992), p. 18.

without being corrected.²³

Readers or listeners employ a number of specialist skills when reading or listening and their success at understanding the content of what they see or hear depends to a large extent on their expertise in these specialist skills. We can look at six of these skills below:

1) Predictive Skills

Efficient readers or listeners predict what they are going to hear and read; the process of understanding the text is the process of seeing how the content of the text matches up to these predictions.

2) Extracting Specific Information

Very often we read something or listen to it because we want to extract specific bits of information – to find out a fact or two. We may quickly look through a film review just to find the name of the star. We may listen to the news, only concentrating when the particular item that interests us comes up.

3) Getting the General Picture

We often read or listen to things because we want to „get the general picture“. We want to have an idea of the main points of the text. When applied to reading this skill is often called *skimming*.

4) Extracting Detailed Information

A reader or listener often has to be able to access texts for detailed information. The information required exactly what does the writer mean?

What the precisely is the speaker trying to say? Question like „How many?“

²³ Duke, N. K., Pearson, P. D., Strachan., S. L., & Billman, A. Essential Elements of Fostering and Teaching Reading Comprehension. In S. J. Samuels & A. Farstrup (Eds.). What Research Has to Say About Reading Instruction 4th Edition (pp. 51-93). Newark, DE: International Reading Association. 2011)

„How often?.

5) Recognizing Function and Discourse Patterns

Native speakers of English know that when they read or hear someone say. Recognizing such discourse markers is an important part of understanding how a text is constructed. We know which phrases are used by speakers to structure their discourse or give them „time to think“. We need to make students aware of these features in order to help them to become more efficient readers and listeners.

6) Decoding Meaning From Context

The other important sub-skill has already been dealt with. One of the things we can do for students is to help them to develop their ability to deduce the meanings of unfamiliar words from the context in which they appear.¹⁹

c. The model of Teaching Receptive Skill

The model for teaching Receptive Skills as reading and listening has five basic stages which are:

1) *Lead-in,*

Here the students and teacher prepare them for the task and familiarize themselves with the topic of the reading or listening exercise.

2) *T directs comprehension task,*

Here the teacher makes sure that the students know what they are going to do. Are they going to answer questions, fill in a chart, complete a message pad or try and re-tell what they heard/saw? The teacher explains and directs the student's purpose for reading or listening.

3) *SS listen/ read for task,*

The students then read or listen to a text to perform the task the teacher has set.

4) *T directs feedback,*

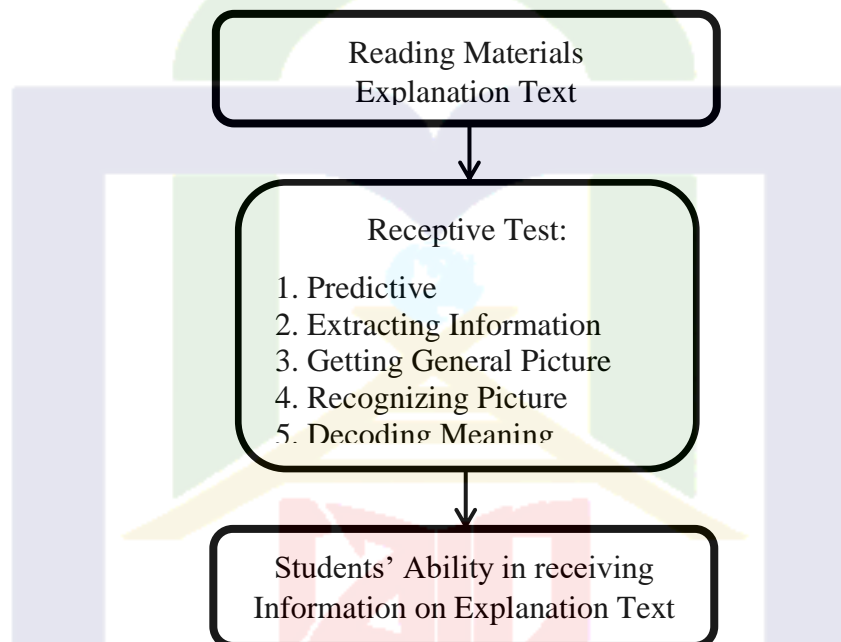
The students have performed the task the teacher will help students to see if they have completed the task successfully and will find how well they have done. This may follow a stage in which students check their answers with each other first *directs text-related task*, the teacher will then probably organize some kind of follow-up task related to the text.²⁴



²⁴Jeremy Harmer, *The Practice of English Language Teaching* (New York: United State of America by Longman Press 1992), p. 184.

C. Conceptual Framework

Framework is a picture of the pattern of relationships between concepts or variables in a horror manner which is a complete picture of the focus of research. The framework of thought is usually put forward in the form of a schematic chart.²⁵ To facilitate this research the writer makes the following framework of thought:



This research conducted quantitative research by follow test instrument, in the beginning of process, this research only focused on 5 aspect of receptive term namely, predictive, extracting information, getting general picture, recognizing picture and decoding meaning, those all items should be test on this research, the result of this research described the reader about the condition of the students ability on receiving information on explanation text.

²⁵Sekolah Tinggi Agama Islam, *Pedoman Penulisan Karya Ilmiah* (Parepare: Departemen Agama, 2013), p. 26.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a descriptive quantitative design in order to answer the proposed question. Descriptive research described the current status of an identified variable. These research projects designed to provide systematic information about a phenomenon. This method used to identifying the students' ability in receiving information in explanation text.

B. Location and Time of the Research

This research held at Tarbiyah Faculty as the location of the third semester of English Program class and this research spent 45 days.

C. Sample of Research

Research sample is the entire research sample.¹ In this research the respondents were third semester of English Program students, the number of population were 120 students. The researcher concluded that the sample of this research were the whole students of third semester of English Program at IAIN Parepare. As the sample, it used simple random sampling by the researcher in order to get perfect data. The researcher took 25 students as the sample of the research.

D. Research Instrument

The researcher collected the data by using test as the instruments of data collection. Researcher formulated test become the instrument of the research to identify the students ability in receiving information of explanation text, this test

¹Arikunto,S,*Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1995), p. 198

related to the generic structure of the explanation text and also referred to the aspect of receptive skill, this test follow multiple choice and also essay to clearly answer the question of the research.

E. Procedure of Data Analysis

1. The Analysis of Test

a. Scoring Students" Correct Answer

The data of the researcher's test result for the students" activity during the teaching-learning process analyzed by using the pattern as follow:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of question}} \times 100\%$$

b. Classifying the Students" Scoring

The data of students" learning result (test) analyzed by using descriptive statistic. The students" score in the following criteria at the book that was written by Suharsimi and Arikunto that is modified as follow:

Table 3.1 the Classification of the Students Score

No	Score	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ²

²Suharsimi Arikunto *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of students ability in receiving information on explanation text for third semester of English department at IAIN Parepare, the researcher conducted the test which related to the aspect of the receiving information on explanation text.

Teaching Receptive Skills By Encouraging Extensive Reading which conducted in this research that the secret to teaching receptive skills is exposure and a lot of it. But, in order to get fluency in reading and listening the exposure must be enjoyable, level-appropriate, and lead to success in receiving and interpreting messages.

Receptive skills include understanding and reading the English language. Receptive skills pertain to receiving information. When a student is spoken to, the student is receiving what the speaker is saying by listening to the speaker and understanding the speaker. The student is listening to the person's speech and observing their body language to understand what the person is communicating.

According to the methodology of research, the method of collecting data was by using text which spreading to the students in order to get their reading comprehension trough reading test to the students' by identifying the students reading ability which means the researcher get the proper data which conducted from the instrument of the research.

According to the theory, this research used quantitative approach for reading text of explanation text.

1. Students Ability in Receiving Information of Explanation Text

Table 4.1 Students Reading Score.

Semester	40-50		51-70		71-80		81-90	
	f	%	f	%	f	%	f	%
Third Semester	2	8%	9	36%	11	44%	3	12%
Category	Very Poor		Very Poor		Poor		Very Poor	

The table above explained about the quality of students reading skill on explanation text which showed that, students which get interval score of 40-50 were 2 students category very poor and interval 51-70 were 9 students category very poor and interval 71-80 were 11 students category poor and interval 81-90 were 3 students category very poor.

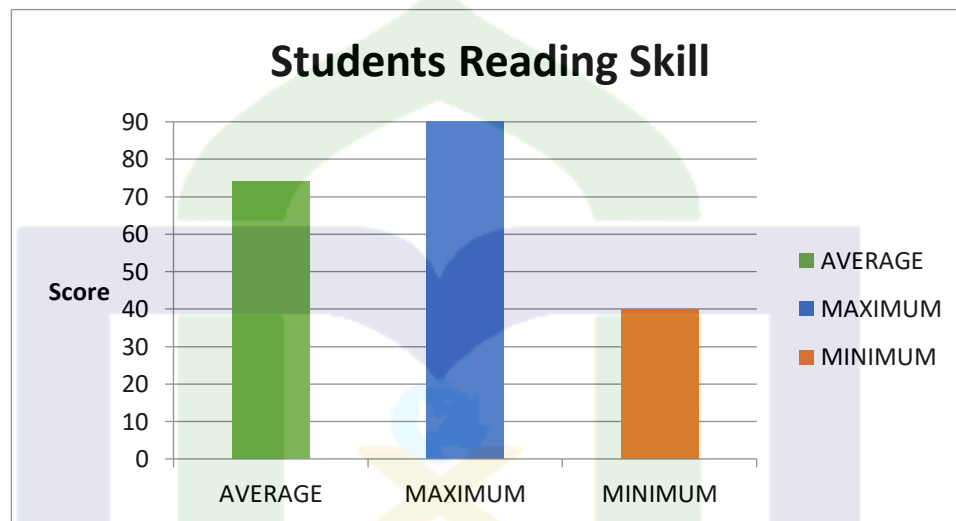
Table 4.2 Accumulation of Students Reading Score

No	Semester	Mean	Max	Min	SD	Category
1	Third Semester	74.00	90.00	40.00	3,15	Good

The students' reading skill was from third semester can be seen on table above which the average of the students skill was 72.00 and the maximum score was 90.00 and minimum score was 40.00. For more validity of the accumulation score, the researcher conduct standard deviation which score 3, 15.

The researcher showed the specific description of students reading score which conducted from the test as instrument of the research. It showed below the diagram below:

Figure 4.1 Students Reading Ability



The diagram above was the explanation of the students reading skill, as we know that, diagrams are the graphic representation used to explain the relationship and connection between the parts of illustration on research.¹ This diagram supported the result of the research for representative showed, it can be seen from the diagram that, the quality of the third semester of English education program for reading receiving information on explanation text showed average 74.00 which maximum score was 90.00 and minimum score was 40.00. Based on the curriculum applied in Tarbiyah Faculty, this score can be categorized as Good Enough.

¹Umoquit, Burchet, *systematic review of the use diagram from research*, (Cambridge:BioCentre,2011)

The structure of an explanation text include: First, general statement which is introducing the topic or process being explained. Second, sequenced explanation is written in order how and why something works or occurs. The last is conclusion which provides a final explanation.

Features of an explanation text may include non-human participants, cause and effect relationships, passives and timeless present tense. Non-human participants mean that the main subject of text is usually a noun. This text is explaining about the process or the occurrence of something works, where automatically only a noun that can be described.

This research identifies the aspect of reading comprehension which showed the result below:

Table 4.3 Accumulation of Students Reading Score

No	Aspect of Receptive Skill	Number Test	Presentation of Correct Answer
1	Predictive	1,2	62%
2	Extracting Information	3,4	48%
3	Getting General Picture	5,6	80%
4	Recognizing Discourse	7,8	40%
5	Decoding Meaning	9,10	70%

The table above was the explanation of each result of students answered based on the aspect of the test, there were five aspects which identified of correct result of their test result.

The score above was the accumulation from all the aspect of the receiving information that Mention on chapter II. The aspect referred to predictive, extracting information, getting general picture, recognizing picture and decoding meaning.

It indicated that students get great score toward their ability in reading performing, from all the aspect which referred to the reading comprehension, researcher may conclude that students were able to comprehend the text which asked to the students in this research.

The result above, were the data which conducted in Tarbiyah Faculty as the research sample. The test was sending by Google form and analyzing the data by descriptive analysis, this data analysis categorized as valid data and available to be result of research.

B. Discussion

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of the respondents to find out the description of students quality. This section were going to find out the answer of the research question mentioned in first chapter, which asked about the students reading skill in receiving information of Explanation Text.

1. Students Ability in Receiving Information of Explanation Text

a. Predictive

Efficient readers or listeners predict what they are going to hear and read; the process of understanding the text is the process of seeing how the content of the text matches up to these predictions, the findings of this research conducted several question which refers to the predictive aspect, the number of

the question which referred to the predictive items showed in beginning question.

The students had great performing on predict the context of the text which several used on cognitive aspect, the students must predict the context of the text which related to the photosynthesis explanation, the question which stimulate the students n predicting or guessing the next content become very important to be known as students who should be mastered in reading predictive aspect.

The result of the research which focuses on the predictive aspect that, student already understood on predictive aspect, which showed very great performing on correct answering. The items which referred to the predictive aspect answered correctly most of the students; it can be assumed that predictive aspect already applied for answering the instrument of the research.

Predictive aspect on reading is very important to be known, its stated that predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the text.²

Predictive aspect should be very attention for teaching reading, it stated that If we look at the receptive skills (reading and listening) we can see that there many sub-skills which we can call upon. The way we read for general understanding will be different from the way we read in order to extract specific bits of information, it's all caused of predictive.³

²Bailey, E, *Reading Comprehension Skills: Making Predictions*. (Retrieved June 13, 2015)

³Jeremy Harmer, *The Practice of English Language Teaching* (New York: United State of America by Longman Press 1992), p. 16.

b. Extracting Information

Very often we read something or listen to it because we want to extract specific bits of information – to find out a fact or the interesting term of the text, we may quickly look through a film review just to find the name of the star. We may listen to the news, only concentrating when the particular item that interests us comes up.

Several question is set for the skill of extracting the information toward the text of explanation, the students must me smart to find out the specific information which identify from the number, the text mark and several symbol of the text, it source of the specific information written by the author sometimes, the students must be usual in finding the important information toward the text.

The explanations of the photosynthesis process really find the interesting item which the students find out several high vocabularies. In fact several students were fail to find the information on the text, it result many students get low score toward the number of the extracting information from the explanation text.

Extracting information namely the sill which show related to the skimming and scanning strategy, the reader are forced to be more fast and effective reader, which really find the important things only on the text without reading all the entire text.⁴

c. Getting General Picture

⁴Azar, B. S, *Fundamentals of English Grammar (2nd ed)*. (Jakarta Barat: Binarupa Aksara,1993)

We often read or listen to things because we want to get the general picture. We want to have an idea of the main points of the text. When applied to reading this skill is often called *skimming*.

General picture basically become the most important aspect toward reading performing which really focused in general picture, when the reader be able to find out the general picture of the text they must be able to catch the meaning of the text which author means on the text itself.

The test consisted of several tests which really related to the specific information on the text question, the researcher found several students answered wrong and several students answered correctly on this term.

Getting general picture means that, the reader be able to get the main idea of the text, every stage of the explanation text already understood by the reader by one or two reading activities, without getting all the vocabulary, it's all related to the aspect before, on how the students believe that, by understanding the specific information only, they don't need to read all the text and understand it, by understanding several context and getting the general picture.

Even identifying the skill of getting general picture didn't really valid for online test, but the researcher focuses on the students answered which can be assumed that, they tried to find out the general picture by reading skimming technique on their reading activities.

Getting general picture is very important also to be applied in reading activities, the students who are able to catch the meaning of the context and

easy to get the general idea of the each paragraph, they should be easy to understand the entire text by predicting the context of the text.

Another support result also that by skimming to decide if you need to read something at all, for example during the preliminary research for a paper. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all.⁵

The result data showed very nice performing from the students in general picture, mostly they already known about how to catch the meaning of the general picture which set by the author of the text. It also showed positive result which most of the students known very well the meaning of the text even only guessing meaning.

d. Recognizing Discourse

Author of English knows that when the read or hear someone say. Recognizing such discourse markers is an important part of understanding how a text is constructed. We know which phrases are used by speakers to structure their discourse or give them “time to think“. Writer needs to make students aware of these features in order to help them to become more efficient readers and listeners.⁶

Using discourse approach can make them understand the text at a glance of the text structures, text themes and the writers’ ideas. Moreover, using such an approach can benefit our teaching a lot. In this way, our readers

⁵ Grellet, F.1999.*Developing Reading Skill: A Practice Guide to Reading Comprehension Exercise*. (Cambridge: Cambridge Press.)

⁶Longan.J, *Reading and Study Skill: Seventh Edition*. (Atlanta capeCommunity College: Published by McGraw-Hill Companies. New York, 2020)

can foster a logical thinking ability of analyzing, summarizing and inducing, and also our readers can get twice the result with half the effort in foreign language reading.⁷

Students didn't know all the words in a sentence that so they cannot understand the whole sentence, which is because the sentence is too long or the sentence structures are too complicated. Under such a circumstance, students should practice analyzing sentences. In fact, students read a text quickly and try to get the relevant information as much as possible. Secondly, read the text slowly and try to look up some vital words in the dictionary to make them clear. Then raise some questions that the text is likely to give answers.

Discoursing the context of the text really help the students to identify every stage of the text, the discourse which really important for the reader in identify the main passage of the text.

Another one, students read the text once more so that you can find some evidence that can prove your answers are correct. Students will understand most of the sentences and have a general impression of the main idea of the text. If our readers are still at a loss about some sentences that stop their further reading, they should learn how to analyze sentences. Unfortunately the students didn't know all the technique of the discourse analysis in reading activities.

⁷Dubin, F. et al.. *Teaching Second Language Reading for Academic Purposes* [M]. Massachusetts: Addison-Wesley Publishing Company, 1986

e. Decoding Meaning

The other important sub-skill has already been dealt with. One of the things we can do for students is to help them to develop their ability to deduce the meanings of unfamiliar words from the context in which they appear.⁸

This research found that, students still very hard in identifying the hard specific word in long text, students mostly skip the difficulties word in sentences and decoding the meaning by assumed without clarifying the text meaning for correct meaning.

Decoding meaning also really find easy for the students for who really like to do scanning meaning of the text.

The students in fact still very difficult in decoding the meaning correctly, the students just read all the entire word and try to understand it forcedly, in conditional, the students very hard to do decoding meaning, several students really find difficulties on this caused of difficulties guessing the word meaning which must be related to the context of the sentences.

Those explanations above about the students quality of receptive skill which divided into five aspect, this research result supported from other expert that readers who mastered in receptive skill employs a number of specialist skills when reading or listening and their success at understanding the content of what they see or hear depends to a large extent on their expertise in these specialist skills.⁹

⁸Duarte, N and Barner, *Reading Comprehension in Teaching English as Foreign Language*, (Press education, 2020)

⁹Jeremy Harmer, *The Practice of English Language Teaching* (New York: United State of America by Longman Press 1992), p. 19.

According to the data showed some comprehending between this result and previous research that conducted from El-Kahlout. That study aimed at examining the effectiveness of using receptive skill approach on developing reading comprehension skills for the eleventh graders in Gaza governorates. In order to achieve the aim of the study; the researcher adopted an experimental research design. She stated in her research that the study result indicated that there are statistically significant differences between pre and posttest of both the experimental and control group in reading comprehension skills in favor the post test. She also recommended the English teacher to adapt receptive method in teaching English in general and in teaching reading in particular.¹⁰ That result research showed about the effectiveness of receptive skill to be improved by using certain media it also support this data ever.

Another findings also stated that Aghanjaloo. that research aimed at: (1) investigating the effects of four types of reading strategies in giving feedback (i.e., focused direct corrective feedback, unfocused direct corrective feedback, focused indirect corrective feedback, and unfocused indirect corrective feedback) on intermediate EFL learners' writing performance; (2) finding out the most effective type of reading strategies for intermediate EFL learners' writing performance; (3) determining learners' attitudes toward the effectiveness of using reading strategies and the types which they had received. This was an experimental research. The participants of this study

¹⁰El-Kahlout, Y., A. *The Effectiveness of Using Guided Discovery on Developing Reading Comprehension Skills for the Eleventh Graders in Gaza Governorates.* (Gaza: Al Azhar University,2010)

were 140 female and male intermediate EFL learners studying English at private language institutes in Iran. The researcher used Nelson Proficiency Test, writing test and attitude questionnaire as the instruments. The results indicated that, learners outperformed in all of the four groups, validating reading strategies as an effective technique which can be used in EFL classes. A clear implication of the study is that types (specially unfocused direct corrective feedback) should be emphasized as an essential tool for developing writing ability of intermediate EFL learners. That data similarly with this data which explained about the students ability in receptive skill which using media indeed.

This research sums that reading as receptive skill should be improved for the students, in fact that, result data as a process in which the text elements interact with other factors outside the text, through developmental, interactive, and global process involving learned skills. The process specifically incorporates an individual's linguistic knowledge. It can be both positively and negatively influenced by nonlinguistic internal and external variables of factors. It means that reading is regarded as complex activity that involves various activities, such as knowing each symbol and analyzing the words into a meaning. Reading comprehension needs an active thinking process in mind to comprehend and understand what has been read.

The Researcher explains more about the similarity result data found in this research and previous research that reading receptive skill as receiving information from the text is important to be identified, it also really help the students to know their ability for the reading improvement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the researcher concludes that students ability in receiving information can be categorized as Good enough which showed score on 75.00 which explained into several aspects referred to the receptive skill namely; predictive skill which showed that the students had great performing on predict the context of the text and the students must predict the context of the text which related to the photosynthesis explanation, while extracting information showed that many students get low score toward the number of the extracting information from the explanation text, the students must be usual in finding the important information toward the text, while getting general picture is very important also to be applied in reading activities, while recognizing discourse students didn't know all the words in a sentence that so they cannot understand the whole sentence, lastly decoding meaning which students still very hard in identifying the hard specific word in long text, students mostly skip the difficulties word in sentences and decoding the meaning by assumed without clarifying the text meaning for correct meaning.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The lecture is a person who can influence the students in reading performance, so the lecture should provide a great technique in teaching, students' reading

performance should be better than previous semester by considering the best techniques.

2. The result of this research can be used for the research to identifying the student's reading skill and also for the next researcher who wants to doing an experimental class, by reading and understand the result of this research, they can done better research than this research.



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Appendix 1 : Test Form

Name :

NIM :

Please Read the following text below and answer the question based on the explanation.

What is photosynthesis? Photosynthesis is a food making process that occurs in green plants. It is the chief function of leaves. The word photosynthesis means putting together with light. Green plants use energy from light to combine carbon dioxide and water to make sugar and other chemical compounds.

How photosynthesis is used the light?

The light used in photosynthesis is absorbed by a green pigment called chlorophyll. Each food making cell in a plant leaf contains chlorophyll in small bodies called chloroplast. In chloroplast, light energy causes water drawn from the soil to split into hydrogen and oxygen.

What are the steps of photosynthesis processes? Let me tell you the process of photosynthesis, in a series of complicated steps, the hydrogen combines with carbon dioxide from the air, forming a simple sugar. Oxygen from the water molecules is given off in the process. Form sugar together with nitrogen, sculpture, vitamins, and other complex compounds essential for life. Photosynthesis provides the chemical energy that is needed to produce these compounds.

Please Checklist the best answer below:

1. What is the suitable title of the text above?

- A. Process of leaf
- B. Light for Tree
- C. Process of Photosynthesis**
- D. Water in Green tree

2. From the passage above, what does it mean the word of *small bodies* (line 3 Paragraph 2)?

- A. Chloroplast**
- B. Clorophile
- C. Coralline
- D. Corrosive

3. What are the photosynthesis needs?

- A. Water, Light, oxygen, worm
- B. Soil, light, sun, worm
- C. Bug, Air, oxygen, food
- D. Light, carbon dioxide, humus**

4. What the product of photosynthesis?

- A. Sugar
- B. Food and O₂**
- C. Root
- D. Food

5. What is the third paragraph is talking about?
- A. process of photosynthesis
 - B. the hydrogen
 - C. the steps of photosynthesis**
 - D. nitrogen, sculpture,
6. What is the function of the light?
- A. to hide the food
 - B. to establish the tree
 - C. to absorb by a green pigment**
 - D. to sun the tree
7. What does the word of *split* imply of the text?
- A. move quickly
 - B. Tear on**
 - C. devided
 - D. Slash
8. “The word photosynthesis means **putting together** with light”
What does the word putting together above imply?
- A. combine**
 - B. once
 - C. together
 - D. place in
9. How many energy provided of photosynthesis?
- A. 1**
 - B. 2

C. 3

D. 4

10. What is the main function of leaves?

A. food making process

B. forming energy

C. Occur light

D. Making an vitamins



The Students Score on Reading Skill

No	Nama Mahasiswa :	Keterangan Jawaban		Total skor
		Benar	Salah	
1	Muh.Galif Tahira	8	2	80.00
2	Adriansyah	9	1	90.00
3	Nurul khafifah rusni	7	3	70.00
4	Hasnita Utami Ahmad	6	4	60.00
5	ariibah ihtisyam idris	6	4	60.00
6	Sri Ayu	7	3	70.00
7	Ismardianti	6	4	60.00
8	Siti Amelia Ananda	8	2	80.00
9	Andrini safitri	7	3	70.00
10	Herawati	7	3	40.00
11	Muhammad Rhafi Harlan	8	2	40.00
12	Nur Ainun Fadhillah.S	9	1	90.00
13	Mutiara Sudarmono	8	2	80.00
14	St Fuziah Sahar	8	2	80.00
15	Suci Amaliyah Basri	8	2	80.00
16	Asminah Bahar	9	1	90.00
17	Teguh Waahyudi	8	2	80.00
18	Muh Lutfi	8	2	80.00
19	Ayu lestai	6	4	60.00
20	Sakhmalsyah	8	2	80.00
21	Risdayanti	7	3	70.00
22	Hildayanti	8	2	80.00
23	Irma Rahayu	7	3	70.00
24	Andini	6	4	60.00
25	Fadillah	8	2	80.00
		AVERAGE		72.00
		MAXIMUM		90.00
		MINIMUM		40.00

Appendix 2: Documentation

3/6/2021

Penelitian Reading Students Ability.

Penelitian Reading Students Ability.

Silahkan di Baca lalu di jawab sesuai kemampuan anda

Nama Mahasiswa : *

Muh.Galif Tahira

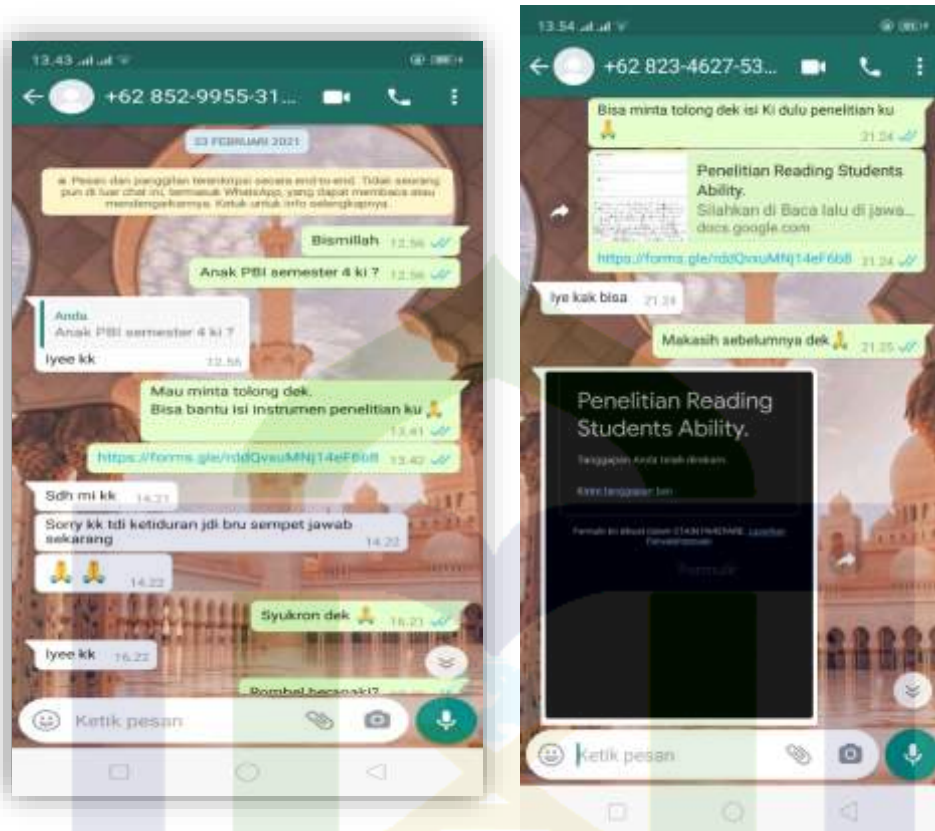
NIM (Tanpa Spasi) : *

19.1300.092

What is photosynthesis? Photosynthesis is a food making process that occurs in green plants. It is the chief function of leaves. The word photosynthesis means putting together with light. Green plants use energy from light to combine carbon dioxide and water to make sugar and other chemical compounds. How photosynthesis is used the light?The light used in photosynthesis is absorbed by a green pigment called chlorophyll. Each food making cell in a plant leaf contains chlorophyll in small bodies called chloroplast. In chloroplast, light energy causes water drawn from the soil to split into hydrogen and oxygen. What are the steps of photosynthesis processes? Let me tell you the process of photosynthesis, in a series of complicated steps, the hydrogen combines with carbon dioxide from the air, forming a simple sugar. Oxygen from the water molecules is given off in the process. Form sugar together with nitrogen, sculpture, vitamins, and other complex compounds essential for life. Photosynthesis provides the chemical energy that is needed to produce these compounds. *

Saya sudah membacanya.

https://docs.google.com/forms/d/1rITD0kpkqYOk2_T6dL3XO74dn0eBIZVkrPukY86QCA/edit#response=ACYDBNhxR96cE1oxurbFdj9_Te-DN6FWC... 1/5





**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 437.21 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBİYAH

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen,
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi,
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan,
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam,
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah.

MEMUTUSKAN

- Menetapkan** : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020.
- b. Menunjuk saudara, 1. Dr. H. Saepudin, S.Ag, M.Pd.
2. Dr. Abd. Hans Sunubi, M.Pd.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa
Nama : Fitriani
NIM : 16.1300.042
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Reading Ability in Receiving Information of Explannation Text at Third Semester of English Program at IAIN Parepare
- c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi.
d. Segala biaya akutat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
e. Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya

Ditetapkan di : Parepare
Pada Tanggal : 10 Februari 2020





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

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Nomor : B 491/in 39 5 1/PP 00 9/02/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di-
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Fitriani
Tempat/Tgl. Lahir : Marawi, 05 Februari 1997
NIM : 16.1300.042
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : Marawi, Kec. Tiroang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul:

"Students' Reading Ability In Receiving Information Of Explanation Text At Third Semester Of English Program At IAIN Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2021. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.


Wassalamu Alaikum Wr. Wb.

Parepare, 18 Februari 2021
Wakil Dekan I,


Muh. Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



SRN IP000125

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Kelurahan Lingsar Nomor 28 Telp (0421) 23344 Faksimile (0421) 27729 Kode Pos 91111, Email : apm@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 127/IP/DPM-PTSP/2/2021

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian,
 3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelagiasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
 NAMA : **FITRIANI**
 UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
 Jurusan : **PENDIDIKAN BAHASA INGGRIS**
 ALAMAT : **JL. A. MAPPAGILING KEC. TIROANG, PINRANG**
 UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **STUDENT'S READING ABILITY IN RECEIVING INFORMATION OF EXPLANATION TEXT AT THIRD SEMESTER OF ENGLISH PROGRAM AT IAIN PAREPARE**


LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **23 Februari 2021 s.d. 23 Maret 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
 b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di : **Parepare**
 Pada Tanggal : **24 Februari 2021**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE







Hj. ANDI RUSIA, SH, MH

Pangkat : **Pembina Utama Muda, (IV/c)**
 NIP : **19620915 198101 2 001**

Biaya : Rp. 0,00

* UU/PS No. 11 Tahun 2008 Pasal 1 Ayat 1
 Dokumen Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
 * Dokumen ini telah diarsipkan secara elektronik menggunakan **Berkas Elektronik** yang diterbitkan **BKR**
 * Dokumen ini dapat diunduh kembali dengan terdapat di database **DPNPTSP Kota Parepare** (sman-ops.com)

CURRICULUM VITAE



Fitriani, the writer was born on February 05th 1997 in Marawi of South Sulawesi. She is the last child from fourth children in her family, her father's name is Sarisi and her mother's name is Cupe. She is student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2003 - 2009

at SDN 91 Pinrang. while the same year, she continued her study in SMPN 1 Baranti and finish on 2012, then continued her study in SMKN 2 Pinrang and graduated on 2015. Then continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title”*Students Reading Ability Receiving Information of Explanation Text at Third Semester of English Program at IAIN Parepare*”