

APPENDICES

Appendix 1. Validation Rubric of Test

Expert Validation Checklist for Test Instrument

No.	Component	Criteria	Grading			
			4	3	2	1
1.	Design/format	The format is standard	✓			
2.	Typing, Font, Spacing and Layout	a. The typing is well-typed, neat and regular	✓			
		b. The font is readable in terms of the choice and size.	✓			
		c. The spacing is appropriate and consistent	✓			
		d. The layout is clear and attractive	✓			
3.	Organization of the materials	The organization of the materials in the form of text and activities are appropriate.			✓	
4.	Instructional Objectives	a. The instructional objectives are clear	✓			
		b. The instructional objectives are stated and ordered appropriately	✓			
5.	Text	a. The texts can develop reading skill	✓			
		b. The texts can be exploited into communicative tasks.	✓			
		c. The number of text is sufficient	✓			
6.	Vocabulary	The selection of vocabulary is appropriate for the target learners	✓			
7.	Comprehension Questions	a. The questions are appropriate to the given Context.	✓	✓		
		b. The questions are helpful to develop students' reading skill	✓			
		c. The questions are suitable for enjoyment activities.		✓		
8.	Grammar	a. The grammar is relevant to the text.			✓	
		b. The grammar is relevant to the given context.		✓		
		c. The grammar is relevant to the students' needs	✓			
		d. The grammar is relevant to the students' skill	✓			
9.	Activities	a. The activities are appropriate to the given context	✓			
		b. The activities mirror communicative purpose.	✓			
		c. The activities are relevant to the learning purposes.	✓			
10.	Direction	The content of direction is clear, understandable, and appropriate.	✓			
11.	Coverage materials	a. The coverage of materials is relevant to the needs of students.	✓			
		b. The coverage of materials represents the aspect of reading skill.	✓			
12.	Content of materials	a. The content of materials relates directly to the instructional objective.	✓			
		b. The content of materials is appropriate for enjoyment activity.	✓			


Signature



Mega Mulianing Maharani, M.pd
Advisor

Appendix 2. Validation Rubric of Open-ended Questionnaire

Expert Validation Checklist for Open-ended Questionnaire

Indicators	Rating				
	5	4	3	2	1
The indicators in the questionnaire consistently and accurately measure each variables of the investigation.			✓		
The questionnaire fits with the variables under investigation, thus measuring what it tends to measure.	✓				
The questionnaire has the capability to measure items of variables within a given time frame	✓				
The questionnaire has the ability to distinguish the characteristics or the properties of differing attributes of the subjects under study.	✓				
The questionnaire has the ability to gather factual data, eliminating biases and subjectivity.	✓				
Quick and complete data can be generated by questionnaire within the frame time allowed to obtain the data.	✓				
The questionnaire has no influence on the variables being measured.			✓		
The questionnaire is framed in a clear, simple, in order to avoid risk of error.	✓				
The questionnaire is capable generating data that will be of value and practical use to the sectors concerned the investigation.	✓				
Signature					
 Mega Mulianing Maharani, M.pd Advisor					

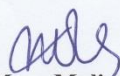
Appendix 3. Validation Rubric of Closed-ended Questionnaire

Validation Rubric for Closed-ended Questionnaire

Criteria	Operational Definitions	*Score				Statements NOT meeting standard and need to be revised.
		1	2	3	4	
Clarity	<ul style="list-style-type: none"> The questions are direct and specific. Only one question is asked at a time. The participants can understand what is being asked. There are no <i>double-barreled</i> questions (two questions in one). 				✓ ✓ ✓ ✓	
Wordiness	<ul style="list-style-type: none"> Questions are concise. There are no unnecessary words 			✓ ✓		
Negative Wording	<ul style="list-style-type: none"> Questions are asked using the affirmative 				✓	
Overlapping Responses	<ul style="list-style-type: none"> No response covers more than one choice. All possibilities are considered. There are no ambiguous questions. 			✓ ✓		
Balance	<ul style="list-style-type: none"> The questions are unbiased and do not lead the participants to a response. The questions are asked using a neutral tone. 				✓	
Use of Jargon	<ul style="list-style-type: none"> The terms used are understandable by the target population. There are no cliches or hyperbole in the wording of the questions. 			✓ ✓		
Appropriateness of Responses Listed	<ul style="list-style-type: none"> The choices listed allow participants to respond appropriately. The responses apply to all situations or offer a way for those to respond with unique situations. 				✓ ✓	
Use of Technical	<ul style="list-style-type: none"> The use of technical language 				✓	

No.	Component	Criteria	Grading			
			4	3	2	1
1.	Design/format	The format is standard	✓			
2.	Typing, Font, Spacing and Layout	a. The typing is well-typed, neat and regular	✓			
		b. The font is readable in terms of the choice and size.	✓			
		c. The spacing is appropriate and consistent	✓			
		d. The layout is clear and attractive	✓			
3.	Organization of the materials	The organization of the materials in the form of text and activities are appropriate.			✓	
4.	Instructional Objectives	a. The instructional objectives are clear	✓			
		b. The instructional objectives are stated and ordered appropriately	✓			
5.	Text	a. The texts can develop reading skill	✓			
		b. The texts can be exploited into communicative tasks.	✓			
		c. The number of text is sufficient	✓			
6.	Vocabulary	The selection of vocabulary is appropriate for the target learners	✓			
7.	Comprehension Questions	a. The questions are appropriate to the given Context.		✓		
		b. The questions are helpful to develop students' reading skill	✓			
		c. The questions are suitable for enjoyment activities.		✓		
8.	Grammar	a. The grammar is relevant to the text.				✓
		b. The grammar is relevant to the given context.		✓		
		c. The grammar is relevant to the students' needs	✓			
		d. The grammar is relevant to the students' skill	✓			
9.	Activities	a. The activities are appropriate to the given context	✓			
		b. The activities mirror communicative purpose.	✓			
		c. The activities are relevant to the learning purposes.	✓			
10.	Direction	The content of direction is clear, understandable, and appropriate.	✓			
11.	Coverage materials	a. The coverage of materials is relevant to the needs of students.	✓			
		b. The coverage of materials represents the aspect of reading skill.	✓			
12.	Content materials of	a. The content of materials relates directly to the instructional objective.	✓			
		b. The content of materials is appropriate for enjoyment activity.	✓			

Signature


Mega Mulianing Maharani, M.pd

Advisor

Appendix 4. Reliability of Test

	Cronbach's Alpha if Item Deleted	Reliability checked
Q1	,743	Reliable
Q2	,737	Reliable
Q3	,729	Reliable
Q4	,745	Reliable
Q5	,745	Reliable
Q6	,708	Reliable
Q7	,721	Reliable
Q8	,745	Reliable
Q9	,729	Reliable
Q10	,742	Reliable
Q11	,736	Reliable
Q12	,745	Reliable
Q13	,739	Reliable
Q14	,729	Reliable
Q15	,731	Reliable
Q16	,739	Reliable
Q17	,728	Reliable
Q18	,718	Reliable
Q19	,729	Reliable
Q20	,719	Reliable

Appendix 5. Reliability of Questionnaire

	Cronbach's Alpha if Item Deleted	Reliability checked
x1	.658	Minimally Reliable
x2	.668	Minimally Reliable
x3	.643	Minimally Reliable
x4	.664	Minimally Reliable
x5	.800	High Reliable

Appendix 6. Test

Number:

Choose the correct answer by crossing A, B, C, D, or E!

The following passage is for question 1 – 10.

It was chilly late of July afternoon. I participated in camping activity with my friends. It was my first camping. I arrived at camp, my heart was racing. With sore and stiff legs we clumsily got out of our car after being crammed in there for our three and a half hour journey from our hometown to the camping area. I looked around and examined this new place that I was in and it was full of nature.

The first thing my friends and I did when we arrived at the location was to set up our camp. Thankfully I had my friends with me who had gone camping a couple of times before. My friend also taught me to start to campfire. The first night run well. In the next morning we woke up early and started making breakfast. We tossed some eggs. After that, we decided to hike. During the hike, my friends and I were very lucky as we reached an area with a waterfall squeezed between the rocks of the mountain. Even though the water was a bit chilly, we decided to take a deep in it and were definitely not left disappointed. We slept soundly because of tiredness. The third day was our last camping. We cleaned the area around our camp. We also took some pictures before we went home.

Overall, it was fun and exhilarating. I really hope I can go camping again next time.

1. What is the main idea of the first paragraph?
 - A. The first camping in July
 - B. Hiking on the mountain in the afternoon
 - C. How to set up a camp
 - D. Going to picnic with friends
 - E. How to start campfire
2. What did the writer and his friends do on the second day?
 - A. They walked surrounding the neighborhood
 - B. They cleaned the camp area
 - C. They went hiking to the mountain
 - D. They took some pictures with other campers
 - E. They looking for a waterfall but they didn't find it
3. From the text, we can conclude that the writer
 - A. Didn't enjoy his camping
 - B. When camping with his schoolmates
 - C. Knew how to set up a tent
 - D. Doesn't want to go camping again
 - E. Was happy
4. How long did the writer have camping?
 - A. a day
 - B. two days
 - C. three days
 - D. four days
 - E. a week
5. "Overall, it was fun and exhilarating." The word "it" refers to...
 - A. cleaning the area
 - B. the picture
 - C. the area around camp
 - D. the camping activity
 - E. the writer's home
6. It was chilly late of July afternoon." The underlined word has similar meaning to...
 - A. tropical
 - B. warm
 - C. sharp
 - D. friendly
 - E. cold
7. "With sore and stiff legs". The underlined word has similar meaning to...
 - A. headache
 - B. wound
 - C. painful
 - D. sick
 - E. ill
8. What kind of breakfast that the writer made?
 - A. sandwich
 - B. fried rice
 - C. eggs
 - D. noodles
 - E. soup
9. When did the writer clean the camp area?
 - A. first day
 - B. second day
 - C. third day
 - D. fourth day
 - E. fifth day
10. The word "it" in line 4 refers to...
 - A. hometown
 - B. journey
 - C. place
 - D. school
 - E. camp area

(Adapted from LKS SMA/MA Kelas X Semester 2)

The following passage is for question 11 – 20.

Last holiday my friend and I got a fantastic holiday at Tanjung Setia beach, which located around 234 kilometers from Bandar Lampung.

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy, we realized that there were not many people there. We thought that it happened because it was too windy during that time but we finally realized that it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country. After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bikes down the beach for a while, on the hard, damp part of the sand.

The next day we visited Labuan Jakung beach. There, we were amazed to see the high wave owned by this beach. Because it was so high that nobody was brave enough to surf on it that time.

The third day there, we decided to go home when we finally made it back home, we were both totally exhausted because of the trip but we were so happy to travel such an amazing beach Lampung province has.

11. What is the main idea of the second paragraph?
 - A. A beautiful view at the beach
 - B. A vacation to Tanjung Setia Beach
 - C. A trip to Tanjung Setia Beach
 - D. A holiday at Bandar Lampung
 - E. A Christmas holiday in Bandar Lampung
12. What would happen if they surf at Labuan Jukung beach?
 - A. They would likely be very exhausted.
 - B. They would likely enjoy the wave happily.
 - C. They would likely be happy to see the high wave.
 - D. They would likely be scared to see the high wave.
 - E. They would likely get an accident because of the very high wave
13. What did the writer do on the first day?
 - A. Dipping, surfing, riding bike and bought hot chips.
 - B. Swimming, bought hot chips and riding bike.
 - C. Swimming, bought potato chips and riding bike.
 - D. Swimming, riding bike, surfing.
 - E. Swimming, surfing, shopping.
14. "...we were both totally **exhausted** because...". The underlined word has the similar meaning with
 - A. tired
 - B. bored
 - C. amazed
 - D. satisfied
 - E. scared
15. "...went back to **their** country..." The underline word is refer to...
 - A. I
 - B. Tourist
 - C. my friend
 - D. people
 - E. the writer
16. When did the story happen?
 - A. Last month
 - B. Last year
 - C. Last holiday
 - D. Yesterday
 - E. Today
17. "...I got a **fantastic** holiday...". The underline word has similar meaning to...
 - A. usual
 - B. ordinary
 - C. terrible
 - D. incredible
 - E. bad
18. The antonym of the word "brave" in line 11 is...
 - A. courageous
 - B. heroic
 - C. fearless
 - D. dauntless
 - E. timid
19. "Because it was so high..." The word "it" refers to...
 - A. Tanjung Setia beach
 - B. Bandar Lampung
 - C. home
 - D. high wave of Labuan Jakung beach
 - E. high wave of Tanjung Setia beach
20. From the passage, we can conclude that the writer...
 - A. would not to go Bandar Lampung again
 - B. had bad experience in her holiday
 - C. so exhausted
 - D. enjoyed the holiday
 - E. hated the travel

(Adapted from www.englishdaily.com)

Name : Prastika Iqbal Mangrove Wibowo.

Class : XI MIPA-3.

75

LEMBAR JAWAB

No					
✓ 1	X	b	c	d	e
✓ 2	a	b	X	d	e
3	X	b	c	d	e
✓ 4	a	b	X	d	e
✓ 5	a	b	c	X	e
6	a	X	c	d	e
✓ 7	a	X	c	d	e
✓ 8	a	b	X	d	e
✓ 9	a	b	X	d	e
✓ 10	a	b	c	d	X
11	a	b	c	X	e
12	a	X	c	d	e
✓ 13	a	X	c	d	e
✓ 14	X	b	c	d	e
✓ 15	a	X	c	d	e
✓ 16	a	b	X	d	e
✓ 17	a	b	c	X	e
18	a	X	c	d	e
19	a	b	c	X	e
20	a	b	X	d	e

R = 15

Appendix 7. Closed-ended Questionnaire

9/9/2019

DATA DIRI

DATA DIRI

* Wajib

1. Nama *

2. No.abs *

3. Kelas *

ANGKET 1

4. Saya mengetahui semua arti dari bacaan bahasa Inggris yang saya baca *

Tandai satu oval saja.

- sangat tidak setuju
 tidak Setuju
 Setuju
 sangat setuju

5. Saya mampu menemukan ide pokok dalam bacaan bahasa Inggris dengan cepat *

Tandai satu oval saja.

- Sangat Tidak Setuju
 Tidak Setuju
 Setuju
 Sangat Setuju

6. Saya dapat menemukan rujukan dari kata ganti dalam bacaan bahasa Inggris *

Tandai satu oval saja.

- Sangat Tidak Setuju
 Tidak Setuju
 Setuju
 Sangat Setuju

7. Saya mampu menemukan informasi yang terkandung dalam bacaan bahasa Inggris *

Tandai satu oval saja.

- Sangat Tidak Setuju
 Tidak Setuju
 Setuju
 Sangat Setuju

9/9/2019

DATA DIRI

8. Saya mengalami kesulitan dalam menentukan kesimpulan di sebuah bacaan **Tandai satu oval saja.*

- Sangat Tidak Setuju
- Tidak Setuju
- Setuju
- Sangat Setuju

ANGKET 2

9. Apakah ketika membaca bacaan tersebut Anda merasa ada hal yang membuat Anda tidak konsentrasi dalam memahami bacaan? Jelaskan! *

10. Apakah ketika Anda membaca sebuah teks Anda mengerti memahami struktur bahasa dalam bacaan tersebut? Jelaskan! *

11. Apakah buku-buku bahasa Inggris yang berada di perpustakaan sekolah Anda tersedia lengkap? Jelaskan! *

12. Apakah keluarga Anda memberikan dukungan motivasi ketika Anda membaca bacaan berbahasa Inggris? Jelaskan! *

13. Apakah Anda memahami cara membaca bacaan bahasa Inggris yang benar? Jelaskan! *

Diberdayakan oleh
 Google Forms

10/9/2019

DATA DIRI

DATA DIRI**Nama ***

Albertus Febry Anggoro

No.abs *

04

Kelas *

XI MIPA 3

ANGKET 1**Saya mengetahui semua arti dari bacaan bahasa Inggris yang saya baca**

*

- sangat tidak setuju
- tidak Setuju
- Setuju
- sangat setuju

10/9/2019

DATA DIRI

Saya mampu menemukan ide pokok dalam bacaan bahasa Inggris dengan cepat *

- Sangat Tidak Setuju
- Tidak Setuju
- Setuju
- Sangat Setuju

Saya dapat menemukan rujukan dari kata ganti dalam bacaan bahasa Inggris *

- Sangat Tidak Setuju
- Tidak Setuju
- Setuju
- Sangat Setuju

Saya mampu menemukan informasi yang terkandung dalam bacaan bahasa Inggris *

- Sangat Tidak Setuju
- Tidak Setuju
- Setuju
- Sangat Setuju

10/9/2019

DATA DIRI

Saya mengalami kesulitan dalam menentukan kesimpulan di sebuah bacaan *

- Sangat Tidak Setuju
- Tidak Setuju
- Setuju
- Sangat Setuju

ANGKET 2

Apakah ketika membaca bacaan tersebut Anda merasa ada hal yang membuat Anda tidak konsentrasi dalam memahami bacaan? Jelaskan! *

jadi, ketika saya mengerjakan, saya merasa mengantuk, sehingga buat konsentrasi saya pudar

Apakah ketika Anda membaca sebuah teks Anda mengerti memahami struktur bahasa dalam bacaan tersebut? Jelaskan! *

tidak, karena saya kurang paham bahasa Inggris

Apakah buku-buku bahasa Inggris yang berada di perpustakaan sekolah Anda tersedia lengkap? Jelaskan! *

tidak tau, karena saya tidak pernah membaca buku perpustakaan

10/9/2019

DATA DIRI

Apakah keluarga Anda memberikan dukungan motivasi ketika Anda membaca bacaan berbahasa Inggris? Jelaskan! *

tidak, karena orang tua saya juga pasif dalam bahasa inggris

Apakah Anda memahami cara membaca bacaan bahasa Inggris yang benar? Jelaskan! *

tidak terlalu, bisa dikit dikit

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

Appendix 8. List of Open-ended Questionnaire

1st question : Do you have a problem that offend your concentration while reading an English text? Explain it!

“ Ya, ketika saya mengerjakan, saya merasa mengantuk, sehingga buat konsentrasi saya pudar”

“Yes I do, when I did it I felt so sleepy and make me unconcentrate”

“ ya, karena saya hampir tidak bisa mengartikan bahasa inggris”

“Yes, because I can not understand all the meaning”

“ Ya, jika dalam kondisi kelas ramai mengganggu konsentrasi saya”

“ Yes, if I in the noisy room I can not concentrate”

“Ya, terkadang saya agak susah konsentrasi ketika memahami bacaan terutama bacaan bahasa inggris yang sangat banyak/panjang. Membuat saya jenuh dan lelah menerjemahkan, serta terdapat beberapa kata yang tidak familiar/ belum pernah saya temui”

“Yes, I feel unconcentrate while understanding long English text and it makes me bored “

2nd question : Do you understand with the grammatical structure in the text? Please explain!

“Kadang kadang . Karena lupa”

“recently, because I forgot”

“Tidak terlalu. Karena saya memang dari dulu susah belajar bahasa lain. Jadi kurang memahami arti dan makna bacaan jika dalam bahasa inggris”

“Not much, because I can not learn some foreign language. So I can understand the English meaning”

“Tidak terlalu, karena ada struktur bahasa yang sudah saya kuasai dan ada yang belum begitu saya kuasai”

“Not much, because there are some grammatical that have been mastered by me”

“Ya, karena sudah dijelaskan oleh guru”

“Yes, because the teacher have been explained”

3rd question : Is there any kind of English books in the school library? Explain it please!

“Saya jarang ke perpustakaan jadi nya saya kurang tau kekomplitan buku disana”

“I never go to the library so I do not understand”

“Tidak tau, saya belum pernah mengexplore perpustakaan. Tapi secara sekilas, tidak lengkap. Saya pernah coba2 pinjam buku grammar namun tidak ada.”

“ I do not know, I never explored it before, but it seems like the book there are not complete”

“Belum, karena perpustakaan disekolah didominasi dengan buku bacaan berbahasa Indonesia”

“Not yet, because the school library are dominant with Indonesian books”

“Tidak tahu,perpustakaan di sekolah saya sepertinya tidak begitu lengkap,terlebih jarang yang mengunjungi perpustakaan”

“I do not know, I think that the book are not complete”

4th question : Does your parents give you motivation to read English text? Please explain!

“Boleh dibilang begitu karena ibu saya guru bahasa Inggris di sma 11 Semarang”

“It can be said like that because my mother is the SMAN 11 Semarang’ English teacher”

“ya, di rumah saya terdapat beberapa buku berbahasa Inggris, serta keluarga saya sering menonton film berbahasa Inggris”

“Yes, there are some English books in my home and I often watch English movie”

“enga, karena keluarga saya tau bahwa saya tdk bisa bhs inggrs”

“No, I know that I can not learn English”

“Iya,karena saya difasilitasi untuk les inggris”

“Yes, it cause my parents facilitated me to follow English private”

5th question : Do you know the strategies in reading comprehension? Explain it!

“Kurang lebih cukup jelas,karena kalau kurang jelas saya harus membaca lagi teks tsb”

“I think it was clear enough”

“Lumayan karena saya belajar bahasa inggris sendiri”

“reasonable, because I can study English by myself”

“Kurang paham ,karena membingungkan”

“Not too understand because it makes confuse”

“kurang memahamii, karna saya kurang mahir dalam berbahasa inggris”

“Not too understand, because I am not good in English courses”

Appendix 9. Students Score

No.	Nama	Question Items																				Total	Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	S1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	0	1	13	65	
2	S2	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	14	70	
3	S3	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	0	1	14	70	
4	S4	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	14	70	
5	S5	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	0	1	15	75	
6	S6	1	1	1	0	1	0	0	1	1	0	0	1	1	1	1	1	0	0	1	13	65	
7	S7	1	1	1	0	1	0	0	1	1	1	0	0	1	1	1	1	0	1	1	13	65	
8	S8	1	1	1	1	1	0	0	1	1	1	0	0	0	1	1	1	1	0	1	12	60	
9	S9	1	1	1	1	1	0	0	1	1	1	0	0	0	1	1	1	1	0	1	12	60	
10	S10	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	17	85	
11	S11	1	1	0	1	1	0	0	1	1	1	0	0	1	1	1	1	0	0	1	13	65	
12	S12	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	0	1	14	70	
13	S13	1	1	1	1	1	0	0	1	1	1	0	1	0	0	1	1	0	1	1	14	70	
14	S14	1	1	1	1	1	0	0	1	1	1	0	0	1	0	1	1	1	0	1	13	65	
15	S15	1	1	1	0	1	1	0	1	1	1	0	0	1	0	1	1	0	1	1	14	70	
16	S16	1	1	1	0	1	0	0	1	1	0	1	0	1	0	1	1	0	0	1	12	60	
17	S17	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	0	1	15	75	
18	S18	1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	0	1	15	75	
19	S19	1	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	0	0	1	13	65	
20	S20	0	1	1	1	1	0	0	1	1	0	0	1	0	1	1	1	1	0	1	12	60	
21	S21	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	1	14	70	
22	S22	1	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	14	70	
23	S23	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1	0	1	0	1	13	65	

Appendix 10. Total of close-ended questionnaire

	Q1	Q2	Q3	Q4	Q5	Total
S1	3	3	2	3	3	14
S2	3	3	2	3	2	13
S3	4	4	4	4	1	17
S4	3	2	2	3	4	14
S5	2	3	1	3	4	13
S6	3	2	3	3	2	13
S7	3	3	3	3	2	14
S8	3	3	3	3	3	15
S9	2	2	2	3	3	12
S10	3	3	3	3	2	14
S11	2	2	2	3	3	12
S12	2	2	2	3	3	12
S13	3	3	3	3	2	14
S14	2	2	2	3	3	12
S15	2	3	3	3	3	14
S16	2	3	3	3	3	14
S17	3	3	2	4	3	15
S18	2	2	2	3	3	12
S19	2	3	2	3	2	12
S20	3	3	3	4	2	15
S21	2	2	2	3	3	12
S22	2	3	2	2	2	11
S23	2	3	3	3	2	13
S24	2	3	2	3	3	13
S25	3	2	3	3	3	14
S26	3	4	2	3	1	13
S27	3	4	3	3	1	14
S28	2	2	2	3	2	11
S29	2	3	2	3	3	13
S30	3	3	3	3	2	14
S31	2	3	2	3	2	12
S32	2	1	1	1	4	9
S33	2	3	2	3	2	12
S34	3	4	3	3	3	16
S35	2	2	2	3	3	12
S36	2	2	2	3	3	12

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

Appendix 11. Research Permission Letter



YAYASAN BADAN WAKAF SULTAN AGUNG
UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)
 Jl. Raya Kaligawe Km.4 Semarang 50112 Telp.(024) 6583584 (8 Sal) Fax.(024) 6582455
 email: informasi@unissula.ac.id web : www.unissula.ac.id

FAKULTAS BAHASA DAN ILMU KOMUNIKASI

BismillahMembangunGenerasiKhairaUmmah

Nomor : 665/D.1/FBIK/VIII/2019 Semarang, 29 Dzulhijjah 1440 H
 Lamp. : Proposal Skripsi 30 Agustus 2019 M
 Hal : Permohonan Ijin Mengadakan Penelitian

Kepada : Kepala Sekolah SMA N 11 Semarang
 Jl Lamper Tengah XIV RT 01 RW 01
 di-
 Tempat.

Assalamu'alaikum, Wr. Wb.

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir program S1 di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami

Nama : Ika Sa'adatul Hanifah
 NIM : 31801500583
 Program Studi : Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian dengan judul :

"An Analysis on Student' difficulties in Doing Reading Comprehension Test of Recount Text"

dengan Dosen Pembimbing : **Mega Mulianing M, S.Pd., M.Pd. (NIK. 210815025)**

Untuk itu dengan segala hormat dan kerendahan hati kami bermaksud memohon kepada Bapak untuk bersedia menerima dan mengizinkan mahasiswa tersebut di atas untuk melakukan penelitian di Sekolah yang Bapak pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan. Atas kerjasama dan perkenan yang diberikan, kami mengucapkan terima kasih.

Assalamu'alaikum, Wr. Wb.

Dian Marhaeni K, S.Sos., M.Si.
 Sekretaris Fakultas.

Tembusan :

1. Yang bersangkutan
2. Arsin.

Appendix 12. Documentations

1. Test section



2. Questionnaire section

