

CHAPTER IV

RESULT OF THE STUDY

This chapter presents the research finding; the writer presented the result of data analysis the reading skills in the English textbook which has been stated in the previous chapter.

A. The Level of Reading Skill in Found reading Question in the Textbook

The writer found out the level of reading text such as literal, interpretation, and critical level. The result of data analyzed was get from counting the question that found in reading text based on the reading skills. The questions of reading skills were in the English textbook Entitled *Bahasa Inggris* by the author BachtiarBima M. And CicikKurniawati.

The writer found the questions of reading texts based on the level of reading skills, the data were presented in the following table:

Table 3. 1. Table of Literal Level

No	Unit	Freq	Literal	Percentage
1	1	48	41	85,4%
2	2	58	38	65,52%
3	3	90	64	71,11%
4	4	48	33	68,75%
5	5	70	40	57,14%
		314	216	69%

Table above showed the level of reading in literal level. It showed, the highest frequency of literal level was in unit 3 the count of literal level was 64 in percentage 71,11% and the lowest frequency was in unit 4 the count of literal level was 33 in percentage 68,75%. Based on the data above, it can be seen the own characteristic from the literal level is merely a matter of remembering and can be seen again in the existing text with the aim of fishing memories of the students. In the other words, this level involves comprehension of the surface meaning within the context that the readers were reading.

The Literal questions were presented in the following are examples:

1. What is a procedural text?
2. Mention several example of procedural texts?
3. What suggestions have you ever made? What did you say to suggest?
4. In what event have you made an offer? What did you say to make an offer?

Table 3. 2. Table of Interpretation Level

No	Unit	Freq	Interpretation	Percentage
1	1	48	7	14,6%
2	2	58	9	15,52%
3	3	90	23	25,56%
4	4	48	10	20,83%
5	5	70	24	34,28%
		314	73	23%

Based on the table about, it can be seen the level of reading in interpretation level. The table showed that the highest frequency was in unit 5 the count of interpretation level was 24 in percentage 34,28% and the lowest frequency was in unit 1 the count of interpretation level was in 7 in percentage 14,6%. Based on the example above, it can be said that the own characteristic of interpretation level is the students need to be able to see relationships among ideas, so they must know how ideas go together and also see the implied meanings of these ideas. They are required to draw conclusions, make generalizations and predict outcomes. At this level, teachers can ask more challenging questions.

- a. Re-arrange the ideas or topics discussed in the text.

- b. Explain the author's purpose in writing the text.
- c. Summarize the main idea when this is not explicitly stated in the text.
- d. Select conclusions which can be deduced from the text they have read.

The Literal questions were presented in the following are examples:

1. Mrs. Artika says, “Before cleaning the carpets, you should move little items such as toys, shoes, etc. Out of the way.” What does she express?
2. Mrs. Artika says, “I know, but you should have a rest.” What does she express?
3. Mrs. Artika says, “I suggest stop working,,” what is the antonym of the underlined word?
4. Amelia says. “We can ask him to paint on Sunday.” Who does the underlined word refer to?
5. Yessi says, “If you need more, please let me know.” What does she express?

Table 3. 3. Table of Critical Level

No	Unit	Freq	Critical	Percentage
1	1	48	0	0%
2	2	58	11	18,96%
3	3	90	3	3,33%
4	4	48	5	10.42%

5	5	70	6	8,58%
		314	25	8%

Based on the table above, it can be seen the level of reading in critical level. The table showed that the highest frequency was in unit 2 the count of critical level was 11 in percentage 18,96% and the lowest frequency was in unit 1 the count of critical level was 0 in percentage 0%. From the example above, it can be said that own characteristic within the critical level which makes new thinking because it has more dominant facts and data that already exists. At this level, students are supposed to have these abilities.

- a. The ability to recognize persuasive statements
- b. The ability to differentiate between facts and opinions
- c. The ability to judge the accuracy of the information given in the text

The Critical questions presented in the following are examples:

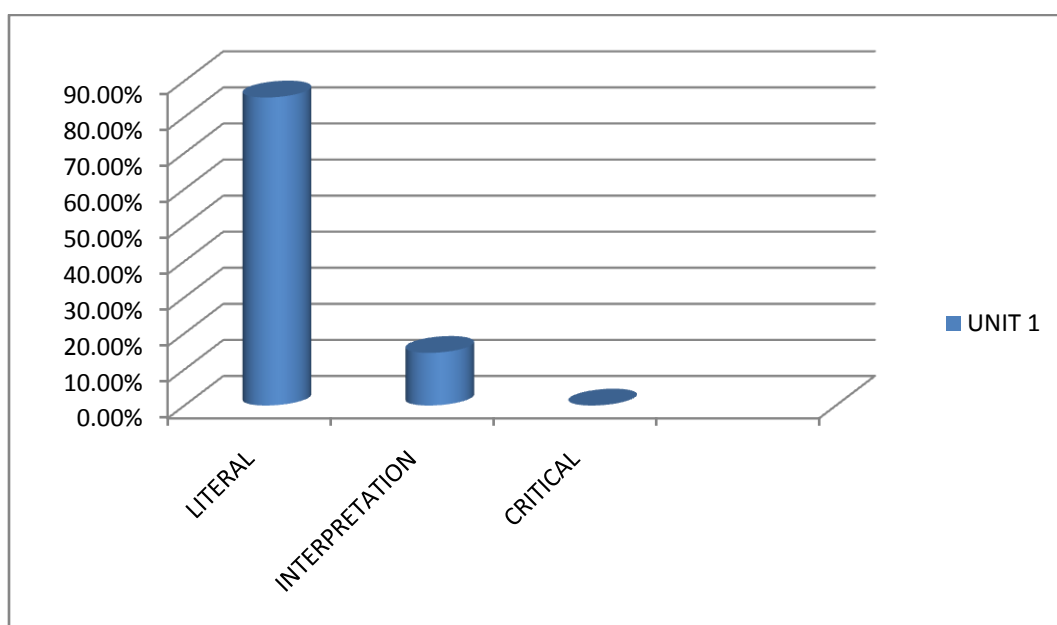
1. According to the text, are teasing and extreme abuse examples of bullying? Show the proof?
2. What is the main idea of paragraph four?
3. What are the writer's opinions about the children concerning their days at school?
4. Does bullying happen at your school? Are you sure? Show the proof?
5. Suppose you will become a Vitim of bullying. What would you do to prevent from it?

From the calculation above, the writer concluded that the result of Reading Skills of English textbook entitled Bahasa Inggris for Senior High School by Bachtiar Bima M. And Cicik Kurniawati are:

a. Unit 1

Table 3.4

The Chart Bar of Percentages' Level of Reading

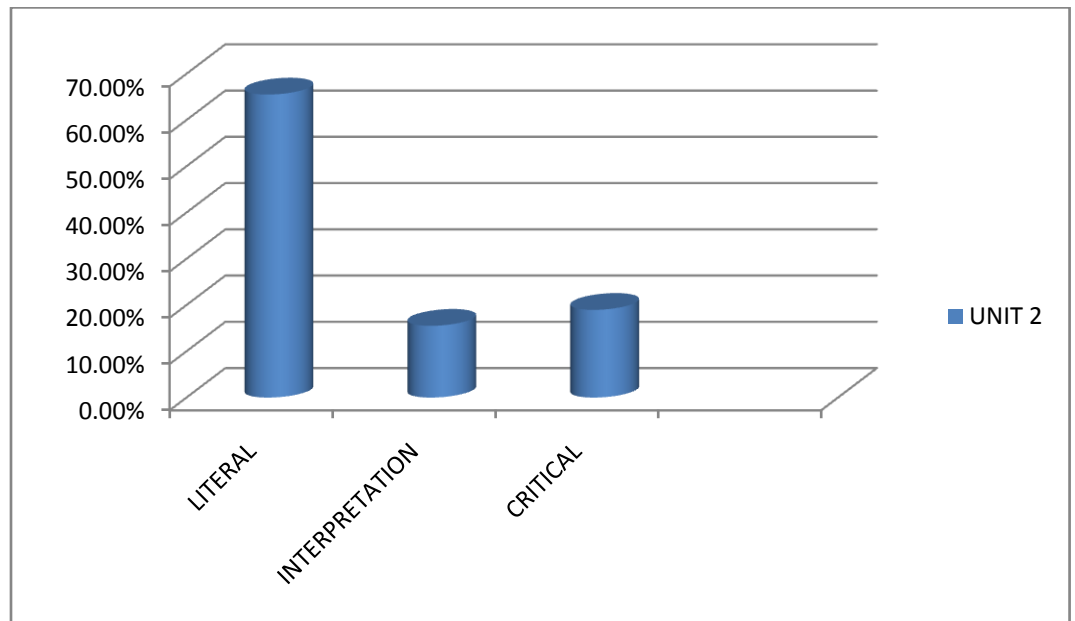


The question unit 1 “ I suggest that....” The result finding from of 48 questions there are literal Level is 85,4 % , Interpretation Level is 14,6%, and critical Level is 0%. It means that the questions be more dominant is literal in which the ability to read and write, illiteracy is usually caused by not having had the opportunity to learn these concepts. In other words, this level involves comprehension of the surface meanings within the context that readers are reading.

b. Unit 2

Table 3.5

The Chart Bar of Percentages' Level of Reading

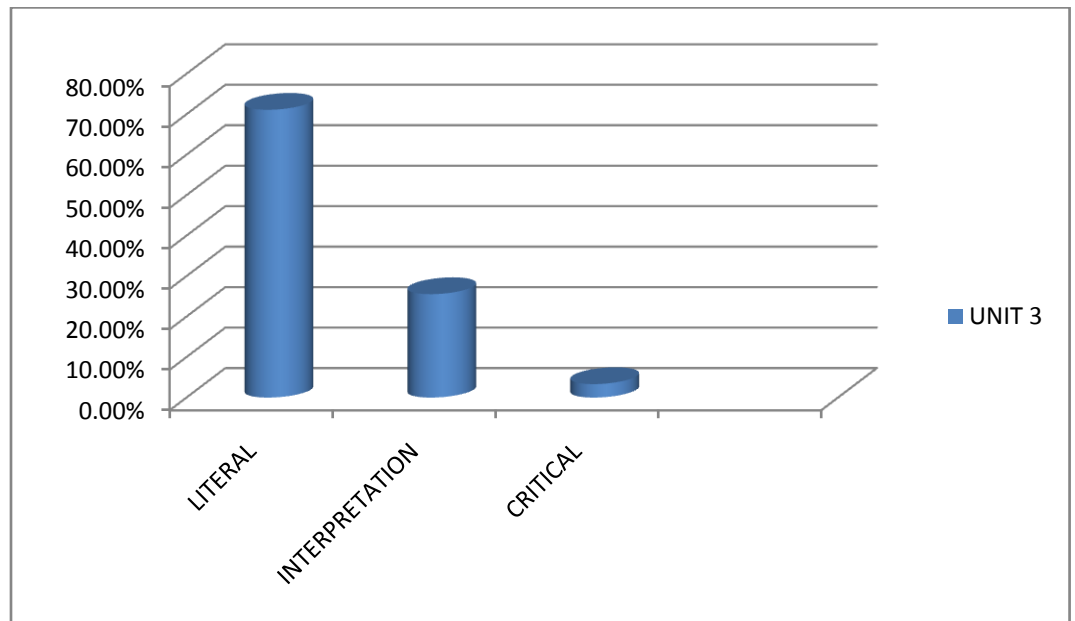


The question unit 2 “What do you think about that?” The result finding from questions of 58 there are Literal Level is 65,52%, Interpretation Level is 15,52% and Critical Level is 18,96%. It means that the questions be more dominant is literal in which the ability to read and write, illiteracy is usually caused by not having had the opportunity to learn these concepts. In other words, this level involves comprehension of the surface meanings within the context that readers are reading.

c. Unit 3

Table 3.6

The Chart Bar of Percentages' Level of Reading

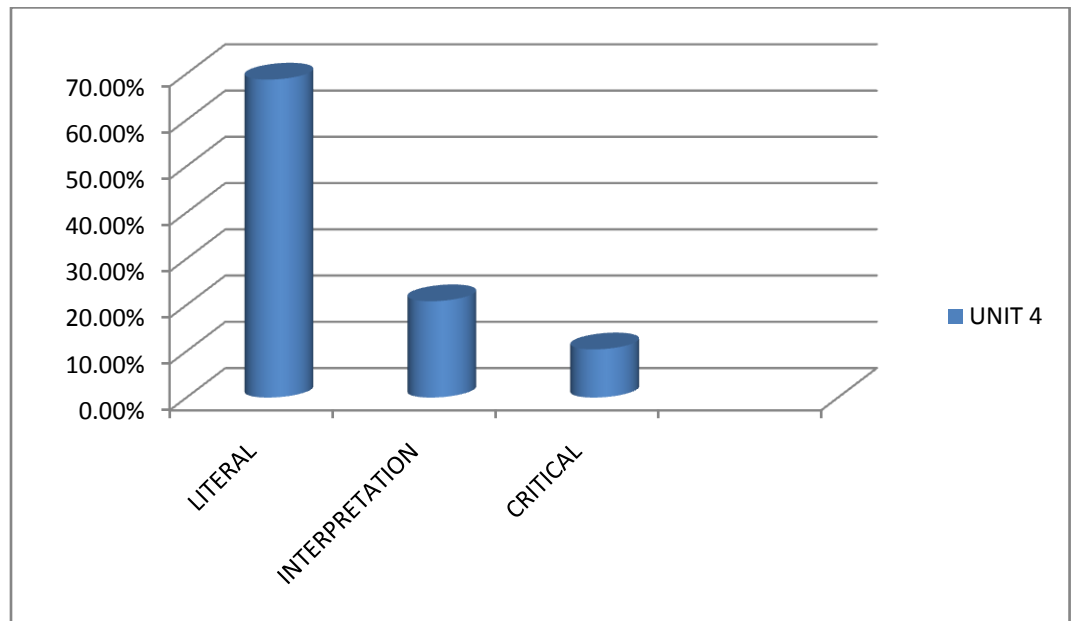


The question unit 2 “My hope and dreams!” The result finding from questions of 90 there are Literal Level is 71,11%, Interpretation Level is 25,56% and Critical Level is 3,33%. It means that the questions be more dominant is literal in which the ability to read and write, illiteracy is usually caused by not having had the opportunity to learn these concepts. In other words, this level involves comprehension of the surface meanings within the context that readers are reading.

d. Unit 4

Table 3.7

The Chart Bar of Percentages' Level of Reading

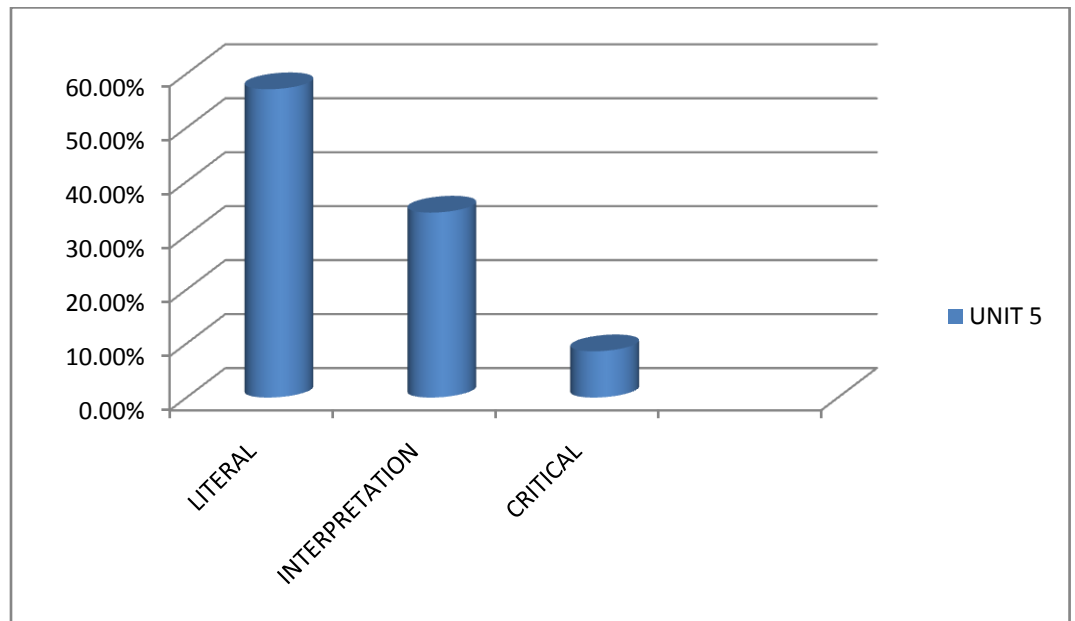


The question unit 2 “ I’d like to invite you” The result finding from questions of 48 there are Literal Level is 68,75%, Interpretation Level is 20,83% and Critical Level is 10,42%. It means that the questions be more dominant is literal in which the ability to read and write, illiteracy is usually caused by not having had the opportunity to learn these concepts. In other words, this level involves comprehension of the surface meanings within the context that readers are reading.

e. Unit 5

Table 3.4

The Chart Bar of Percentages' Level of Reading



The question unit 2 “ All about personal letters” The result finding from questions of 70 there are Literal Level is 57,14%, Interpretation Level is 34,28% and Critical Level is 8,58%. It means that the questions be more dominant is literal in which the ability to read and write, illiteracy is usually caused by not having had the opportunity to learn these concepts. In other words, this level involves comprehension of the surface meanings within the context that readers are reading.

After the writer to analysis, it can be seen that in the textbook there are literal level, interpretation level and critical level.