

**EXPLORING STUDENTS' WEAKNESSES IN READING THROUGH  
DIAGNOSTIC TEST**

**THESIS**

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AR-RANIRY STATE ISLAMIC UNIVERSITY  
DARUSSALAM – BANDA ACEH  
2017 M / 1437 H**

**THESIS**

**Submitted to Faculty of Tarbiyah and Teacher Training of UIN  
Ar-Raniry  
Darussalam Banda Aceh as a Partial Fulfillment  
of the Requirements for Sarjana Degree (S-1)  
on Teacher Education**

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on Teacher Education

on:

Saturday, February 11, 2017 M  
14 Jumadil Awal 1437 H

at:

Darussalam – Banda Aceh

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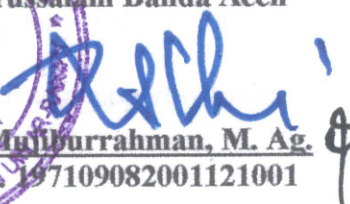

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## ACKNOWLEDGEMENT



First of all, I would like to thank Allah the Almighty for giving me strength, health and capability to complete this thesis entitled “**Exploring Students’ Weaknesses in Reading Through Diagnostic Test** )”. Greeting and praying are also presented to Prophet Muhammad shallallahu‘alaihi wa sallam who has struggled whole-heartedly to deliver the truth to human being and guide his *ummah* to the right path.

My deepest gratitude is addressed to my supervisors Drs. Lukmanul Hakim, MA and Mr. Khairil Razali, MS.Ed who have given a great deal of time and provided me valuable guidance to accomplish this research during the whole process of my work. Also, I would like to acknowledge my academic supervisor Mrs. Azizah, M.ed and all lecturers of English Education Department for every support. As well, I am grateful to the English teacher of the school where I conducted the research for her cooperation.

Moreover, I owe my deepest thank and my sincere gratitude to my beloved father, Fadhli Alatif and my beloved mother, Rajiati, and to my brothers, Munzir, Manzar, Lahmuddin and my sisters, Munzirah, Nurul Magfirah and Trisna Ayu. My Gratitude also goes to my aunty Safriaty, Asiah, and Nenia for the great kindness, endless love, and everlasting support both financial and moral.



Though only my name that appears on the cover of this thesis, many great people have contributed to its production. I have been fortunate to have many friends who cherish me all the time. My appreciation is addressed to all my batch mates as well. I would also like to present my deep thanks to all my crazy and outstanding “friend in need”. I proudly thank you for all the encouragements and may Allah bless you forever.

Finally, I wish this thesis can give valuable and useful information for the readers. For every critic and suggestion, I sincerely appreciate it and will accept all of it.

Banda Aceh, January 18<sup>th</sup> 2017

**The writer**

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul ***“Exploring Students’ Weaknesses in Reading Through Diagnostic Test ”*** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 Januari 2017

Saya yang membuat pernyataan,

(Muna Warah)

## **ABSTRACT**

This thesis is entitled “Exploring students’ weaknesses in reading through diagnostic test”. Reading is the ability to achieve the meaning from written material. Reading is a substantial skill that needs to be taught in junior high school based on the ministry of the national education’s policy. Diagnostic test is used to identify students’ strength and weaknesses. This research is aimed to know whether Diagnostic Test could identify the problems faced by the students’ in reading. This research utilized quantitative approach by using test as an instrument. The population of this research was the second year students of SMP Negeri 5 Banda Aceh, and the sample was the students of class VIII 1. To collect the data, the researcher gave a test to the students. To analyze the result of the test percentages formula was used. Based on the findings, diagnostic test could find out students problems in reading. The result indicated that most of student (less than 50%) in understanding reading text, functional, but have serious problems in understanding main idea, supporting idea, synonym words and the purpose of the text(100%).

*Keywords: Diagnostic test, Weaknesses, Reading*

# CHAPTER I

## INTRODUCTION

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

Reading is a process of understanding a written language. It is a skill that can be trained through a process of learning. Nunan (1991) has argued that reading is the process of decoding written symbols, working from smaller units (individual letters) to large ones (words, clauses and sentences). Indeterminately, the reader will comprehend the information and knowledge that given by writer.

It cannot be denied that reading is one of the important skills that has to be mastered by the students' in learning English. Harmer (2003) states that "reading is an exercise dominated by the eyes and brain" (p.153). The eyes receive messages and the brain then has to work out the significance of these messages. As we know that the purpose of reading a stated by Northedge (1990) "is not to have a lot of words that pass in front of your eyes, nor to add a few new items to a long 'list' of information in your mind" (p.34). It is to engage your ideas and make you rethink them.

Teaching English in a junior high school consists of four macro skills; namely, listening, speaking, reading, and writing. From these four language skills, reading is the process to convey the messages, to obtain information and to understand the meanings of the reading that conveyed by the author. Additionally, the importance of teaching reading is to build the students' ability and knowledge. The goals must be achieved by the students' in reading is reading text in English and enabling them to adapt the reading style.

According to (Hedge, as cited in Alyousef (2005) the purpose of reading (e. g skimming, scanning) is the ability to build schematic knowledge, the ability to develop an awareness of the structure of written text in English and the ability to take or assume a critical perspective of thinking to the content of the texts.

The goal of reading comprehension is to make the students understand the materials and to get new knowledge from it. Thus, reading can be ranged from easy reading to the most difficult reading, depend on the inherent factors in the text, and the relationship between knowledge and the text.

During the English teaching process, reading texts are read by the students to develop their reading abilities. Then, some reading comprehension questions are given in their English text books in order to develop their reading comprehension. However most of student found difficulties in reading texts because of their various capabilities in English. Eventhough they are varied, they like to learn English to achieve the goals of lessons expected. Beside, by knowing their various capabilities and competences, the teacher should know their students' weaknesses and strengths, this can be understood through a test called, a diagnostic tests. It might, improve the quality of teaching and learning.

According to Hughes (2003) "a diagnostic test is used to identify students' strengths and weaknesses" (p.15). The purpose of using the test is to determine the future of teaching needs to be done next. The diagnostic assessment is a tool or instrument used to identify the difficulties in learning. Each test is structured to determine one or more in the ability of students. The teacher needs to know where



it should start teaching and what skill emphasized. Otherwise, students will not be known weaknesses and preliminary teaching program can't be done.

### **A. Research Question**

From the background of study above, some problems can be formulated as follows.

1. What are the students' weaknesses in reading based Diagnostic test?
2. What are the most frequent problems faced by the students' in reading based on Diagnostic test?

### **B. Research Aims**

The aims of this research are stated as follows.

1. To find out the students' weaknesses in reading based on diagnostic test.
2. To find out the most frequent problem faced by the students' in reading based on diagnostic test.

### **C. Scope of the Research**

This research focuses on two contents in its investigation. The first is how to find out the students' problems related to the low mastery of reading comprehension. The second is to find out the most frequent problem faced by the students in reading comprehension based on diagnostic test. The case of study in this research is focused on the second year students of SMP Negeri 5 Banda Aceh.

#### **D. Significance of the Research**

This research is expected to give advantages for several parties, included students, teachers, and writers. The first is for students, it is expected to improve students' reading comprehension. Another significance is also expected to be a useful reference for teachers, so they can improve their strategies and solve the problems faced in teaching reading comprehension. The last is for the writer. This study is expected to be a reference for the writer to improve reading English teaching strategy in the future.

#### **E. Research Terminology**

In order to avoid misunderstanding and confusion of the readers, it has the three research terminologies intensively used in the context of the present study. The terms that need to be operationally defined are reading comprehension and testing

##### **1. Reading Comprehension**

Reading is an activity that requires an interaction with a text, the process of knowing and comprehending a text. According to Grellet (1981:3) defines reading comprehension as understanding the written text means extracting the required information from it as efficiently impossible. It means, the reader can feel what the writers think when reading.

In this case, reading comprehension is the ability of the second year students at SMPN 5 Banda Aceh in academic year 2016/2017 in understanding

the main idea, WH Questions, the meaning, of the text, purpose and structure of the text.

## 2. Diagnostic test

Diagnostic test is used to assist students learning. As stated by Ontario (2013:3) assessment is used to identify students' needs and abilities and the students' readiness to acquire the knowledge and skill outlined in the curriculum expectation. It helps to improve learning, inform teaching and help the students, because this test focuses on gathering information about students learning. So the teacher can provide instruction to remedy that problem



## CHAPTER II

### LITERATURE REVIEW

This chapter focuses on theories related to this study, namely, Diagnostics test, and students' difficulties in reading.

#### **A. A Diagnostic test**

Diagnosis derives from the Greek word “*diagignoskein*” literally, According to Rupp et al. (2010) diagnosis means to know precisely, to decide, and to agree upon. Yang and Embretson (2007) interpret at least three aspects of diagnosis can be extracted : (a) description of the distinguishing characteristics of a thing or phenomenon, (b) identifying or determining the nature of a thing or causes of phenomenon, and (c) the decision or conclusion that is made or reached by such description or analysis.

Based on the above definition it can be said that diagnosis means an act to analyze the problem, to identify the cause appropriately for the purpose of decision-making, and to analyze in the form of descriptive analysis.

In the line of the above definition, diagnosis is also influenced by the thought of an evaluator and philosopher, Schriener. According to (Gierl et al. 2007) there are three aspects derived from the opinions Schriener. The first test is designed from a cognitive models of task performance that specifies the knowledge structure and processing skills that are important to perform well in the domain of test. The diagnostic test is described as a process in which the test

results provide information about the cognitive abilities of participants test and evaluation results are reported. This approach in the context of testing emphasizes the interaction between mental processes and strategies used in the test participants answered items.

The conclusions test scores in diagnostic tests should be easy to understand and useful in evaluating the ability of test takers, as the items are designed to measure the capabilities, processes, and strategies used by the test taker. The second is these knowledge structures and processing skills can be improved in students by paying attention to the result of the assessment. Thus, diagnostic process should be allowed to classify cognitive ability test participants using the reporting system easier to accept. For the results, diagnostic tests should be able to describe the mindset of participants test by using a language that is easily understood.

In addition, the results of diagnostics tests also have to provide information about the constraints experienced by participants in completing the test items can be reported to students, teachers, parents, and all components of the stakeholders. The third, diagnosis is part of a larger learning process, with the main objective is to identify learning problems and to help overcome learning problems. Effective diagnostics tests should be well integrated into the learning environment, and developed to help teachers in order to understand how students think and solve problems. Thus, scores obtained from the diagnostics test should be viewed as a source of information that can be combined with other sources of information about the test taker for producing instructional decisions.

In addition diagnostic test is used to find the problem that happens in learning-teaching process. According to Hughes (89:13) diagnostic tests are used to identify students' strengths and weaknesses. They could be useful for the individual instruction or self-instruction. Thus, students would be shown where gaps exist in their command of the language, and could be directed to source of information, exemplification and practice.

Furthermore, diagnostics test has several characteristics; (A) it is designed to detect the weaknesses of student learning, because the format and responses are captured must be designed to have the function diagnostics, (B) it is developed based on analysis of sources of error, which may be the cause of a problem student, (C) this is constructed by using questions that construct response, so, it can capture the complete information. Under certain conditions, it should be able to use the selected response questions but should be included to explain, and (D) follow up with a draft that correspond to the identified difficulties.

Determining the type of test used will affect the effectiveness of test itself. According to the procedure of granting figures (scoring), the test can be classified into two types: objective type and essay. According to (Anwar, 2009:72). According Groundlud (1982: 36) objective test is divided into four types, namely: the type of multiple choice types, the type of true-false items, the type of matching items, and types of short-answer items.

## **B. Students' difficulties in Reading**

### **a. Reading**

Reading is one of the basic skills of language learning. It can't be separated from other skills of language learning besides listening, speaking and writing. Those skills must be learned all by English Language Learners.

Furthermore, reading can help improve other language skills. Generally, the skill of reading is developed in societies with literary taste, because it can lead to develop comprehension, enrich vocabulary, ideas and information. Reading as other skill is more enjoyable to do.

According to Patel and Jain (2008, p.113 –114), Reading is an important activity in life with which one can update his knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture.

According to Harmer (2007, P.99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.

Based on Grellet (2004, p.7) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

According to Day and Bamford (1998, p.12) reading is the construction of meaning a printed or written message. It means the construction of meaning



involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding.

According to Pang (2003, p.6) 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 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 that when a reader interacts with printed messages, he tries to get the visual (written) information result or to get meaning in comprehending the messages or the texts from the writer. It also can be said that reading not only the process of getting the written symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

#### **b. Students' difficulties in reading**

There are many kinds of students' difficulties in reading. According to Joseph when students exhibit difficulty understanding and deriving meaning from text, the explicit instruction on comprehending needs to be provided. Difficulties

understanding text can be derived from not knowing meanings of words or concepts, not capturing factual information, not inferring about content, and not forming relationships among content presented in text. Therefore, the students have difficulties understanding, meaning of word or concepts and inferring information.

According to Oakhill (1993), he shows one general problem that less-skilled comprehenders seems to have is making inferences from text. These difficulties include: a). Inferring information that is only implicit in a text, b). making inferences to connect up the ideas in a text, and c). Inferring the meanings of particular words from context. Three studies discuss about the difficulties in reading comprehension. The above studies about inferring information that is only implicit in a text include main idea.

According to Wilawan (2012), he found explicitly main idea is not a difficult reading task for many people due the fact that they can search for main points of text at specific locations of paragraphs (i.e. the first, second or last sentence) but explicit included local main idea, it is Explicit connective has two types of text require readers to infer the underlying structure of the text, which is a difficult task for students. Determining implied main idea is much more difficult and can be problematic for most readers. Main idea comprehension, as noted earlier, is a difficult task which involves the simultaneous application of bottom-up, top-down. Determining a main idea of a text is one of the most difficult tasks in reading comprehension. It is a complex process which concerns the application

of various reading strategies. As stated Asya et. al (2012) students have difficulty In comprehension, particularly in identifying main ideas and important details.

The main idea is generally stated in the topic sentences, which is often the first sentences in paragraph. The main idea is easier to identify when it is first or the last sentences in the paragraph. It is more difficult to find when it is located in the middle of a reading. And it is perhaps most difficult to identify when it is inferred and not actually stated.

Inference making is understanding language, it is often necessary to make inferences to go beyond what is stated explicitly in the text or discourse to infer the intended message. Even very straight forward texts require inferences to be drawn. Therefore, if the reader does read in text, they will infer the text that they have understood. Besides, main idea is important in text, so that, main idea must look for firstly. After that, they do making inference in text.

According to Spivey (2011), shows that most all texts have one sentence within a paragraph or passage stating the author's message, or main idea. The main idea can appear at the beginning, middle, or end of a paragraph or passage. Finding the main idea becomes more difficult in the upper grades where the main idea may be explicit (a complete sentence taken directly from the text) or implied (summarized by evaluating the details in text). The sentences in the text may have too much detail to pick one main idea or so little information that there is obvious message.

Foreign students have limited knowledge of the grammar and vocabulary of the target language, and must struggle to understand the content. In order to

perceive the author's ideas explicitly, readers often regard the vocabulary as the most important component of the language, as well as the turning point of access to comprehension. Seliger and Harbet (1972) have found, therefore, readers often separate the whole content into isolated pieces, and focus their attention on the individual word-units. The desire to know every word in terms of its dictionary meaning usually leads the students to view reading in the new language as a process of decoding word by word. Obviously, when reading in L1, the readers can more easily consider the content as a whole. Even if they encounter unfamiliar words, they skip to the next, and try to finish the reading. Conversely, reading in foreign language learner, readers automatically separate the whole article into fragment sentences or words, and they, thereby, acquire an isolated, divided meaning, lack of a continuity, which is so-called "short-term memory" (Eskey, 1986, p.10). In this situation, comprehension is not clear because readers just acquire a series of discrete meanings, and they have to reread in order to connect all of the individual meanings into a whole. Short-term memory can cause a crisis in the reading comprehension process.

### **c. Types of reading**

In addition, there are many types of reading, According to Patel and Jain (2008: 117-123) the types of reading:

#### **i. Intensive Reading**

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.

Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

#### ii. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

#### iii. Reading Aloud

Reading aloud is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students. According to Elizabeth (2004: 286 - 288) aloud reading means reading a book by producing sounds audible to other. Reading aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud is useful at specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence.

#### iv. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary. According to Elizabeth (2004: 287-288) silent reading means reading something without producing sounds audible to other. In silent reading the students can more easily work at their own material pace or speed.

#### **d. Types of testing in reading**

There are many types of testing reading, that to determine test reading skill or ability to understand the content, the researcher use several types, they are:

##### **a. Multiple Choice**

The test takers provide evidence of successful reading by marking a mark against one out of a number of alternatives. Its strengths and weaknesses have been presented earlier.

According to Ben clay (2001) the multiple choice item consists of the stem, which identifies the question or problem and the response alternatives or choices. Usually, students are asked to select the one alternative that best completes a statement or answers a question. For example, Item Stem:

Which of the following is a chemical change?

Response Alternatives:

- a. evaporation of alcohol

- b. freezing of water
- c. burning of oil
- d. melting of wax

Multiple choice items are considered to be among the most versatile of all item types. They can be used to test factual recall as well as levels of understanding and ability to apply learning. As an example, the multiple choice item below is testing not only information recall but also the ability to use judgment in analyzing and evaluating.

Multiple choice tests can be used to test the ability to:

1. Recall memorized information
  2. Apply theory to routine cases
  3. Apply theory to novel situations
  4. Use judgment in analyzing and evaluating
- A. 1 only
  - B. 1 and 2 only
  - C. 1, 2 and 3 only
  - D. 1, 2, 3 and 4

Multiple choice items can also provide an excellent basis for post-test discussion, especially if the discussion addresses why the in-correct responses were wrong as well as why the correct responses were right. Unfortunately, multiple choice items are difficult and time consuming to construct well. They may also appear too dis-criminating (picky) to students, especially when the

alternatives are well constructed and are open to misinterpretation by students who read more into questions than is there.

b. True/ False

The test-takers should respond to a statement by choosing one of the two choices, true or false.

In discussing ways of researching emotion, Ben Clay (2001) true-false questions are those in which a statement is presented and the student indicates in some manner whether the statement is true or false. In other words, there are only two possible responses for each item, and the student chooses between them. True-false questions are well suited for testing student recall or comprehension. Students can generally respond to many questions, covering a lot of content, in a fairly short amount of time.

From the teacher's perspective, true-false questions can be written quickly. They are easy to score. Because they can be objectively scored, the scores are more reliable than for items that are at least partially dependent on the teacher's judgment. Select or Supply?

True-false questions require the students to select a response (true or false) that shows recognition of correct or incorrect information that is presented to them. These are included among the items that are called selection, in contrast to supply items in which the student must supply the correct information. Another term applied to true-false items is forced choice because the student must choose between two possible answers. Educational objectives that specify the student will



identify, select, and recognize material are appropriately targeted to either forced choice questions or more complex matching or multiple choice questions.

c. Matching format

Matching questions present student with two columns of information. In discussing ways of researching emotion Ben Clay (2001) a simple matching item consists of two columns: one column of stems or problems to be answered, and another column of responses from which the answers are to be chosen.

Traditionally, the column of stems is placed on the left and the column of responses is placed on the right

d. Completion

The students are required to complete a sentence with a single word. According to short answer or sentence completion items ask students to answer in a few words, phrase, or sentences.

e. Essay questions

According to (Marilla Svinicki, as cited in Ben Clay, 2001 ) a typical essay test usually consists of a small number of questions to which the student is expected to recall and organize knowledge in logical, integrated answers. An essay test item can be an extended response item or a short answer item. An example of each type follows :

Extended Response

Compare the writings of Bret Harte and Mark Twain in terms of settings, depth of characterization, and dialogue styles of their main characters. (10 pts. 20 minutes)

f. Short Answer

Identify research methods used to study the S-R (Stimulus Response) and S-O-R (Stimulus-Organism-Response) theories of personality. (5 pts. 10 minutes)

g. Cloze / gap-fill items

Reading passage is summarized by the tester, and then gaps are left in the summary for completion by the test –takers. This is really the extension of the guided short answer.

According to conventional cloze test involve the removal of word at regulars' intervals, usually every six to eight words and normally not less than every five. The students' task is to complete the gap with appropriate fillers.

In discussing ways of researching emotion, gap-fill items is a word or phrase is replaced by blank in a sentence.

On the other hand, this research was focus on students' weaknesses in reading and will be explore through diagnostic test which the questions designed related with the curriculum. It designed with multiple choice questions. It contains about understanding main idea, WH questions, understanding conclusion, Supporting idea, the meaning of the word, synonym, the purpose and structure of text.

## **CHAPTER III**

### **RESEARCH METHOD**

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

The description of research method is presented in this chapter. The chapter covers the research design, technique sampling, technique of data collection, and technique of data analysis.

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

The research method used in this study was quantitative approach. Gay et al. (2006:9) stated that, “Quantitative research is the collection and analysis of numerical data in order to explain, predict, and or control phenomena of interest”. The quantitative approach was used to obtain the data about reading difficulties faced the by the students and the most frequent problems faced by the students based on diagnostic test. The data were obtained by using a test as an instruments.

#### **B. Tehnique Sampling**

According to Sugiyono (2015) population is general area including of object/subject which has specific quality and characteristic decided by the researcher to be studied and concluded. The population of this Study is the entire students of eight grade at SMP Negeri 5 Banda Aceh in academic year of 2016/2017 which consits two classes. There are 46 students in this population.

Sample is a small segment of quantity and characteristic of the population. The tearcher could take the sample if the population consists of many objects/subjects. The conclusion from what have been conducting for the sample,

will be the same for the population (sugiyono,2015). In this case, the classes that are chosen as the sample is class VIII 1. The sample were 18 selected by using simple random sampling.

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

Instrument is a set of media which were used to obtain the data of a research. The data was obtained by using diagnostic test. It means that the instrument was used dependent on the objective of research itself. In this research, the data were collected by using test as research instruments.

#### **Test**

As mentioned earlier in chapter two, test was a diagnostic test to find out the problems faced by the students in reading. It was constructed in multiple choice items types, with four alternative answers, the task asks the students is to choose the best answer by crossing on either A, B, C or D. The questions were focused on students' reading comprehension.

The purpose of these tests is to find out the students' weaknesses on the meaning of the word, grammatically, contextually and functionally. The number of the questions is 30 items. The questions of the test are based on the syllabus and reading comprehension skill and strategies. The time allocated to the test is 50 minutes.

The example of the questions related to grammatical are as follows

1. Are we all ready..... English
  - a. To learn
  - b. Learn
  - c. In learning

d. Learned

The above question shows that the alternative answers are (a) to learn, (b) learn, (c) in Learning, and (d) learn. The students were to choose the best answer (a key answer) and the other were distractor. The key answer is (a) to learn. While (b), (c), and (d) are distractors. The purpose of this is to know whether the students know and understand the answer in both meaning and grammatical structure..

2. Let ..... go to school

- a. Ourselves
- b. We
- c. Our
- d. Us

The above question shows that the alternative answers are (a) ourselves, (b) we, (c) our, and (d) us. The students were to choose the best answer (a key answer) and the other were distractor. The key answer is (d) us. While (a), (b), and (c) are distractors. The purpose of this is to know whether the students know and understand the answer in both meaning and grammatical structure.

3. A: What a beautiful picture

B: .....

- a. Don't say that
- b. Don't worry
- c. You are kind
- d. Thank you

The above question shows that the alternative answers are (a) don't say that, (b) don't worry, (c) you are kind, and (d) thank you. The students were to choose the best answer (a key answer) and the other were distractor. The key answer is (d) thank you. While (a), (b), and (c) are distractors. The purpose of this is to know whether the students know and understand the answer in both meaning and function.

4. A: Good afternoon. How are you today?

B: ..... I'm good.

- a. Good afternoon
- b. See you
- c. Good by
- d. Hello

The above the question shows that the alternative answers (a) good afternoon, (b) see you, (c) good bye, and (d)hello. The students were to choose the best answer (a key answer) and the other were distractor. The key answer is (a) good afternoon. While (b), (c), and (d) are distractors. The purpose of this is to know whether the students know and understand the answer in both meaning and functionally. In this case, the students know how to use greeting.

5. I love English. It means.....

- a. I like English
- b. I hate English
- c. I sing English song
- d. I speak English

The above question shows that the alternative answers are (a) I like English, (b) I hate English, (c) I sing English song, and (d) I speak English. The students were to choose the best answer (a key answer) and the other were distractor. The key answer is (a) I like English. While (b), (c), and (d) are distractors. The purpose of this is to know whether the students know and understand about meaning. In this case, the students know about synonym word.

6. Could you put your **coat** over there on the hanger?

The word **coat** means?

- a. Jacket
- b. Medicine
- c. Chair
- d. Pillow

The above question shows that the alternative answers are (a) jacket, (b) medicine, (c) chair, and (d) pillow. The students were to choose the best answer (a key answer) and the other were distractor. The key answer is (a) jacket. While (b), (c), and (d) are distractors. The purpose of this is to know whether the students know and understand the answer about vocabulary. In this case, the students know synonym.

To :Beni  
YOU'RE INVITED !  
Please come to my 14<sup>TH</sup>  
birthday party which will be  
held on :  
Saturday  
November 8<sup>th</sup> 2017  
3-5 p. m  
Mentari residence  
Jl. SermaMuctar No. 97  
R.S.V.P, please contact (021)  
2223344  
Love

7. What is the purpose of the text?
- To announce invitation birthday
  - To say good bye
  - To study hard
  - Thank you for help me

The above question shows that the alternative answers are (a) to announce invitation birthday, (b) to say good bye, (c) to study hard, and (d) thank you for help me. The students were to choose the best answer (a key answer) and the other were distractor. The key answer is (a) to announce invitation birthday. While (b), (c), and (d) are distractors. The purpose of this is to know whether the students



know and understand the answer in both meaning and context. In this case, the students know about the context of the text.

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

After data collected, then the result will be classified according the items to be analyzed. Which items are reading text. The data were analyzed by using some formulas because two research objectives were formulated in this study. First, this research was intended to find out reading difficulties faced by the students'. And the last intended to find out the most frequent problem faced by the students' in reading comprehension.

This research was intended to find out the problems faced by students in reading. Therefore, to analyze the data, the problem of the students in understanding reading were anticipated based on some aspect; understanding main idea, WH questions, understanding conclusion, Supporting idea, the meaning of the word, synonym, the purpose and structure of text.

Percentage formula used to analyze how many percentages point the problem faced by students, the percentage formula was mentioned in sudjana (2001, p.129):

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

Where :

P: percentage

F: Frequency (number of students who response the option)

N: Total of the frequency (total of students number)



## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSION**

Before describing about data analysis and discussion, it is necessary to explain the following:

#### **A. Brief Discussion about the School**

This research was conducted at SMP Negeri 5 Banda Aceh. It is located in Meuraxa in Sultan Iskandar Muda street, Lembang. Based on the administrative data of the school, the school accreditation is B. It is led by Rima Afriani S.Pd. M.pd, as the principal of this school.

Based on the observation, SMP Negeri 5 Banda Aceh has some rooms that consist of seven classes for teaching learning process, one for principal room, and one room for teachers. The classes for teaching learning process are divided into 2 rooms for first grade, 2 rooms for second grade, and 3 rooms for third grade. In addition, the school also has a laboratory, a volleyball court, a prayer room, and a hall.

In order to support teaching learning process, this school has a library that supports students' learning activities. The library provides with a lot of books related to the school subjects. The students can read the books during leisure time or borrow and take them home.

Based on the interview the administration office of SMP Negeri 5 Banda Aceh, SMP Negeri 5 Banda Aceh that consists of 23 permanent teachers. The school

also has 2 staffs. There are three teachers who teach English in this School. The teachers name are Ratna Sari, s.pd graduated from Syiah Kuala University, Buraidah graduated from PGLSP, and M. Jenni Zahrial, S.pdi graduated from Uin Ar-raniry.

Students are the main aspects in teaching learning process. Every student needs to be taught with the best way. There are 180 students of SMP Negeri 5 Banda Aceh in 2016/2017 academic year which consist of 100 males and 80 females. The students are classified into three grades. The first grade consists of 55 students, the second grade consists of 46 students, and the third grade consists of 79 students.

Curriculum is one of the important aspects in formal education. It is as guideline for the teachers to execute the learning process and is also as a reference to every formal educational institution to provide qualified style of education. Based on administrative data of the school, every subject in SMP Negeri 5 Banda Aceh is taught based on the guideline of curriculum 2013. According to the curriculum, the teachers are required to guide or instruct the students. This is because the curriculum forcefully emphasizes the students' competence. Based on k13 curriculum, English is taught commencing from the first semester of the first grade. For each grade, English is taught for four hours per week

### **B. Data Interpretation and Analysis**

As mentioned earlier, the data was collected through the test of reading based on the curriculum of 2013. The questions were to find out the students' weaknesses in understanding the content of written materials available in book 1

of the curriculum 2013, selected to be questions, and the questions are constructed by the researcher.

There are some aspects to be focused on this test instrument, namely the students' comprehension on main idea, understanding function of "WH" question, understanding the conclusion of text, understanding supporting idea in the text, synonym, supporting detail, understanding the purpose of the story and generic structure of text.

### 1) Understanding Main Idea.

The question is about identifying main idea. The task of the student is to answer based on their understanding about main idea in the story. The question is *Which sentence best states the main idea of the story?* The alternatives answer (a) Hares look like Rabbits, (b) Hares have longer ears than Rabbits, (c) Hares and Rabbits share many characteristics, (d) Hares and Rabbit have distinct differences. The students who understand about main idea will be able to choose the best answer on their comprehension skill. The correct answer is (d) Hares and Rabbit have distinct differences.

**Table 4.1 Understanding Main Idea.**

The students who could answer correctly	2	11,1%
The students who could not answer correctly	16	88,%
N	18	100%

Based on the table, it was found that from 18 students who could answer correctly are 2 students (11, 1%) and those who could not answer correctly are 16

students (88, 8%). Based on this data, it can be said that most of student got problem in understanding the main idea.

## 2) Understanding the Text

The question is about the understanding of WH question (Which) on the text based on their understanding. The question is *Which would be the best title for this story?* The alternatives answer (a) The solitary Hare, (b) Don't call me a Rabbit, (c) All in the Rabbits family, (d) Bunnies and Laverets. The students who understand about the story will be able to choose the best answer on their comprehension skill. The correct answer is (b) Don't call me a Rabbit.

**Table 4.2 Understanding the Text**

The students who could answer correctly	3	16,6%
The students who could not answer correctly	15	83,3%
N	18	100%

As seen in the table, it was found that from 18 students who could answer correctly are 3 students (16,6%) and those who could not answer correctly are 15 students (83,3%). Based on this data, it can be said that most of student got problem in understanding the text.

## 3) Understanding the Conclusion

The question is about understanding the conclusion. The task of the student is to answer the question based on their understanding about the

conclusion of the story. The question is *Which of these is not a conclusion you can draw from a passage?* The alternatives answer (a) Baby Rabbits are called bunnies, (b) Hares are often mistakenly called rabbits, (c) Some Rabbits and Hares comes in different colors, (d) Baby Hares are less dependent at birth than baby. The students who understand about conclusion will be able to choose the best answer on their comprehension skill. The correct answer is (d) Hares are often mistakenly called rabbits.

**Table 4.3 Understanding the Conclusion**

The students who could answer correctly	2	11,1%
The students who could not answer correctly	16	88,8%
N	18	100%

As seen in the table, it was found that from 18 students who could answer correctly are 2 students (11,1%) and those who couldn't answer correctly are 16 students (88,8%). Based on this data, it can be said that most of student got problem in understanding the conclusion.

#### **4) Understanding the WH Question**

The question is about the understanding of WH question (Who) based on the text. The task of the student is to answer based on their understanding about the question of the text. The question is *Who is the winner of an English Poetry Reading Competition in Sempu?* The alternatives answer (a) Sue and Ayu, (b)

Dian Wahyu Winata, (c) Dian's friend, (d) Dian's teacher. The students who understand about the question of " Who " will be able to choose the best answer on their comprehension skill. The correct answer is (b) Dian Wahyu Winata.

**Table 4.4 Understanding WH Question**

The students who could answer correctly	12	66,6%
The students who could not answer correctly	6	33,3%
N	18	100%

As seen in the table, it was found that from 18 students who could answer correctly are 12 students (66,6%) and those who could not answer correctly are 6 students (33,3%). Based on this data, it can be said that only six students got problem in understanding the question.

### 5) Understanding WH Question

The question is about understanding WH question (when) based on the text. The task of the student is to answer the given question based on their understanding of the text. The question is *When did Dian met Sue and Ayu?* The alternatives answer (a) Before an English Poetry reading Competition, (b) When Dian invited Kang Guru, (c) On early February 2008, (d) When Sue and Ayu came. The students who understand about the question of "When" will be able to choose the best answer on their comprehension skill. The correct answer is (b) On early February 2008.



**Table 4.5 Understanding WH Question**

The students who could answer correctly	12	66,6%
The students who could not answer correctly	6	33,3%
N	18	100%

Based on the table, it was found that from 18 students who could answer correctly are 12 students (66,6%) and those who could not answer correctly are 6 students (33,3%). Based on this data, it can be said that only six students got problem in understanding WH question.

#### 6) Understanding WH Question

The question is about understanding WH question (where) based on the text. The task of the student is to answer based on their understanding of the text. The question is *Where does Dian live?* The alternatives answer (a) Maroon, (b) Kang Guru, (c) Genteng, (d) School. The students who understand about the question of "Where" will be able to choose the best answer on their comprehension skill. The correct answer is (a) Maroon.

**Table 4.6 Understanding WH Question**

The students who could answer correctly	15	83,3%
The students who could not answer correctly	3	16,6%
N	18	100%

Based on the table, it was found that from 18 students who could answer correctly is 15 students (83,3%), those who couldn't answer correctly 3 students (16,6%). Based on this data, it can be said that three students got problem in understanding WH question.

### 7) Understanding the Conclusion

The question is about understanding the conclusion. The task of the student is to answer based on their understanding about the conclusion of the story. The question is *Which statement is true based on the letter above?* The alternatives answer (a) Sue and Ayu have one question for Kang Guru, (b) Sue and Ayu live in Maron, (c) Dian Wahyu Dinata is not the winner of an English Poetry Reading, (d) The writer of the letter is Dian Wahyu Dinata. The students who understand about the story will be able to choose the best answer on their comprehension skill. The correct answer is (d) The writer of the letter is Dian Wahyu Dinata.

**Table 4.7 Understanding the Conclusion**

The students who could answer correctly	3	16,6%
The students who could not answer correctly	15	83,3%
N	18	100%

Based on the table, it was found that from 18 students who could answer correctly is 3 students (16, 6%), those who could not answer correctly 15 students (83, 3%). Based on this data, it can be said that most of student got problem in understanding the conclusion.

### 8) Understanding Supporting Idea

The question is about understanding the supporting idea. The task of the student is to answer based on their understanding about the story. The question is *What does the second paragraph tell you about?* The alternatives answer (a) Rohmi and her family, (b) Rohmi and her father (c) Rohmi and her brother, (d) Rohmi and her friend. The students who understand about supporting idea will be able to choose the best answer on their comprehension skill. The correct answer is (a) Rohmi and her family.

**Table 4.8 Understanding Supporting Idea**

The students who could answer correctly	13	72,2%
The students who could not answer correctly	5	27,7%
N	18	100%

It showed that from 18 students who could answer correctly are 13 students (72,2%) and those who could not answer correctly are 5 students (27,7%). Based on this data, it can be said only five students got problem in understanding supporting idea.

### 9) Understanding the Meaning

The question is about understanding the meaning. The task of the student is to answer based on their understanding about the meaning of the word. The question is *Rohmi and brother work **Part-time** to earn some money?* The

alternatives answer (a) Work for the whole of working week, (b) Work for only part of each day or week, (c) Work for the purpose of getting money as much as possible, (d) Work for family. The students who understand about the meaning will be able to choose the best answer on their comprehension skill. The correct answer is (b) Work for only part of each day or week.

**Table 4.9 Understanding the Meaning**

The students who could answer correctly	2	11,1%
The students who could not answer correctly	16	88,8%
N	18	100%

As seen in the table, from 18 students who could answer correctly is 2 students (11,1%), those who couldn't answer correctly 16 students (88,8%). Based on this data, it can be said that most of student got problem in understanding the meaning.

#### **10) Understanding WH Question**

The question is about understanding WH question (where) based on the text. The task of the student is to answer the question based on their understanding of the text. The question is *Where did the writer sit?* The alternatives answer (a) in front of Rohmi, (b) Behind Rohmi, (c) Next to Rohmi, (d) Far from Rahmi. The students who understand about the synonym wor will be able to choose the best answer on their comprehension skill. The correct answer is (c) Next to Rohmi.

**Table 4.10 Understanding the Synonym**

The students who could answer correctly	1	5,5%
The students who could not answer correctly	17	94,4%
N	18	100%

As seen in the table, from 18 students who could answer correctly is 1 students (5,5%), those who couldn't answer correctly are 17 students (94,4%). Based on this data, it can be said that most of student got problem in understanding WH question.

### 11) Understanding WH Question

The question is about the understanding of WH question (what) based on the text. The task of the student is to answer based on their understanding about the question of the text. The question is *What is Rohmi father job?* The alternatives answer (a) Part-time, (b) Pedicab driver, (c) Sell newspaper, (d) sell food. The students who understand about the story will be able to choose the best answer on their comprehension skill. The correct answer is (b) Pedicab driver.

**Table 4.11 Understanding WH Question**

The students who could answer correctly	10	55,5%
The students who could not answer correctly	8	44,4%
N	18	100%

As seen in the table, from 18 students who could answer correctly are 10 students (55,5%), those who could not answer correctly are 8 students (44,4%). Based on this data, it can be said only eight students got problem in understanding WH question.

### 12) Understanding the Purpose of the Text

The question is about the understanding of the purpose of the text. The task of the student is to answer based on their understanding about the question of the text. The question is *What is the purpose of text above?* The alternatives answer (a) To retell past event, (b) To amuse the readers, (c) to describe something specifically, (d) To tell how to make something. The students who understand about the purpose of text will be able to choose the best answer on their comprehension skill. The correct answer is (c) to describe something specifically.

**Table 4.12 understanding the Purpose of Text**

The students who could answer correctly	2	11,1%
The students who could not answer correctly	16	88,8%
N	18	100%

As seen in the table, from 18 students who could answer correctly are 2 students (11,1%), those who could not answer correctly are 16 students (88,85). Based on this data, it can be said that most of student got problem in understanding the purpose of the text.

### 13) Understanding the structure of text

The question is about understanding the structure of text. The question is about the understanding of the purpose of the text. The task of the student is to answer based on their understanding about generic structure of the text. The question is *What is generic structure of text above is?* The alternatives answer (a) Identification-Description, (b)Description-Identification, (c) Orientation-Identification, (d) Classification-Description. The students who understand about conclusion will be able to choose the best answer on their comprehension skill. The correct answer is (a) Identification-Description.

**Table 4.13 Understanding the text**

The students could answer correctly	2	11,1%
The students who could not answer correctly	16	88,8%
N	18	100%

As seen in the table, From 18 students who could answer correctly is 2 students (11,1%), those who could not answer correctly 16 students (88,8%). Based on this data, it can be said that most of student got problem in understanding the structure of text.

#### 14) Understanding the text

The question is about understanding the text. The task of the students is to answer based on their understanding the context related the text. The question is *What is the text about?* The alternatives answer (a) invitation on birthday, (b) To say good by, (c) asking help, (d) To explain about Mentari Residence. The students who understand the text will be able to choose the best answer on their comprehension skill. The correct answer is (a) *invitation on birthday*.

**Table 4.14 Understanding the text**

The students could answer correctly	15	83,3%
The students who could not answer correctly	3	16,6%
N	18	100%

As shown in the table, From 18 students who could answer correctly is 15 students (83, 3%), those who could not answer correctly 3 students (16,6%). Based on this data, it can be said that only three students got problems in understanding the text.

#### 15) Understanding WH Question

The question is about the understanding of WH question (Who) based on the text. The task of the student is to answer based on their understanding about the question of the text. The question is *Who is invited to the party?* The alternatives answer (a) Beni, (b) Lina, (c) Mentari, (d) Muchtar. The students who understand



about the story will be able to choose the best answer on their comprehension skill. The correct answer is (a) *Beni*.

**Table 4.15 understanding WH Question**

The students could answer correctly	16	88,8%
The students who could not answer correctly	2	11,1%
N	18	100%

As seen in the table, from 18 students who could answer correctly is 16 students (88,8%), those who could not answer correctly 2 students (11,1%). Based on this data, it can be said that only two students got problems in understanding the question of “Who” based on the text .

#### **16) Understanding WH Question**

The question is about the understanding of WH question (what) based on the text. The task of the student is to answer based on their understanding about the question of the text. The questions is *According to the invitation, Lina is ..... years old*. The alternatives answer (a) 13, (b) 14, (c) 15, (d) 16. The students who understand about the story will be able to choose the best answer on their comprehension skill. To be the correct answer is (b) *14*.

**Table 4.16 understanding WH questions**

The students could answer correctly	15	83,3%
The students who could not answer correctly	3	16,6%
N	18	100%

As seen in the table, from 18 students who could answer correctly is 15 students (83,3%), those who could not answer correctly 3 students (16,6%). Based on this data, it can be said that only three students got problems in understanding the question based on the text.

### 17) Understanding WH Question

The question is about the understanding of WH question (where) based on the text. The task of the student is to answer based on their understanding about the question of the text. The question is *Where will the party take place?* The alternatives answer (a) Mentari Residence, (b) Lina House, (c) In the school, (d) Building. The students who understand about the story will be able to choose the best answer on their comprehension skill. The correct answer is (a) *Mentari Residence*

**Table 4.17 Understanding WH question**

The students could answer correctly	15	83,3%
The students could not answer correctly	3	44,4%
N	18	100%

As seen in the table, from 18 students who could answer correctly is 15 students (83,3%), those who could not answer correctly 3 students (16,6%). Based on this data, it can be said that only three students got problems in understanding the question of “Where” based on the text.

### 18) Understanding WH Question

The question is about the understanding of WH question (where) based on the text. The task of the student is to answer based on their understanding about the question of the text. The question is *The party will be held on?* The alternatives answer (a) Thursday, (b) Sunday, (c) Monday, (d) Saturday. The students who understand about the story will be able to choose the best answer on their comprehension skill. The correct answer is *(d) Saturday*.

**Table 4.18 Understanding WH question**

The students answered correctly	13	72,2%
The students who couldn't answer correctly	5	27,7%
N	18	100%

As seen in the table, from 18 students who could answer correctly is 13 students (72,2%), those who could not answered correctly 5 students (27,7%). Based on this data, it can be said that only five students got problems in understanding the question based on the text

### 19) Understanding WH Question

The question is about the understanding of WH question (what) based on the text. The task of the student is to answer based on their understanding about the question of the text. The question is *what time the party will be held on?* The alternatives answer (a) at 3-5 p.m, (b) on Sunday, (c) In the morning, (d) Next week. The students who understand about the story will be able to choose the best answer on their comprehension skill. To be the correct answer is *(a) at 3-5*

**Table 4.19 Understanding WH Question**

The students answered correctly	9	50%
The students couldn't answer correctly	9	50%
N	18	100%

As seen in the table, from 18 students who could answer correctly is 9 students (50%), those who could not answer correctly 9 students (50%). Based on this data, it can be said that half students got problems in understanding the question of "What" based on the text.

#### **20) Understanding WH Question**

The question is about the understanding of WH question (what) based on the text. The task of the student is to answer based on their understanding about the question of the text. The questions is *what is the text tell us about?* The alternatives answer (a) Mutia activity, (b) Mother prepares breakfast, (c) School, (d) Mutia family. The students who understand about the story will be able to choose the best answer on their comprehension skill. The correct answer is (a) *Mutia activity*.

**Table 4.20 Understanding WH Question**

The students answered correctly	11	61,1%
The students who couldn't answer correctly	7	38,8%
N	18	100%

As seen in the table, from 18 students who could answer correctly is 11 students (61,1%), those who could not answer correctly 7 students (38,8%). Based on this data, it can be said that only seven students got problems in understanding the information in the text.

### 21) Understanding WH Question

The question is about the understanding of WH question (what) based on the text. The task of the student is to answer based on their understanding about the question of the text. The question is *What time does Mutia get up?* The alternatives answer (a) 6 o'clock, (b) 7 o'clock, (c) 8 o'clock, (d) 9 o'clock. The students who understand about the story will be able to choose the best answer on their comprehension skill. The correct answer is (a) *6 o'clock*.

**Table 4.21 Understanding WH Question**

The students could answer correctly	14	77,7%
The students could not answer correctly	4	22,2%
N	18	100%

As seen in the table, from 18 students who could answer correctly is 14 students (77,7%), those who could not answer correctly 4 students (22,2%).Based on this data, it can be said that only students got problems in understanding the question of "What" based on the text.

### 22) Understanding WH Question

The question is about the understanding of WH question (what) based on the text. The task of the student is to answer based on their understanding about

the question of the text. The question is *What does Mutia do after she gets up?* The alternatives answer (a) makes her bed, (b) preparing breakfast, (c) going to school, (d) help mother. The students who understand about the story will be able to choose the best answer on their comprehension skill. The correct answer is (a) *makes her bed*

**Table 4.22 Understanding WH Question**

The students could answer correctly	11	61,1%
The students who could not answer correctly	7	38,8%
N	18	100%

As seen in the table, from 18 students who could answer correctly is 7 students (38, 8%), those who could not answered correctly 11 students (61,1%). Based on this data, it can be said that eleven students got problems in understanding the question of “What” based on the text. the question of “What” based on the text.

### 23) Understanding WH Question

The question is about the understanding of WH question (who) based on the text. The task of the student is to answer based on their understanding about the question of the text. The question is *Who prepares the breakfast for family?* The alternatives answer (a) Mutia, (b) Mutia and Mother, (c) mother, (d) family. The students who understand about the story will be able to choose the best answer on their comprehension skill. The correct answer is (b) *Mutia and mother*.

**Table 4.23 Understanding WH Question**

The students could answer correctly	7	38,8%
The students who could not answer correctly	11	61,1%
N	18	100%

As seen in the table, from 18 students who could answer correctly is 7 students (38, 8%), those who could not answer correctly 11 students (61, 1%). Based on this data, it can be said that eleven students got problems in understanding WH question.

#### 24) Understanding WH Question

The question is about the understanding of WH question (Who) based on the text. The task of the student is to answer based on their understanding about the question of the text. The question is *Who accompanies mutia goes to school?* The alternatives answer (a) her teacher, (b) her sister, (c) her mother, (d) her father. The students who understand about the story will be able to choose the best answer on their comprehension skill. The correct answer is (c) *her mother*.

**Table 4.24 Understanding WH Question**

The students could answered correctly	11	61,1%
The students who could not answer correctly	7	38'8%
N	18	100%

As seen in the table, from 18 students who could answer correctly is 11 students (61,1%), those who could not answer correctly 7 students (38,8%). Based

on this data, it can be said that only seven students got problems in understanding WH question.

### 25) Understanding WH Question

The question is about the understanding of WH question (Who) based on the text. The task of the student is to answer based on their understanding about the question of the text. The question is *What does Mutia do after arrives in the school?* The alternatives answer (a) says hello to her teacher, (b) enters the class, (c) talks to her friend, (d) goes to canteen. . The students who understand about the story will be able to choose the best answer on their comprehension skill. The correct answer is *(b) says hello to her teacher.*

**Table 4.25 Understanding WH Question**

The students could answer correctly	7	38,8%
The students could not answer correctly	11	61,1%
N	18	100%

As seen in the table, from 18 student who could answer correctly is 7 students (38, 8%), those who could not answer correctly 11 students (61, 1%). Based on this data, it can be said that eleven students got problems in understanding WH question.

### C. Discussion

Based on the analysis of the data, the researcher would like to discuss about the research question in this study. The first research question is “what are students’ weaknesses in reading based on diagnostic test?”. To answer this



research question, the researcher conducted tests, which is called diagnostic testing to find out the problem that happens in learning-teaching process. The diagnostic test was given to the students in the first meeting.

The result of the data showed the students' weaknesses in the data analysis, it indicated most students did not have serious problems (less than 50%) in understanding reading text. In spite of that the students faced serious problem in understanding main idea, synonym word, the purpose of the text, structure and the conclusion of the text.

Then, to answer the second research question, which is "What is the most frequent problem faced by the students' in reading based on diagnostic test?", the researcher found that the most frequent problem faced by students is understanding synonym word.

Based on the explanation above, it can be concluded that using Diagnostic is an effective way to measure the students' capability before starting the teaching learning process. It can also be considered that the weaknesses in reading can be detected by using diagnostic test before learning English. Furthermore, the researcher concluded that Diagnostic test could make students' learning reading easily.

b



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings of this research, stated in chapter IV, it can be concluded that most of the students at SMP 5 Banda Aceh did not have serious problems in understanding reading especially reading text. Meanwhile, they faced problems in understanding synonym word. It was proved by the results of the test of the reading question which were given to the students. Thus, it can be concluded that the use of diagnostic test to 8<sup>th</sup> grade of SMP 5 Banda Aceh helps the researcher to find out students' weaknesses in reading

#### B. Suggestion

To increase the quality of teaching and learning process, the researcher offers the following suggestion:

1. The researcher suggests the other researchers to perform diagnostic test in other levels of students such as, Senior High School and university students.
2. The researchers are also suggested to provide solution after knowing the weaknesses of the students' as they read the finding of this study.
3. The researcher suggest that the diagnostic test to be administered in other English skills e. g listening, speaking and writing.

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**FAKULTAS TARBİYAH DAN KEGURUAN**  
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Nomor : Un.08/TU-FTK/ TL.00/ 795 / 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

Nama : Muna Warah  
NIM : 231 222 655  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
Ala m a t : Sp. Surabaya Banda Aceh

Untuk mengumpulkan data pada:

**SMP Negeri 5 Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Exploring Students' Weaknesses in Reading Through Diagnostic Test**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Banda Aceh, 17 Januari 2017

An. Dekan,

Kepala Bagian Tata Usaha,

**M. Said Farzah Ali, S.Pd.I.MM**

**NIP. 19690703 200212 1 001**

BAG.UMUM BAG.UMUM

Kode: 4577





SURAT IZIN  
NOMOR: 074/A4/3014

IZIN PENELITIAN

Dasar : Surat dari Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh, Nomor : Un.08/TU-FTK/TL.00/795/2017 tanggal 17 Januari 2017, hal Mohon Izin untuk mengumpulkan data Menyusun Skripsi .

MEMBERI IZIN

Kepada :  
Nama : **Muna Warah**  
NIM : 2312226555  
Prodi : Pendidikan Bahasa Inggris  
Semester : IX  
Untuk : Mengumpulkan data di SMP Negeri 5 Banda Aceh dalam rangka penyusunan skripsi dengan judul :

**“ EXPLORING STUDENTS WEAKNESSES IN READING THROUGH DIAGNOSTIC TEST”**

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Tidak dibenarkan melakukan penelitian dan atau pengambilan data pada kelas IX.
3. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil penelitian sebanyak 1 (satu) eksemplar ke Dinas Pendidikan dan Kebudayaan Kota Banda Aceh.
4. Surat ini berlaku sejak tanggal 24 Januari s.d 23 Februari 2017.
5. Diharapkan kepada mahasiswa yang bersangkutan agar dapat menyelesaikan penelitian tepat pada waktu yang telah ditetapkan.
6. Kepala sekolah dibenarkan mengeluarkan surat keterangan telah melakukan penelitian hanya untuk mahasiswa yang benar-benar melakukan penelitian.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 24 Januari 2017.

a.n. KEPALA DINAS PENDIDIKAN DAN  
KEBUDAYAAN KOTA BANDA ACEH,  
KABID PEMBINAAN SMP,

  
**DRS. H. AMIRUDDIN**

Pembina Tk I

NIP. 19660917 199203 1 003

**Tembusan :**

1. Dekan FTK UIN Ar-Raniry
2. Kepala SMP Negeri 5 Banda Aceh
3. Arsip.



**PEMERINTAH KOTA BANDA ACEH  
DINAS PENDIDIKAN DAN KEBUDAYAAN**

**SMP NEGERI 5**

JALAN SULTAN ISKANDAR MUDA GP.LAMBUNG  
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Kode Pos: 23233

**SURAT KETERANGAN PENELITIAN**


NOMOR : 074 / 026 / 2017


Kepala Sekolah Menengah Pertama (SMP) Negeri 5 Banda Aceh, Kecamatan Meuraxa Kota Banda Aceh Propinsi Aceh, menerangkan bahwa :

Nama : **Muna Warah**  
N I M : 3212226555  
Prodi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Universitas Islam Negeri Ar-Raniry  
Jenjang : S – 1

Benar nama yang tersebut diatas, telah mengadakan penelitian/ mengumpul data pada SMP Negeri 5 Banda Aceh untuk penyusunan skripsi dengan Judul : **"EXPLORING STUDENTS WEAKNESSES IN READING THROUGH DIAGNOSTIC TEST"** pada tanggal 25 Januari 2017 sesuai surat dari Dinas Pendidikan dan Kebudayaan Kota Banda Aceh Nomor : 074/A.4/3014 tanggal 24 Januari 2017 dan telah dilaksanakan dengan baik.

Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Banda Aceh, 31 Januari 2017  
Kepala  
  
**Rima Afriani, S.Pd, M.Pd**  
NIP. 19720519 199701 2 002



**Jawablah pertanyaan-pertanyaan di bawah ini dengan memberi tanda silang (x) pada salah satu jawaban yang paling benar pada huruf A, B, C, atau D.**

Although they look similar, a hare is not a rabbit. There are several distinctions.

First, hares are larger than rabbit. They also have longer ears and much longer back legs. Next, unlike rabbits, hares generally live alone. They do not burrow like rabbit, but rather lay in grass in what is called “forms” indentations that keep the form of animal. Like rabbits, hares come in a wide range of colors.

Baby hares are called leverets. Unlike bunnies, they are born with their eyes open and can use their powerful legs very soon after they are born.

1. Which sentence best states the main idea of the story?
  - a. Hares look like rabbits.
  - b. Hares have longer ears than rabbits.
  - c. Hares and rabbits share many characteristics.
  - d. Hares and rabbits have distinct differences.
2. Which would be the best title for this story?
  - a. The solitary hare
  - b. Don't call me a Rabbit
  - c. All in the Rabbit family
  - d. Bunnies and Leverets

3. Which of these is not a conclusion you can draw from the passage?
- Baby rabbits are called bunnies
  - Hares are often mistakenly called rabbits.
  - Some rabbits and hares come in different colors.
  - Baby hares are less dependent at birth than baby rabbits.

Bacalah teks dibawah ini dan jawablah pertanyaan dari nomor 4 sampai 7.

*Dear,*

*Hi! My name is Dian Wahyu Dinata. I'm the winner of an English Poetry Reading Competition in Sempu. I live in Maron. I was very happy to meet Sue and Ayu on early February 2008. I'm very comfortable speaking English with you. I have one question for Kang Guru when I can invite KG to our school in SMP Genteng.*

*Dian Wahyu Dinata*

*Sempu,*

*EAST*

*Banyuwangi*

*JAVA*

4. Who is the winner of an English Poetry Reading Competition in Sempu?
  - a. Sue and Ayu
  - b. Dian Wahyu Dinata
  - c. Dian's friends
  - d. Dian's teacher
  
5. When did Dian meet Sue and Ayu?
  - a. Before an English Poetry Reading Competition
  - b. When Dian invited Kang Guru
  - c. On early February 2008
  - d. When Sue and Ayu came
  
6. Where does dian live?
  - a. Maron
  - b. Kang Guru
  - c. Genteng
  - d. School
  
7. Which statement is TRUE based on the letter above?
  - a. Sue and Ayu have one question for Kang Guru
  - b. Sue and Ayu live in Maron
  - c. Dian Wahyu Dinata is not the winner of an English Poetry Reading Competition
  - d. The writer of the letter is Dian Wahyu Dinata

Bacalah teks dibawah ini dan jawablah pertanyaan dari nomor 8 sampai 13.

I have a special friend. She is my classmate and sits beside me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspaper and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

8. What does the second paragraph tell you about?
  - a. Rohmi and her family
  - b. Rohmi and her father
  - c. Rohmi and her brother
  - d. Rohmi and her friends
  
9. . "...Rohmi and her brother work part-time to earn some money."  
What do the underlined words mean?
  - a. Work for the whole of working week
  - b. Work for only part of each day or week
  - c. Work for the purpose of getting money as much as possible
  - d. Work for family

10. Where did the writer sit?
- a. In front of Rohmi
  - b. Behind Rohmi
  - c. Next to Rohmi
  - d. Far from Rohmi
11. What is Rohmi father job
- a. Part time
  - b. Pedicab
  - c. Sell newspaper
  - d. Sell food
12. What is the purpose of the text above?
- a. To retell past event
  - b. To amuse the readers
  - c. To describe something specifically
  - d. To tell how to make something
13. . Generic Structure of the text above is .....
- a. Identification – Description
  - b. Description – Identification
  - c. Orientation – Identification
  - d. Classification – Description

Bacalah teks dibawah ini dan jawablah pertanyaan dari nomor 14 sampai 20

To : Beni

YOU'RE INVITED !

Please come to my 14<sup>TH</sup> birthday party  
which will be held on :

Saturday

November 8<sup>th</sup> 2017

3-5 p. m

Mentari residence

Jl. Serma Muctar No. 97

R.S.V.P, please contact (021) 2223344

Love

Lina

14. What is the text about?
- a. invitation on birthday
  - b. to say good bye
  - c. asking help
  - d. to explain about the Mentari residence
15. Who is invited to the party?
- a. Beni
  - b. Lina
  - c. Mentari
  - d. Muchtar



16. According to the invitation, Lina is ..... years old.

- a. 13
- b. 14
- c. 15
- d. 16

17. Where will the party take place?

- a. Mentari Residence
- b. Lina's house
- c. at school
- d. building

18. The party will be held on .....

- a. Thursday
- b. Sunday
- c. Monday
- d. Saturday

19. What time the party will be held?

- a. At 3-5 p. m
- b. On Sunday
- c. In the morning
- d. Next week

**Bacalah teks dibawah ini dan jawablah pertanyaan dari nomor 20 sampai 25.**

Mutia gets up early in the morning at 6 o'clock. She makes her bed. Then, she helps her mother in the kitchen to prepare the breakfast for family. Then, she goes to school with her mother. In the school she says hello to her teacher before entering to classroom. She learns with her friend in the class.

20. What is the text tell us about?
  - a. Mutia's activity
  - b. Mother prepares breakfast
  - c. School
  - d. Mutia's family
21. What time does Mutia get up?
  - a. 6 o'clock
  - b. 7 o'clock
  - c. 8 o'clock
  - d. 9 o'clock
22. What does Mutia do after she gets up?
  - a. makes her bed
  - b. prepares her breakfast
  - c. goes to school
  - d. helps mother

23. Who prepares the breakfast for the family

- a. Mutia
- b. Mutia and mother
- c. mother
- d. family

24. Who accompanies Mutia go to school?

- a. her teacher
- b. her sister
- c. her mother
- d. her father

25. What does Mutia do after she arrives in the school?

- a. says hello to her teacher
- b. enters to the classroom
- c. talks to her friends
- d. goes to canteen

## **AUTOBIOGRAPHY**

### **Personal Identity**

Name : Muna Warah  
Place and Date of Birth : Samalanga, february 19<sup>th</sup> 1995  
Sex : Female  
Religion : Islam  
Nationality : Indonesian, Acehnese  
Marital Status : Single  
Occupation : Student  
Address : Jl. T Chiek ditiro no. 7 Sp. Surabaya Arief, Banda  
Aceh  
Email : monacew1@gmail.com

### **Parent**

Father's Name : Fadhli Alatif  
Mother's Name : Rajiati Ramli  
Occupation : Civil Servant  
Address : Jurong Binjee. Kec. Sp.Mamplam , Kab. Bireuen

### **Educational Background**

Kindergarten : TK Al Ikhlas, Sp.Mamplam (1999-2000)  
Primary School : SDN. 10 Blang Mane, Sp. Mamplam (2000-2006)  
Junior High School : MTS Jeumala Amal, Pidie Jaya (2006-2009)  
Senior High School : MAS Jeumala Amal, Pidie Jaya (2009-2012)  
University : UIN Ar-Raniry (2012-2017)

Banda Aceh, January 18<sup>th</sup> 2017

Muna Warah