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EXPLORING THE LEVELS OF COMPREHENSION IN THE READING PASSAGES IN SOME SELECTED READING TEXTBOOKS FOR JUNIOR HIGH SCHOOL

A THESIS

Submitted to English Language Teaching Department,
Tarbiyah and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute
Cirebon

In Partial Fulfillment of The Requirements of Undergraduate Degree



by:

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CIREBON

2015



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ABSTRACT

Diayatul Khoiriyah (14111330137) Exploring The Levels Of Comprehension In The Reading Passages In Some Selected Reading Textbooks For Junior High School

This study was intended to cover the types of text and levels of comprehension in the some selected reading textbooks for junior high school. The selected reading textbooks are Further Stories for Reading Comprehension A and Reading Comprehension 4. The investigation was centered on the purpose of reading by Grabe and Stoller (2002), Levels of Comprehension by Westwood (2001) and typology text by Ferencik (2004). And then, this investigation positioned into qualitative research using document analysis.

The result shows the selected reading textbooks were has different type's texts and also levels comprehension. 1) There are six types of texts; Narrative text, recount text, report text, procedure text, spoof text and then poem. 2) There are levels of comprehension in the some selected reading textbooks which analyzed; Literal, Interpretative, Applied and Appreciate. Then, the most numbers of levels of comprehension is literal and interpretative level and some of them included into applied and appreciate level.

Keyword: Reading Comprehension, Typology Text and Levels of Comprehension.



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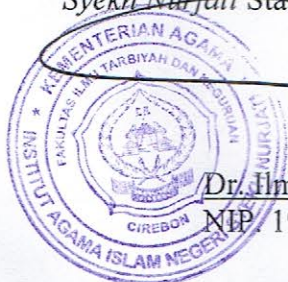
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RATIFICATION

This thesis entitled **“Exploring The Levels Of Comprehension In The Reading Passages In Some Selected Reading Textbooks For Junior High School”** written by Diyatul Khoiriyah, student number 14111330137 has been examined on 28th August 2015. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon

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CHAPTER I INTRODUCTION

This chapter preview of thesis which discussed research background, focus on study, formula of the research, aims of the research, significant of the research, previous study, theoretical foundation, the objective of the research, the place and time of the research, source of data, the method of the research, technique of collecting data, the instrument of collecting data, the technique of analysis data.

1.1 Research Background

This study investigated the level of comprehension on some readings' textbook. Reading itself is an activity that does by many people. Reading is an association to us to get some information in the world. By reading we can get much knowledge. And our prophet Muhammad SAW has got the first vision from God is Surah "Iqra" that has meaning reading. So we should make a reading activities is our hobby, because as the written before reading is the important one for people who want to know and get many information. There is a maxim in Indonesian that said that "by reading we can open *Cakrawala Dunia*".

According to Grabe and Stoller (2013:3) "reading is the ability to draw meaning from the printed page and interpret this information appropriately." From that statement reading is the activity to find and get information from the text. And then, by reading we can do anything like make decision, share our knowledge and also reading is make us be special person because we can make a decision or statements to another person by shared what we have read.

And then, according to Harmer (2001:68) "reading is useful for other purposes too: any exposure to English (provided students understood more or less) is good thing for language students." So, from that statement, reading has many function or profit for us. And then according to Tarigan (2008:9) reading has purpose to search and get information, include content and comprehend the meaning of text. So, by reading we will improve our knowledge, and we will have a strong foundation if we share our idea to another person.

In reading, we are need an understanding or comprehension to get the information of the text. Comprehension of reading has level, but some students especially for junior high school cannot achieve that level of comprehension. And then, some of them also don't know about types of text that they read. So that, the researcher interested to do this investigation and also the researcher want to give some solution about that phenomena.

In this study also analyzed the four of level comprehensions in each reading textbooks. The four level comprehensions are literal, interpretative, applied and appreciate. This investigation has purpose to know what the level of comprehension that use in the reading textbooks and apply them on the different level of their ability.

And then, the researcher wrote this research because the researcher want to investigate and explore the levels of comprehension in the reading textbooks that be used for students of junior high school. Besides that the researcher also wants to know types of text included in the reading textbooks for junior high school.

Reading has many purposes and function like said by Grabe and Stoller (2013:6) that the purpose of reading is the explained further about the next topic or sections of the chapter. And also other purposes of reading are reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write (or search for information needed for writing), reading to critique texts, reading for general comprehension. If we more read a text so we will search the next information of that text so that we can get information that more deeply. And then if someone wants to write about something he or she should more read.

1.2 Limitation of Problem

Based on the phenomena that rise in the background, the researcher decided to investigate the level comprehension on reading textbook for Junior High School and the level comprehension in parts of reading; cognitive process and social process.



So, the researcher just analyzed the level comprehension on reading's textbook in two books. The books are Further Stories for Reading Comprehension and Reading Comprehension 4. (See Appendix I & II)

1.3 Formula of the Research

The formulations of the problem that have investigated in this research were:

1. What types of texts are included in the selected reading textbooks?
2. How do questions in the reading passage reflect the level of comprehension?

1.4 Aims of the Research

The aims of the research that have investigated by researcher in this research were:

1. To investigate types of texts that include in the selected reading textbooks
2. To explore how the questions in the reading passage reflect the level of comprehension is

1.5 Significant of the Research

Theoretically, the benefit of this research is to explore the level comprehension on reading's textbook at Junior high school and also to explore the level comprehension in both part of reading that are reading as a cognitive process and social process.

Partially, from this research the people will know the level of each textbook that investigated by the researcher and then they can apply to teach someone else based on the degree of them.

1.6 Previous Study

Some studies have investigated on Reading area, first talked about is talked about an analyzing of Structure strategy interventions: Increasing reading comprehension of expository text by Meyer Ray (2011), on this study those researchers was reviewed of the literature of their investigate about the effects of text structure instruction of the structure strategy to increase reading



comprehension of expository texts to structure strategy interventions. Strategy interventions employ modeling, practice, and feedback to teach students how to use text structure strategically and eventually automatically. The second is about Reading Skills and Strategies: Assessing Primary School Students' Awareness in L1 and EFL Strategy Use by Griva (2014), here she had investigated about the reading awareness, reading strategies, reading difficulties on primary school students. She proved that girls be more aware of their reading strategies use with the boys reporting a more frequent use in L1 and EFL.

Next studies is the Role of Dimensions of Lexical Repertoire in Reading Comprehension and Incidental Vocabulary Acquisition by Faezi Varandi (2013), from this research they have cried out to investigate the relationship between dimensions and lexical repertoire, breadth and depth of vocabulary knowledge, incidental vocabulary learning on reading comprehension. The fourth is from Bakhtiyarzadeh (2012) about an analysis of Pragmatic Meaning and EFL Learners' Text-understanding Ability, here the researcher had investigated about the ability to comprehend any reading text requires interpreting text through making accurate connection between the linguistic representations or meaning of words and sentences and their pragmatic outcomes, pragmatic meaning and semantics meaning.

The fifth is about an analysis EFL Reading Comprehension Textbooks at University Level: A Critical Thinking Perspective by Reza Matou (2012), from this study is the researcher had investigated about how frequently critical thinking is used in EFL Reading Comprehension textbooks at university level in Iran.

From previous studies above, the researcher has same topic with Reza Matou, it is investigate the reading comprehension textbooks. But, both them have different in the subject that investigate. Reza Matou had investigated on how frequently critical thinking is used EFL, but the researcher will investigate the level comprehension of that textbooks.



1.7 Theoretical Foundation

1.7.1 Reading

According to Grabe and Stoller (2002:3), reading is ability to draw meaning from the printed page and interpret this information appropriately. By reading people will know everything in this world they will have knowledge about something if they read and they can comprehend the message from the text. According to Grabe and Stoller (2002:6) reading also has seven purposes, such as:

- a. Reading to search for simple information
- b. Reading to skim quickly
- c. Reading to learn from text
- d. Reading to integrate information
- e. Reading to write
- f. Reading to critique text, and
- g. Reading for general comprehension

Because reading is ability, so that ability should build when the people still young, as adopted from Nation (2009:3), when native-speaking children start to learn to read, they already have a large vocabulary of several thousand words which includes most of the words they will meet in early reading. And then, according to Tarigan (2008: p.9), the general purpose of reading is to search and gets information include the content of text and comprehend the text. So, we have known that if people much reading so they will be a good people and has large of knowledge.

1.7.2 Comprehension

A person called has large of knowledge if they can understand the message of the text that they read, they can comprehend, translate and interpret the text. According to Snow (2002: p.11), “reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”



According to Westwood (30-31:2001), comprehension has four levels, such as literal level, inferential level, critical level and creative level. The four levels will describe in the following:

a. **Literal level**

At the literal level the basic facts are understood. For example, knowing that the

Lady's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbors are noisy; she has complained to the landlord before. This information is contained explicitly within the text.

According to Jose, et al (2013), they defined that literal is "what is actually stated, fact and details, rote learning and memorization and understanding only." And then, the criteria of literal level are as follow:

- 1) The test in this category is objective test dealing with true or false, multiple choice and fill in the blank question.
- 2) Use common question like what, where, when and who.

b. **Interpretative level**

At the interpretative level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbors to be less noisy, that he will sort the matter out for her. It can also be inferred that things may not improve even if the landlord does complain. The reader also gathers that the landlord is becoming a little frustrated or irritated by Miss Chow's complaints.

According to Jose, et al (2013), inferential or interpretative is "what is implied or meant, rather than what is actually stated, drawing inferences, tapping into prior knowledge/experience, attaching new learning to old information, making logical leaps and educated guesses and reading between the lines to determine what is meant by what is stated." The test in this category is subjective test and the types of question asked are open ended, thought-provoking questions like why, what if and how.



c. **Applied level**

At the applied level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. For example, when Miss Chow's landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbor, the reader knows he could be exaggerating. Critical and inferential reading together probably makes the reader feel that moving up to the 18th floor may not suit Miss Chow and it is not a good solution.

But according to Jose, et al (2013), the third levels of comprehension is applied. In this level we are analyzing or synthesizing information and applying it to other information. In this level we are analyzing or synthesizing the information and applying it to other information.

d. **Appreciate level**

At the appreciate level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant makes noise and the landlord receives complaints, the tenant will be asked to leave within one week. The reader might also be able to suggest other ways of dealing with Miss Chow's problem; or might write a short story indicating what happens next time Miss Chow is disturbed by her neighbors.

According to Jose, et al (2013), the fourth level of comprehension is appreciate. In this level the comprehension is more abstract and is based on a deeper understanding and even emotional reactions to the authors language, ideas, imagery and values.

1.7.3 Typology Text

As the researcher writes before that this investigation will analysis the level of comprehension on readings' textbooks. Here, the researcher wills analysis the types of text or typology text. According to Ferencik(2004), typology text is concerned with the identification of the criteria leading to the classification



(typology) of texts (or text types, text classes, styles, genres). They consider their empirically based text classification firmly rooted in the structural-functional theory of text (toward which language users intuitively orient) as a viable approach since it integrates the criteria of communicative function, situation (context) and strategy.

1) Functional Classification

The functional classification identifies illocutionary text types according to the type of the dominating illocutionary act: representative or assertive type, directive type, expressive type, commissive type, and declarative or performative type.

2) Situational Classification

The situational classification sorts out texts according to the sphere of activity and form of communication.

3) Strategic Classification

The strategic classification deals primarily with the topic and the ways of its expansion: (narrative, descriptive, and argumentative).

➤ Narration, considered to be the most common and culture-universal genre.

According to Amir (2015) there are four types of text that included into Narration, such as: Narrative Text, Recount Text, News Items Text and Anecdote Text.

- Narrative text

According to Doddy, et.al (2008:50) the social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. And then narrative also has a generic structure, there are:

- Orientation: sets the scene and introduces the participants.
- Complication: a crisis arises.
- Resolution: the crisis is resolved, for better or for worse.



- Recount text
According to Doddy, et.al (2008:24) the social function of recount text is to retell events for the purpose of informing or entertaining. And then, the generic structure of recount are:
 - Orientation: provides the setting and introduces participants
 - Events: tell what happened, in what sequence
 - Re-orientation: optional-closure of events

- News Item text
According to an article (www.kuliahbahasainggris.com:2015) News items is a text that informs the readers about newsworthy or important events of the day. Then, the purpose of news item text is to inform the readers about newsworthy or important events of the day. Like another text, news item also has generic structure, there are:
 - Main Event/Newsworthy Event
 - Background Event/Elaboration
 - Source

- Anecdote text
According to an article (www.kuliahbahasainggris.com:2015) the purpose of anecdote text is to retell about an odd event and to entertain the reader. The generic structure of anecdote text is abstract, orientation, crisis and reaction/incident.

- Description of a static type lists (enumerates) typical features of an object or topic described in an orderly fashion: from more to less important features, from a whole to its parts, from the outside to the inside, etc. according to Amir (2015) description has three types of text, such as: Descriptive Text, Report Text and Explanation Text.

- Descriptive text



According to Doddy, et.al(2008:128) the function of descriptive text is to describe a particular person, place or thing. And then the generic structures of descriptive text are:

- Identification: identifies phenomenon to be described.
- Description: describes parts, qualities, characters.

- Report text

According to Priyana, et.al(2008:14) the purpose of report text is presenting information about something. The generic structures of report text are: General information and Bundles of more specific information.

The common grammatical of report text are:

- Use of general nouns
- Use of relating verbs to describe features
- Some use of action verbs when describing behavior
- Use of timeless present tense to indicate usualness
- Use of technical terms
- Use of paragraphs with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus of the clause.

- Explanation text

According to an article (www.kuliahbahasainggris.com:2015) the purpose of explanation text is to tell the process of event or phenomena.

The generic structures of explanation text are: general statement, sequenced of explanation and closing. The language features of explanation text are:

- Use simple present
- Use abstract noun
- Use Passive voice
- Use Actionverb



➤ Argumentation, a process whereby a disputable position is supported. According to Amir (2015) types of text of argumentation are: Discussion Text, Analytical Exposition Text and Hortatory Exposition Text.

- Discussion text

According to an article (www.kuliahbahasainggris.com:2015) the purpose of discussion text is to solve the problem or issue. The generic structures of discussion text are: issue, supporting point, contrasting point and conclusion or recommendation.

The language features of discussion text are:

- Use simple present tense
- Use modalities
- Use additive, contrastive and casual connection

- Analytical Exposition text

According to Priyana, et.al (2008:74) analytical exposition text is proposes or suggests a certain topic which may show either pros or cons, not both. This type of writing consists of:

- Opinion/ proposal of something or what is usually called a thesis
- Reasons behind the proposal or argument or what is called argument
- Reiteration (topics that are discussed again in the end of the text (optional)). It has the purpose of persuading the reader with its argument. It also explains how and why the argument is proposed

- Hortatory Exposition text

According to Priyana, et.al (2008:132) the purpose of hortatory exposition texts is to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation. And then, the elements of hortatory exposition texts are:



- The general statement of topic discussed.
- Arguments which are arranged according to the writer's choice. Usually it is based on the criteria of weak and strong arguments.
- Suggestion which contains what should or should not happen.

4) Genres

Speech events of the same type are identified as belonging to particular genres (schemes, schemata, discourse structures, macro-structures, and rhetorical structures), e.g., 'simple': conversations, speeches, poems, reports, letters, essays, or 'complex'

Al-Wasilah(2015) suggested to make a matrix on a investigation. Matrix has purpose to make the reader understand the topic of an investigation by read it. So, here the researcher also makes a matrix as a follow:

MATRIKS

No	Research Question	Types of Required Data	Employed Instrument	Relevant Theories
1.	What types of text are included in the selected reading textbooks?			
1a	What types of text which use in the first reading textbooks?	- Four classification of typology text (Functional Classification, Situational Classification, Strategic	Document analysis	Ferencik (2004)



		Classification ad Genres)		
1b	What types of text which use in the second reading textbooks?	- Four classification of typology text (Functional Classification, Situational Classification, Strategic Classification ad Genres)	Document analysis	Ferencik (2004)
2.	How do question in the reading passage reflect the level of comprehension?			
2a	What is characteristics of text for the Literal level	Information of types or characteristic of Literal level	Document analysis	Jose, et al (2013)
2b	What is characteristics of text for the Inferential level	Information of types or characteristic of Inferential level	Document analysis	Jose, et al (2013)
2c	What is characteristics of text for Evaluating level	Information of types or characteristic of Evaluating level	Document analysis	Jose, et al (2013)
2d	What is	Information of	Document	Jose, et al (2013)



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characteristics of text for Creative Comprehension level	types or characteristic of Creative Comprehension level	analysis	
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1.8 Methodology of the Research

1.8.1 The Objective of the Research

The objectives of the research are to investigate the level comprehension in the reading textbooks and then how the level comprehension in the part of reading; reading as a cognitive process and social process on these books, such as: Reading Comprehension 4, Further Stories for Reading Comprehension.

Besides that, in this research also have aims to investigate the types of text that included in the selected reading textbooks and to explore how the questions in the reading passages reflected to the levels of comprehension.

1.8.2 The Time of Research

In this research takes time start on Mei until July, so this research takes time about 10 weeks. For the first week the researcher takes to do the phenomena of this research, and then the second weeks the researcher takes collecting the theoretical foundation and the next weeks the researcher is analysis the phenomena and takes the data analysis.

The time is below:

No.	Activities	Mei				June				July				August				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.	Writing proposal and consultation																	
2.	Conducting Research																	



	sample, validity, and reliability of data																		
3.	Collecting of Data																		
4.	Data Analysis																		
5.	Finishing thesis writing																		
6.	Thesis Examination																		
7.	Thesis Revision																		

1.9 Source of Data

Source of data in this research, adopted from the Donal Ary et al, (2010:486) which states that the research should be based on primary and secondary resources. The source and type of data as follows:

a. Primary Source

Primary sources are original document as like correspondence, diaries, reports and etc. And the others as primary resource software and web document.

b. Secondary Source

As secondary resource, the researcher took from readings' textbooks, journal and reviews of research.

1.10 The Method of the Research

The method that use in this research is qualitative research. According to Donald, Ary. Et.al(2010: p.442-444) there are many characteristic of method of qualitative research, they are: concern from context and meaning, naturally occurring setting, human as instrument, descriptive data, emergent data, and



inductive data. The method that use by the researcher is inductive data qualitative, because from this investigate the researcher should collect much data do to investigation.

1.11 The instrument of Research

In this case, the instrument of collecting was the researcher herself and the reading textbooks. Because, in the qualitative research the primary instrument is the researcher (Ary,et.al:2010) and then the reseacher use some instruments like book that be reference and journal, all of those instrument the researcher will give her explanation and description about the phenomena.

1.12 Techniques of Collecting Data

The technique of the collecting data which is used by the researcher uses documents. The documents were the reading textbooks.

The steps involve in this investigation are (Fraenkel, 2011: 429-431):

1. Identification of the phenomenon to be studied. The researcher conducts the investigation in particular phenomenon which is attended in the textbooks. It were the types of text and the kinds of levels omprehension.
2. Data collection. It is not only the quantitative data which is conducting the treatment or all about it, but also this investigation is qualitative. The researcher does the collecting the data ongoing. The researcher analyzes the document continually and counting.
3. Data Analysis. The data are analyzed by the researcher and do reducing the information obtaining from several resources (the documents: Reading textbook) into comprehensible description of what the researcher has discovered.
4. Interpretations and conclusions. The researcher formulates the interpretation as long as analyzing the data. Then the conclusion is keep building throughout interpreting that the researcher creates.



1.13 Techniques of Analysis Data

According to Donald, Ary (2010:p.481), “Qualitative analysis is messy and nonlinear. Data analysis in qualitative research is often done concurrently or simultaneously with data collection through an iterative, recursive and dynamic process.” And then Donald, Ary also divides three stages to analysis the data, those are: organizing and familiarizing, coding and reducing and interpreting and representing.

a. Organizing and familiarizing

The researcher should become familiar with the data. The researcher must immerse the data.

b. Coding and reducing

This is the core of qualitative analysis and includes the identification of categories and themes and their refinement. The first step in coding is referred to as axial coding, open coding, preliminary coding, or provisional coding. According to Al-Wasilah (2012:p.114) coding has some benefits, as a follow:

- a. To identification the phenomena
- b. Make the researcher ad reader easy in count the frequent of phenomena
- c. A code of frequent phenomena indicate the preference the problem
- d. To help the researcher arrange the category and sub-category

So, in this case, the researcher also provides a coding, like as:

1Book	Book One
Un1	Unit one
Exer1.1	Exercise one Unit One
Exer2.1	Exercise two Unit One
Exer3.1	Exercise Three Unit One
Un2	Unit two



Exer1.2	Exercise One Unit Two
Exer2.2	Exercise Two Unit Two
Exer3.2	Exercise Three Unit Two
Un3	Unit Three
Exer1.3	Exercise One Unit Three
Exer2.3	Exercise Two Unit Three
Exer3.3	Exercise Three Unit Three
Un4	Unit Four
Exer1.4	Exercise One Unit Four
Exer2.4	Exercise Two Unit Four
Exer3.4	Exercise Three Unit Four
Un5	Unit Five
Exer1.5	Exercise One Unit Five
Exer2.5	Exercise Two Unit Five
Exer3.5	Exercise Three Unit Five
Un6	Unit Six
Exer1.6	Exercise One Unit Six
Exer2.6	Exercise Two Unit Six
Exer3.6	Exercise Three Unit Six
Un7	Unit Seven
Exer1.7	Exercise One Unit Seven
Exer2.7	Exercise Two Unit Seven
Exer3.7	Exercise Three Unit Seven
Un8	Unit Eight
Exer1.8	Exercise One Unit Eight
Exer2.8	Exercise Two Unit Eight
Exer3.8	Exercise Three Unit Eight
Un9	Unit Nine
Exer1.9	Exercise One Unit Nine
Exer2.9	Exercise Two Unit Nine



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Exer3.9	Exercise Three Unit Nine
Un10	Unit Ten
Exer1.10	Exercise One Unit Ten
Exer2.10	Exercise Two Unit Ten
Exer3.10	Exercise Three Unit Ten
Un11	Unit Eleven
Exer1.11	Exercise One Unit Eleven
Exer2.11	Exercise Two Unit Eleven
Exer3.11	Exercise Three Unit Eleven
Un12	Unit Twelve
Exer1.12	Exercise One Unit Twelve
Exer2.12	Exercise Two Unit Twelve
Exer3.12	Exercise Three Unit Twelve
Un13	Unit Three Teen
Exer1.13	Exercise One Unit Three teen
Exer2.13	Exercise Two Unit Three teen
Exer3.13	Exercise Three Unit Three teen
Un14	Unit Four Teen
Exer1.14	Exercise One Unit Four teen
Exer2.14	Exercise Two Unit Four teen
Exer3.14	Exercise Three Unit Four teen
Un15	Unit Five Teen
Exer1.15	Exercise One Unit Five teen
Exer2.15	Exercise Two Unit Five teen
Exer3.15	Exercise Three Unit Five teen
Un16	Unit Six Teen
Exer1.16	Exercise One Unit Six teen
Exer2.16	Exercise Two Unit Six teen
Exer3.16	Exercise Three Unit Six teen
Un17	Unit Seven Teen



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Exer1.17	Exercise One Unit Seven teen
Exer2.17	Exercise Two Unit Seven teen
Exer3.17	Exercise Three Unit Seven teen
Un18	Unit Eight Teen
Exer1.18	Exercise One Unit Eight teen
Exer2.18	Exercise Two Unit Eight teen
Exer3.18	Exercise Three Unit Eight teen
Un19	Unit Nine Teen
Exer1.19	Exercise One Unit Nine teen
Exer2.19	Exercise Two Unit Nine teen
Exer3.19	Exercise Three Unit Nine teen
Un20	Unit Twenty
Exer1.20	Exercise One Unit Twenty
Exer2.20	Exercise Two Unit Twenty
Exer3.20	Exercise Three Unit Twenty
2Book	Book Two
Pass1	Passage one
Tevel1	Text Level Passage One
Sevel2	Sentence Level Passage One
Wovel1	Word Level Passage One
Pass2	Passage Two
Tevel2	Text Level Passage Two
Sevel2	Sentence Level Passage Two
Wovel2	Word Level Passage Two
Pass3	Passage Three
Tevel3	Text Level Passage Three
Sevel3	Sentence Level Passage Three
Wovel3	Word Level Passage Three
Pass4	Passage Four
Tevel4	Text Level Passage Four



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Sevel4	Sentence Level Passage Four
Wovel4	Word Level Passage Four
Pass5	Passage Five
Tevel5	Text Level Passage Five
Sevel5	Sentence Level Passage Five
Wovel5	Word Level Passage Five
Pass6	Passage Six
Tevel6	Text Level Passage Six
Sevel6	Sentence Level Passage Six
Wovel6	Word Level Passage Six
Pass7	Passage Seven
Tevel7	Text Level Passage Seven
Sevel7	Sentence Level Passage Seven
Wovel7	Word Level Passage Seven
Pass8	Passage Eight
Tevel8	Text Level Passage Eight
Sevel8	Sentence Level Passage Eight
Wovel8	Word Level Passage Eight
Pass9	Passage Nine
Tevel9	Text Level Passage Nine
Sevel9	Sentence Level Passage Nine
Wovel9	Word Level Passage Nine
Pass10	Passage Ten
Tevel10	Text Level Passage Ten
Sevel10	Sentence Level Passage Ten
Wovel10	Word Level Passage Ten
Pass11	Passage Eleven
Tevel11	Text Level Passage Eleven
Sevel11	Sentence Level Passage Eleven
Wovel11	Word Level Passage Eleven



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Pass12	Passage Twelve
Tevel12	Text Level Passage Twelve
Sevel12	Sentence Level Passage Twelve
Wovel12	Word Level Passage Twelve
Pass13	Passage Three teen
Tevel13	Text Level Passage Three teen
Sevel13	Sentence Level Passage Three teen
Wovel13	Word Level Passage Three teen
Pass14	Passage Four Teen
Tevel14	Text Level Passage Four teen
Sevel14	Sentence Level Passage Four teen
Wovel14	Word Level Passage Four teen
Pass15	Passage Five Teen
Tevel15	Text Level Passage Five teen
Sevel15	Sentence Level Passage Five teen
Wovel15	Word Level Passage Five teen
Pass16	Passage Six Teen
Tevel16	Text Level Passage Six teen
Sevel16	Sentence Level Passage Six teen
Wovel16	Word Level Passage Six teen
Pass17	Passage Seven Teen
Tevel17	Text Level Passage Seven teen
Sevel17	Sentence Level Passage Seven teen
Wovel17	Word Level Passage Seven teen
Pass18	Passage Eight Teen
Tevel18	Text Level Passage Eight teen
Sevel18	Sentence Level Passage Eight teen
Wovel18	Word Level Passage Eight teen
Pass19	Passage Nine Teen
Tevel19	Text Level Passage Nine teen



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Sevel19	Sentence Level Passage Nine teen
Wovel19	Word Level Passage Nine teen
Pass20	Passage Twenty
Tevel20	Text Level Passage Twenty
Sevel20	Sentence Level Passage Twenty
Wovel20	Word Level Passage Twenty
DesTe	Descriptive Text
NarTe	Narrative Text
Poe	Poem
ProTe	Procedure Text
RecTe	Recount Text
RepTe	Report Text
SpoTe	Spoof Text
Ltrl	Literal
Intpret	Interpretative
Aplld	Applied
Apprec	Appreciate

c. Interpreting and representing

After the researcher gathering information from video and some sources, the result obtained from the speaker will analyzed with the help of grounded theory.



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CHAPTER IV CONCLUSION

This chapter is reverberation of thesis which consists of research finding and suggestion for the further research. In addition, this research is a kind of institutional case study on levels of comprehension in the selected reading textbooks in the reading comprehension for junior high school.

4.1 Conclusion

This conclusion is important to understand the level of comprehension in the selected reading textbook for junior high school. This study case was designed to address the issue what the types of text that included in the selected reading textbook and how the question reflect to levels of comprehension. As it has been stated in the aims of the research to investigate the types of text included in the selected reading textbooks and to explore the questions in the reading passage reflected to the levels of comprehension.

1. The finding stated that there were many types of texts which included in the selected reading textbooks such descriptive text, narrative text, procedure text, recount text, report text, spoof text and the last was poem. Based on the analyzed, the most numbers of texts in both selected reading textbook was narrative text and spoof text with the total units of text were forty units, each types of text have twenty units of text. And then, the little number of types of text was descriptive text and procedure text.
2. An understanding of the text influenced of background of knowledge of the reader. When the readers have read the text several times, so when they find that text she will have high level understanding. While when the readers never read the text that presented before, so they would be difficult to understand the topic. So, they will have low level understanding.

To make sure that the students understand and get the message or information from the text that they have read, so there should be present a questions section related to text. For questions sections there were many



types of questions that were able to test the students' understanding. Like used 5w + 1 how (what, when, where, who, why and how) in the questions sections. In those common questions the teacher will know what the levels comprehension that they achieve. According to Jose, et.al (2013) levels of comprehension consist of four level, they are literal, interpretative, applied and appreciate.

And then, the levels of comprehension included in the selected reading textbook that have analyzed by researcher were literal, interpretative, applied and appreciate. The most numbers both the selected reading textbooks were literal level. And the second was interpretative level. Because both of levels were the basic of level of comprehension and it was a good to set both level in the reading textbook for junior high school.

4.2 Suggestion

On the basis of conclusion above, the following suggestion can be forwarded.

- For teacher

It is necessary that to make the students have high understanding level the teacher should be give them many text which from their area or out of area. And then, to test the students understanding of the text is better use the literal and interpretative or inference level. Because the types of test from both levels are easy to answer, especially for the students of junior high school who stay in the deep village.

- For student

The suggestions for students are they should be learn types, characteristic and the content of text in order to they be able to get the high levels of comprehension.

- For other researcher

The result of this research hoped that will be used an inspiration for the next future research in Reading areas. And then, this research is so far



from perfectly, so the researcher hopes that the next researcher will correct and be able to continue this research in order to be better.



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