EXPLORING READING DIFFICULTIES TOWARDS SCANNING ANNOUNCEMENT TEXT AT SMA N 4 MANADO

(A case study at the tenth grade students of SMA Negeri 4 Manado in academic year 2021/2022)

THESIS

Submitted as Partial of Requirement for the Degree of Education

(S.Pd) In English Teaching

Rahmayati Lomban

NIM: 16.2.6.019

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TARBIYAH AND TEACHER TRAINING

MANADO STATE INSTITUTE OF ISLAMIC

1443 H/2021 M

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini:

Nama   : Rahmayati Lomban

Nim   : 16.2.6.019

Tempat/Tgl. Lahir : Kobo Besar, 02 Oktober 1998

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Alamat   : Jl. Siliwangi, Kel. Kobo Besar, Kotamobagu,

                    Sulawesi Utara

Judul   : Exploring Reading Difficulties Towards Scanning

                    Announcement Text at SMA Negeri 4 Manado

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar hasil karya saya sendiri. Jika kemudian hari terbukti bahwa ini merupakan duplikat, tiruan atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum

Manado, 03 November2021
Penulis,

Rahmayati Lomban
NIM 16.2.6.019

ABSTRACT

Rahmayati Lomban. (2021). *Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado.* **A Thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies.**

      Reading requuiresstudents to understand the text indicted by answering the question related to the text; this activity can be challanging when students have many difficulties in understanding the reading text. This research focuses on finding out students' reading difficulties towards scanning annoucement text at SMA Negeri 4 Manado. In this research, the researcher employed the qualitative method. The research was participated by 15 students. They were from the tenth grade of MIA 1, IPS 1, IBB of SMANegeri 4 Manado. In obtaining the data, the researcher conducted the observation, interview, test, and documentation. The result of the research showed that most that most of students had difficulty in scanning announcement text. The students looked bored during the learning process. it showed on interview; they stated that they had a lack of vocabulary and reading activities. Meanwhile, the reading test result shows that most students ecquired very low criteria with a total mean score of 24.3. it can be seen that 9 out of 15 students were categorized as very poor criteria with 60. 00%. Besides, only 1 student was categirized as good criteria with 6.67%, and 5 students were categorized as poor criteria with percentage of 33.33%. moreover, the scores showed that most students had not reached the KKM (Kriteria Ketuntasan Minimal), which is 75. The conclusion of the research, most students have difficulty in scanning announcement text. The students cannot determine the structure and cannot identify the word or the meaning that contained in the text.
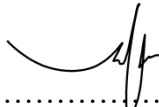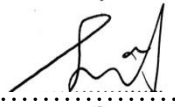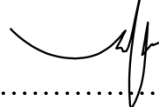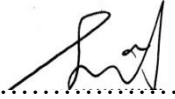
Keyword: Students reading difficulties, announcement text.

THESIS RATIFICATION

The thesis titled "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA N 4 MANADO" compiled by Rahmayati Lomban with student registration number 16.2.6.019, a student of English Education Study Program, has been examined and defended in the Munaqasyah session held on November 03rd 2021 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

BOARD OF EXAMINERS

The Chairperson   : Ahmad MustamirWaris, M.Pd   (……………………..)

The secretary   : Fadhlan Saini, M.Pd   (……………………..)

Munaqisy I   : Dr. Andi Mukarramah Nagauleng, M.Pd (……………………..)

Munaqisy II   : Lies Kryati, M.Ed   (……………………..)

Advisor I   : Ahmad MustamirWaris, M.Pd   (……………………..)

Advisor II   : Fadhlan Saini, M.Pd   (……………………..)

Approved by:

The Dean of Tarbiyah and Teacher
Training Faculty IAIN Manado

Dr. Ardianto., M.Pd
NIP. 197603182006041003

iii

ACKNOWLEDGMENT

Assalamu'alaikumWr. Wb

Alhamdulillahiroobil' alamiin. Praise be to Allah, the Almighty God of all the worlds, the most wise of all abundance of grace and blessing. Praise and gratitude be to Allah SWT for giving strength and guidance to the researcher so that this thesis can be finished. *Shalawat* and greetings hopefully bestowed on our Great Prophet Muhammad SAW, to his family, friends, and all his followers.

This thesis entitled "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado". It is presented to the English Education Department of Tarbiyah and Teacher Training as a compulsory fulfillment of the requirement for strata I degree. The completion of this research would not be achieved without the support and encouragement from many people.

Additionally, the researcher is grateful to the following, for their supports and helps,

1. Delmus Puneri Salim, S.Ag., M.A., M.Res., P.hD as the Rector of Manado State Institute of Islamic Studies.

2. Dr. Ahmad Rajafi, M.HI as the first Deputy Rector of Manado State Institute of Islamic Studies.

3. Dr. Radliyah Hasan Jan, S.E., M.Si, as the second Deputy Rector of Manado State Institute of Islamic Studies.

4. Dr. Musdalifah Dachrud, S.Ag.,S.Psi., M.Si., M.Psi as the third Deputy Rector of Manado State Institute of Islamic Studies.

appreciation other than respect for them, so that the researcher can complete this thesis.

15. For all the researcher support system which are, Rani, Puput, Keke, Eza, Afin, Safwa, Hera, Mila, Fadel who always help the researcher to complete this thesis.

16. All of the researcher beloved friends, especially to TBI'16 family, Dibaliklayardotkom, and Kos Abu-abu.

17. All of my extended family who give me love and support.

The researcher realizes that this thesis is still far from being perfect, and hopefully, this thesis can provide benefits and input for readers.rr

Manado, 03 November 2021
The Researcher

Rahmayati Lomban
NIM 16.2.6.019

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Appendix 1 Guide of Observation

Appendix 2 List of Students Score

Appendix 3 Matrix of Interview

Appendix 3 Test of Announcement Text

Appendix 4 Interview Sheet

Appendix 5 Letter of Interview

Appendix 6 Syllabus of Announcement Text

Appendix 7 Lesson Plan

Appendix 8 Students Grade List

CHAPTER I

INTRODUCTION

A. Research Background

Reading requires students to understand the text that indicated by answering several questions related to the text, this activity can be difficult for students to consider because of their low frequency and their reading habit. Students do not had good habits with reading, even though they formally learning English at school it can be caused by lack of motivation provided by teachers or parents at home. The habit of reading is a repeated of form of reading practice which means these activity need to be carried out by students' regularly.[1]

The students are required to be able in understand some of reading text that is announcement text. There are some students who difficult to understand the announcement text in the form of written or oral statement by using formal or informal words. They cannot identify what the announcement had been said. The students' ability to understanding the text can be affected by the skills they are against the ability to make the conclusion.

Reading carefully is an important thing that can be a students' effort to catch of the information and contain in a sentences by interpreting or analyzing the sentences to get the meaning by using skimming and

---

[1]Ratih Laily Nurjanah, "The Analysis of Students' Difficulties in Doing Reading Comprehension Final Text."," *English Language Literature and teaching* 2, no. 2 (2018): 255.

scanning techniques correctly so, the students can be easily to understand of what the meaning of the text announcement.

In Islam, reading also considered one of the essential skills. Moreover, Holy Qur'an in Surah Al- 'Alaq 1-5' shows reading. It follows as:

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ ١ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ٢ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ٣ ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ ٤ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ ٥

Translate:

> Recite in the name of your Lord who created, created man from a clinging substance, recite, and your Lord is the most Generous, who taught by the pen, taught man that which he knew not.[2]

Based on the interpretation of these verses, *Iqra* commands include a study of the universe, society, and on self as well as written readings, whether holy or not. In Surah Al-Alaq 1-5, that the Qur'an does not only command to read but to read as a symbol in everything that humans d, whether that be is active or passive. The Surah Al-Alaq 1-5 in its meaning and spirit wants to state that all activities, reading, moving, working are done for the sake of God, so that the verse means.[3]

From the interpretation above in Q.S. Al-Alaq verses 1-5, therefore the correlation is, Surah Al-Alaq is the first surah reveled in the Qur'an which commands all of the Muslims to read. It is certain that reading has

---

[2]Al-Qosbah, *Al-Qur'an Dan Terjemah* (Bandung, 2020).
[3]M. Quraisy Shihab, Tafsir Al-Misbah, (Jakarta: Penerbit Lentera Hati. 2012).

become the basis of education in learning all kinds of knowledge and is a means of learning.

Therefore this research is important to do in order to discover the students' difficulties towards scanning announcement text at SMA N 4 Manado. The researcher interest to conduct this research and chose this school because the researcher had been doing preliminary observations and found the problems that the researcher examined. Based on the pre-observation at SMA Negeri 4 Manado which was carried out on April 5th, 2021, the researcher explained that the students reading difficulties towards scanning announcement text especially on the tenth grade. In this case, students' reading difficulties towards scanning announcement text are needed. According to the syllabus, in this school the announcement text is used in one semester. Therefore the research need to see what are the students reading difficulties towards scanning announcement text at SMA Negeri 4 Manado.

B. Research Question

What are the students' reading difficulties towards scanning announcement text at SMA N 4 Manado?

C. Research Objective

Based on the research question the objective of this research is to find out the students' reading difficulties towards scanning announcement text at SMA N 4 Manado.

D. Limitation of the Research

In this research, the researcher limits to focus on students' reading difficulties towards scanning announcement text. The researcher was conducted the research to students' in the tenth grades on MIA 1, IPS 1, and BAHASA at SMA N 4 Manado.

E. Significant of the Research

The findings of this research are supposed to be useful:

1. Theoretically, the findings of the study are to obtain a new theory on student difficulties in reading towards scanning announcement text.

2. Practically, the findings of the study are expected to be feedback for:

   a) The English teacher, this study would be useful and can be apply in the learning process so that the English teacher can be more aware of the students' reading difficulties towards scanning announcement text.

   b) The researchers, who are interest on this research, can get the information and will be useful as guidance of reference for the next writer to knowing of what are the students' difficulties in reading towards scanning announcement text.

   c) The English Education Study Program, the researcher hopes this study will be useful and can add insight about students' reading difficulties towards scanning announcement text.

F. Definition of the Key Terms

There are two important terms to describe related of the research. To explained the terms of the title on this research the definition is as below:

1. Reading difficulties

   In this case the students had reading difficult to understand the meaning of text because Students ability to understanding English text is influenced by many factors such as; lack of vocabulary, reading habit and pronunciation.[4] It means to understanding the text is the most important aspect of reading. In reading the students should be acquire the reading skill that is way the students need to be able to understand of things with a reading text.

2. Announcement text

   An announcement is something that is said, written or printed so that it can be known what has happened or what will happen, it could be kind of information or news. In announcement text there will be a title or type of event, date or time, place, and who should be contacted and also include 5 W + 1 H (*what, when, where, who, why, and how*).[5]English text had several features or genre, there are; Narrative text, Descriptive text, Recount text, Announcement text, Explanation text, Procedure text, Report text, News Items text, Review text, analytical Exposition text, Hortatory Exposition text, Discussion text,

---

[4]Eka Sustri Harida, "Students' Ability and Difficulties in Understanding English Text (A Study Program IAIN Padangsidimpuan)," *Al-Ta Lim* 21, no. 3 (2014): 186.

[5]Batubara Fahmi Aulia, *Improving Students' Ability in Writing of Announcement Through Gallery Walk Technique of Eight Grade at MTs Jam'iyatul Aiwashliyah Tembung*, 2017.

anecdote text. On this research the researcher willfocus on announcement text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Reading

Reading is one of the four aspects in English skills that is very important in education and also in personal life. Reading is one of the basic skills of the language learning that can improve the students' vocabulary, fluency, speaking and writing, and finally can help them to master their target language. This is inseparable from other language learning skills besides writing, speaking and listening. All of the skills must be learned in English. Reading is one the most beneficial, fundamental and central skills for the students to master in order to learn the new information. In educational domain, reading is one of the most common and often compulsory activities that the students and academicians had to do all the time. They are required to read many kinds of texts.[6]

Reading skills can help to improve other language skills. Basically, reading skills are develop to understanding of reading and enrich of vocabulary. According to Ellizabeth, reading is a process of constructing meaning from prints and from other symbols. Reading involves not only prints and illustrations but also the readers bringing to their process of

---

[6]Siti Raisha Usman kasim, "EFL Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities of Syiah Kuala University, Banda Aceh," *ENGLISH EDUCATION JOURNAL (EEJ)* 8, no. 3 (2017): 309.

knowledge of the world and their past experiences. In reading the students should be acquire the reading skill.[7]

Reading is a very effective tool especially in the learning process because reading is a functions as a window of the knowledge that the students can get much about information from what they read. Reading is a process of knowledge of information, without understanding the information the reading will be useless. It means to understanding the text is the most important aspect of reading.

Towned in Rohani Ganie said, reading means the students should be fully understand of all aspect of the texts. Since English exists in Indonesia as a foreign language, there are possibility that the students will be experienced difficulties in understanding the English reading text, this is due to the wrong identification and word recognition. The understanding of how the people interpret the written text to gain the knowledge or understand the messages.[8]

Reading is also simply known as a kind of thinking process which requires the students to make inferences from the text. Without using the thinking processes, the students may not attain any or all the information and may wholly understand the text. Realizing that to understanding of the text is very important to be achieved by the students in reading skills, difficulties in understanding the reading text must be known and resolved

---

[7]Qurniawan Muhammad Arief, *Students' Difficulties on Reading Comprehension at the Eight Grade of SMPN 6 Sarolangun* (Islamic University Sulthan Thaha Saifudin Jambi, 2020).

[8]Al Rohani Ganieet, "Reading Comprehension Problems on English Texts Faced by High School Students in Medan," *in The second Annual International Conference on Language and Literature, KnESocial Sciences* 3i19, no. 4896 (2019): 686.

by the students and also the teachers because these difficulties will be a negative impact on students reading skills and students motivation to achieve the reading target.[9]

Furthermore, according to King and Stanley, that there are five components of reading that contain in reading text, which are appropriate to the senior high school curriculum, there are:[10]

1. Finding the main idea. It is the main topic that is being discussed in a paragraph in which help the students to guess of what the paragraph. Man idea can be found in the first, middle or in the last of paragraph.

2. Finding actual information. It requires students to scan the specific detail of the text. It usually appears with the guessing question word.

3. Finding the meaning of vocabulary in content. The students can guess the meaning of unfamiliar words by relating to the surrounding the words.

4. Identifying the inferences. References the words are the same words or phrases found in several times in paragraph. They are usually short and very frequently pronouns, such as she, he, it, this, her/him, etc.

5. Identifying inferences. The students are expected to make accurate prediction. The prediction can make by correctly interpreting the indication a writer's gives.

---

[9]Satriani Estika, "Reading Comprehension Difficulties by English Students of Universitas Islam Riau," *J-SHMIC* 5, no. 2 (2018): 16.

[10]Syahidah Mut'iyah, *An Analysis of Students' Reading Comprehension in Announcement Text at SMA Negeri 8 Pekanbaru* (UIN Suka Riau Pekanbaru, 2019).

From the previous statements, the students had to read and can get the meaning, knowledge and important information in order to understand the context, this is very useful to students in the reading process.

1. Types of Reading

   According to Brown there are three types of reading, there are:

   a) Perspective of Reading

      Perspective reading involves a larger stretcher to letters, words, punctuation, and other graphic symbols.

   b) Selective of Reading

      This category is largely an artefact of assessment formats in order to ascertain one's reading recognition of lexical grammatical or discourse features of language within a very a very short.

   c) Interactive of Reading

      Interactive reading types are stretches of language of several paragraph to one pages or more in which the reader must, in psycholinguistic sense, interact with the text.

      Based on the statement above of the three types of reading are reading is the process of knowing the grammar or paragraphs in short reading, so that the students can analyze the letters, words, and symbols separately from the text and the students can search the information from the text.[11]

---

[11]Iskandar Joni, *Teaching and Learning Reading Comprehension Through Herringbone to the First Grade Students of MAN 1 Pesisir Barat in the Academic Year of 2016/2017* (THE STATE OF ISLAMIC STUDIES RADEN INTAN, 2017).

2. Strategies in reading

According to Brown, there are some strategies in reading that can be explained,[12] there are:

a) Identifying the purpose in reading.

Efficient in reading consist of clearly identifying the purpose in reading something. The readers know what they are looking for and can weed out potential distracting information. It means, the reader can find the information that they are looking for in a way to the purpose of the reading.

b) Skimming the text for the main ideas

Skimming consist of quickly running one is eyes across a whole text (such as an essay, article, or chapter). Skimming gives the reader advantage of being able to predict the purpose of the passage. In the word, skimming is read the text quickly with the aim of getting the main idea and be able to predict the contests of the text. When the readers skim through a particular page, the readers will look for and understand what the words sound like has a main meaning. Readers also skim through when time is short or when the readers need to understand the general but not specific ideas such as a particular article or book. In the act of skimming, the readers focuses only on the substantial ideas and skip the insignificant, marginal, and indispensable parts

---

[12]H. Douglas Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy*, 2nd Editio. (California, 2020).

c) Scanning the text for specific information

Scanning is quickly searching for the some particular piece of information in the text. The purpose of scanning is to extract specific information without reading the whole of the text. It means, scanning is read the text that aims to obtain the specific information without read every word in the text. Meanwhile, scanning is very important to improve students reading skills. Many students try to read every word but when the students' read they read very slowly. So there is no need to read every word because if the students learn to scan then the students will be faster to understand the texts. By using the scan it can find the certain details that the reader needs.

d) Guessing when the readers are not certain

The teachers can help the students to become accurate guessers by encouraging the students to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to the students. It means, the teachers can help the students by providing appropriate instructions when the students feel no doubt with their guesses.

e) Analyzing vocabulary

One way for the students to make guessing pay off, when they do not immediately recognize the word to analyzed it in term of what they know about it.

f) Distinguishing between literal and implied meanings

The students can think of the literal and implied meanings as different levels of definition. It is what the students literally see. The connotation is the second level and beyond. It is the idea of feeling that is invoked by the literal meaning. It is the emotional associations that the students can make the signifier and not a literal interpretation of what the signifier represents.

g) Finding the topic and main idea

Mikukecky said that advise the students a lot practice I order to identify the topics and main ideas. There are the sequence of exercise that should be identified the students:

1) Finding the topic and main idea

2) Recognizing the topic of paragraph

3) Identifying the main idea of a passage

Referred of the strategies as learning techniques, behaviors, and problem solving or study skills which make the learning more effective and efficient.[13] It can be said, if the students had lack of reading strategies or fail to use the strategies, they will not had the ability to surpass and reach the reading difficulties.

---

[13]Kevin Chi-Him Tam, A Study on "Research on Language Learning Strategies: Methods, Findings, and Instructional of ," *The Thory and Practice in Language* Studies, Vol. 2, No. 8 (2015): 11.

B. Definition of Reading Difficulties

According to Richard in Eka Sutri Harida said, difficulty is a complicated thing to do. This can be seen from the mistakes from the students in the learning process. In fact, many Senior High School often had difficulty understanding a passage. There are many different factors of difficulty in understanding the reading text such as; the leaner's background, teachers teaching technique and home addition. These difficulties adversely affected student performance on reading texts. In this case the students had reading difficult to understand the meaning of text because students' ability to understanding English text is influenced by many factors such as; lack of vocabulary, reading habit and pronunciation.[14]

In this sense, it is obvious that reading involves a process of extracting information from the text and constructing trough the interaction from the text. To obtain excellent in reading of the text, the students' needs to develop and reflect some of the ideas in the text include lack of vocabulary about acceptable sentence structure and acceptable the grammar.[15] According to Alderson in Irma Rasita Gloria Barus said, many students fail to read adequately in the foreign language. They cannot fully understand of what they had to read at a slower rate. A number of studies had been carried out on the students' performance in reading in the foreign

---

[14]Harida Eka Sustri, "Students' Ability and Difficulties in Understanding English Text (A Study Program IAIN Padangsidimpuan)," *Al-Ta Lim* 21, no. 3 (2014): 186.

[15]Siti Raisha Usman kasim, "EFL Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities of Syiah Kuala University, Banda Aceh," *ENGLISH EDUCATION* 8, no. 3 (2017): 311–312.

language. In this case English try to find whether the difficulties lay in lack in reading skills or insufficient linguistic ability. From these statement, it could be said that it can be considered both as a reading problem and language problem with more evidence that it is a language problem for low level of language competence, than a reading problem.[16] From these factors there are several difficulties in understanding the reading[17], there are:

1. Difficulty in understanding long sentences

   In a common problem where most of the students had difficult to understanding the long sentences with complex structure. Almost 12 percent of students had difficulty to understand the long stories sentences in graded and 20 percent on academic texts. Therefore, the impact on this problem is that students many experiences difficulty understanding long sentences and fail to understand the main ideas presented from the text.

2. Difficulty in using reading strategies

   Duarte said that the students who do not master in reading strategies often fail to understand the text. The students who are unfamiliar with reading strategies such as skimming and scanning will feel down and frustrated by the lack of tools needed to success in understanding the reading text. There are characteristics of students who are lacking in

---

[16]Barus Irma rasita Gloria, "The Study and Analysis of Reading Difficulties for the Undergraduate Students of Bogor Agricultural University," *Jurnal Ilmiah Manaemen Bisnis* 9, no. 2 (2009): 75.

[17]Qurniawan Muhammad Arief, "Students' Difficulties on Reading Comprehension at the Eight Grade of SMPN 6 Sarolangun" (Islamic University Sulthan Thaha Saifudin Jambi, 2020).

using reading strategies. First, the students read word by word in the text, relying too much on their visual information which can hinder their reading speed to the point of hampering their reading comprehension. Second, the students pay a lot of attention to detail which causes them to miss the main ideas of the text. Third, the students focus too much on the meaning of cost. According to Mei-yu the students who do not had effective reading strategies may had difficulty facing reading comprehension text.

3. Difficulty in concentration

Difficulty concentration while reading can be caused by psychological factors. Poor concentration can make the students fail to understand the text. It could be worse when the students doing a reading text. Another reason why the students had difficult in reading is because the students cannot be able to concentration on the reading process. In this case concentration is an important factor in order to be more effective in reading. Understanding of the text results from reading with concentration, but the students in most cases are unable to concentrate properly while in doing reading text.

When reading a text, the students may encounter many factors that contribute as the cause of students' difficulties in reading the text. Some of

those factors are language knowledge. Students background knowledge, motivation, lack of reading strategies and the reading process.[18]

C. Definition of Announcement Text

Announcement is a text that is delivered to others that submitted by the public. According to common definition the announcement can be represented as an event poster, media article or tv and radio[19]. Announcement text such an important announcement or a formal statement that informs people about something. Announcement often seen in public places, such as at schools, office, hospitals and other public places.[20]In addition, the announcement text can be designed as business that related text to help the student marketing in schools and involve major English subjects which are prioritized to prepare students to compete in the business world through their English skills so that they can get a better job after they graduate.[21]

An announcement is something that is said, written or printed so that it can be known what has happened or what will happen, it could be kind of information or news. In announcement text there will be a title or

---

[18]J.C. Alderson, *Assessing Reading* (Cambridge University Press, 2000).

[19]Sandra j. Langer Olga Dzykovych, "Announcement-Annotation Texts: Definition, Corelation and Synthesis Advanced Education," *2017* 3, no. 7 (n.d.): 29.

[20]Eki Kurniawan Sri Yuliani, Hersya Oktawati, "An Analysis of the Students Ability in Speaking Announcement Text at Tenth Grade IPA 2 in SMA N 5 Merangin," *English Education Program Journal* 2, no. 2 (n.d.): 44.

[21]Amalia Dieana Nurhayati, "Tenth Graders' Reading Comprehension in Understanding Announcement Text Through the Implementation of Higher-Order Thinking Skills," *RETAIN* 8, no. 1 (2020): 39.

type of event, date or time, place, and who should be contacted and also include 5 W + 1 H (*what, when, where, who, why, and how*).[22]

Announcement text is something like written, said, or printed to make known of what has happened or what will happen. Announcement text with complete in generic structure by stating to purpose, day and date, place, and informing sender. According to Lavryk and Nekrasov said that, announcement is a brief of extended message about an event that should happen soon or can be represented as a poster, media article or TV and radio.[23] Based on the previous opinion, it can be concluded that the announcement is a type of text. It can be on written form or to announce something/event to people. Announcement text is a process to let the reader to know of how the researcher feeling either verbally or in writing. So, the announcement text is a categorized as short functional text that purposes to announce newspaper or magazine and the public place. There are several dominant features language used of English text, such as; Narrative text, Descriptive text, Recount text, Announcement text, Explanation text, Procedure text, Report text, News Items text, Review text, analytical Exposition text, Hortatory Exposition text, Discussion text, anecdote text. In this research, the researcher will focus on announcement text because based on syllabus there are many types of text to be learn, one of the text is announcement text.

---

[22]Fahmi Aulia Batubara, "Improving Students' Ability in Writing of Announcement Through Gallery Walk Technique of Eight Grade at MTs Jam'iyatul Aiwashliyah Tembung" (State Islamic University of North Sumatera Medan, 2017).

[23]Syahidah Mut'iyah, "An Analysis of Students' Reading Comprehension in Announcement Text at SMA Negeri 8 Pekanbaru" (UIN Suka Riau Pekanbaru, 2019).

1. The kinds of announcement text

   There are two kinds of announcement there are formal and informal such as:

   a) Formal announcement

      Formal announcement is kind of announcement that use formal language like is an announcement from office, school or others.

   b) Informal announcement

      Informal announcement is a kind of announcement that use of informal or daily language, it is like from personal or others.

2. The example of announcement text

   Every announcement whether it is spoken or in a text that should be answered five question, such as: who is giving the announcement, what kind of the activity is it, when it will be held, where it will be held, who is invited.

   Example:

   ATTENTION PLEASE!

   <u>To all of the students of SMA N 4 MANADO</u>

   Tomorrow our school will had some competition that will be held on 17 August 2019 to celebrate Indonesian's Independence Day. There are Futsal. Volley, Badminton, Singing and Speech Contest.
   Registration will be held on 10th– 12th August 2019 at OSIS room. Free registration and full of prize!

   Thank you for your attention.

From the example of announcement text above answer following the five questions, there are:

a) Who is giving the announcement? The OSIS

b) What kind of activity is it? It is competition to celebrate Indonesian's Independence Days

c) When will it be held? On August 10th– 12th 2019

d) Where will it be held? In SMA N 4 MANADO

e) Who is invited to come? All Students

3. Generic structure of announcement

The purpose, function and goal of announcement is giving the certain people of some information of what has happened or what will happen. There are the generic structure of announcement in English text, such as:

a) Stating of purpose: the text that contains of what event will be held.

b) Stating day, date, and time: day and date realization. The text that contains when the event will be held.

c) Stating place: the text that contains where the event will be held.

d) Informing the sender: the text that contains the name of the person who will be contacted.

D. Previous Research

There are five previous study that has been conduct the research about students reading difficulties in Announcement text. They are:

Table 2. 1 Research Originality

No	Research Identify	Similarity	Difference
1	Amalia Diena Nurhayati (Universitas Negeri Surabaya). The reseracher has been conducted the research about "Tenth Graders' Reading Comprehension in Understanding Announcement Text through Implementation of Higher-Order Thinking Skills". On this research above the researcher examines about application of HOTS (higher oder thinking skills).	The similarities on this research is to find out the students reading to understanding the announcement text especially on the tenth grades	Different from Amalia's research, the writer will focus on exploring how many students had difficulty of their reading in announcement text.
2	Yolanda Melandita (State Islamic University Raden Intan Lampung). The researcher has been conducted the research about "Students Difficulties in Comprehending in English Text at the Second Semester of the Eight Grade of SMP DarulFalah Bandar Lampung".	The similarities of this researcher that, the research want to know of the students difficulties in English text	Different from Yolanda's research, the researcher will use qualitative as a research method and focuses on announcement text in senior high school.

3	Dewi Larasati (State Islamic University of North Sumatera Medan). The researcher has been conducted the research about "An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of Ma Lab UIN-SU Medan".	This research is uses the same method that is qualitative descriptive. And the research focuses to find out the students difficulties in reading English text.	The differences with the researcher is the focus on reading difficulties in announcement text and the will conduct the participants is the students and the English teacher.
4	Muhammad Arif Qurniawan (Islamic University Sulthan Thaha Saifudin Jambi). The researcher has been conduct the research about "Students' Difficulties on Reading Comprehension at the Eight Grade of SMPN 6 Sarolangun".The researcher used observation and interview technique, using an interview approach by interviewing 15 students in junior high school as the respondent.	From the previous research, that has the same research to find out the students difficulties in reading and uses the same design by using observation, interview, but the researcher also using documentation as a qualitative method.	The differences from the research above that the researcher will focuses on students difficulties in Announcement Text and conduct the research to the tenth grades to become participant and also the English teacher.
5	Muti'ah Syaidah, (UIN SUSKA RIAU). The researcher has been conducted the research about "An analysis of Students Reading Comprehension in Announcement Text at SMA N 8 Pekanbaru".	This research has similarities of what the researcher will examine, which is to focus on students reading difficulties in announcement text.	The differences of the research above is that the researcher used a quantitative descriptive as a research design and focuses on one variable, while the researcher will use qualitative descriptive

			and use interview to collect the data.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Qualitative research is the research that produces findings that cannot be obtain by using statistical procedures or the other ways. Qualitative research differs because of its ability to represent the views and perspectives of the participant in a study[24]

One of the reasons for using a qualitative approach is where this method can be used to find what is hidden behind the phenomenon is something that is difficult to understand satisfactorily.[25]

In this research, the researcher used descriptive qualitative research method at SMA N 4 Manado. The data result of interview and test served in form of words, pictures and the subjects in interpreting what is obtain from respondent.

B. Research Participant

In this research the researcher had employed the students' at SMA N 4 Manado as participants especially in the tenth grades, there are had 15 students on MIA 1, IPS 1 and IBB.

---

[24]K.yin Robert, , *Qualitative Research From Start To Finish* ((New York Londo: The Gullford Press, 2011).
[25]Rahmat Pupu Saeful, "Penelitian Qualitive," *EQUILBRIUM* 5, no. 9 (2009): 2.

C. Research Setting

This research conducted for 2 (two) Months, starting from September until October 2021 at SMA N 4 Manado.

D. Data and source of Data

1. The primary data sources that directly provided data or data collection. In this research the researcher used interview and test to take the research to students of the tenth grades especially on MIA 1. IPS 1, and IBB at SMA N 4 Manado.

2. Secondary data, namely data sources that are not directly provided for the data collection, in this research the secondary data includes information from the English teacher, student grade report, and also student interview and test results as a participant that relating to the problems to be examined by the researcher in SMA N 4 Manado.

E. Research Instrument

Based on technique data collecting used, this research instruments used observation sheet, interview sheet, test, and documentation tools to collect the data. The research instrument in this research are as follow:

1. Observation sheet

In this research the researcher used structure observation. That is all the research activities determined in advance based on a framework that contains the factors that had determined by the researcher.

2. Interview sheet

   In this research, interview to students who had difficulty of reading in scanning announcement text at SMA N 4 Manado and the researcher used questions that can be answered by the respondent according of what is contained in the interviews sheet. The researcher used 13 questions on the interview sheet for the students.

3. Test

   Test is a tool that used to measure the knowledge or mastery of measuring the objects against a set of certain the content and material[26]. An essay is a form of question that requires students to answer in the form of outlining, discussing, explaining and other similar forms in accordance with the demands of the existing questions. There were usually not many questions in the form of essay tests, only about 5-10 questions in a certain time[27].

   .The test in this research was the essay test of announcement text. The researcher gave the test to respondent in 10 minutes.

4. Documentation tools

   Documentation is to completed the data obtained from interviews and observations is done by the researcher. The data generated from the activity is in the form of syllabus, lesson plan, student grade report and photos that relating to the problem that examined.

---

[26] Djaali and Muljono Pudji, *pengantar dalam bidang pendidikan*. (Jakarta: 2008. Hal, 6.
[27] Supardi, *Peminimalan Auntetik Pembelajaran Afektif, Kognitif, dan Psikomotor* (Jakarta: Rajawali Pers, 2005)

F. Data Collection Technique

To obtain the collecting data needed in this research, the researcher used four to collecting the data, there are:

1. Observation

   Observation is a way to conduct the research by way or direct and systematic observations.[28] Observation which is to conducted the students and English teacher at SMA N 4 Manado.

2. Interview

   Interview is a technique of collecting the data by asking the respondents and taking notes or recording answers from the respondents.[29] In this research the researcher conducted the interviews with the parties that related, to this research and the respondent were the students' especially from tenth grade: MIA 1, IPS 1 and IBB at SMA N 4 Manado.

3. Test

   Test is an information collecting tool that is often done for researcher. Test in this research was essay test of announcement text. The researcher gave the test to respondent and asked the respondent to scanning the test of announcement text in 10 minutes.

4. Documentation

   Another way to obtained the data from respondents is used the documentation technology. The exiting source documentation can be

---

[28]Tukiran Taniredjadan Hadayanti Mustafidah, *Penelitian Kuantitatif Dan Sebuah Pengantar* (Bandung: Alfabeta, 2011).

[29]Mahmud, *Penelitian Pendidikan* (Bandung: CV PustakaSetia, 2011).

divided into two types, such as official documentation, decrees, letters of instruction, and evidence of activities issued by the office / organization concerned and unofficial sources of documentation there are notes, personal letters that provide strong information about an incident. A researcher should make used of both sources of documentation intensively so that they can obtain maximum information.[30] Based on the theory, documentation is to complement the data obtained from interviews sheet, test, and observations tools and also the activity is in the form of syllabus, student grade report and photos that relating to the problem that examined by the researcher.

G. Data Analysis Technique

Data analysis techniques in this research used methods explaining that from Mtthew B. Miles, and A. according to Michel Huberman, the qualitative data analysis consisting of three activities that occur simultaneously, there are data reduction, presentation of data, conclusion[31].

1. Based on result of observation, most of students looked bored during the learning process in the class, it showed when the teacher explained the material. When the teacher gave the questions to students regarding the announcement text, most of students could not answer the question because they did know what the means. Students only silent when the

---

[30]Sukardi, *METODE PENELITIAN PENDIDIKAN KOMPETENSI DAN PRAKTIKNYA* (Jakarta: PT Bumi Aksara Jl. Sawo Raya No. 18, 2003).

[31]Subagiyo P. Joko, *Metode Penelitian* (Jakarta: Renika Cipta, 2004).

teacher asked about the material. They will know what the material was if the teacher explained in Indonesian Language. It can be seen, most students did not interested on the learning process.

2. Based on result of interview, the researcher found the answer from the students about reading difficulty in scanning announcement text in the learning process. Students stated that, most of students had difficulty to understanding the words or the meaning of scanning announcement text. It strengthens on their statement about they had lack of vocabulary and a lack of reading activities. They did not had a chance to read the English text or reviewing the lessons that had been learned while studying.

3. The result of test, the researcher gave the students essay test about announcement text and the students had to scanning the announcement text. The test consisted of five questions. There were had four categories of the problems to compute the students reading difficulties, the researcher used theory from Harmer, that there are had four aspect to evaluated[32]. In this rubric the scoring such as:

---

[32] Harmer, J, (*The Practice of English Language Teaching* (Oxford University Press, (2017)).

Table 3. 3 Scoring Rubrik for Reading

No	Criteria	Score
1	Students locates and uses all relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	20
2	Students locates and uses most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	15
3	Students locates and uses some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	10
4	Students locates and uses little relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	5

The formula:

$$\% = \frac{R}{N} \text{X } 100$$

% = Score

R = Correct Answer

N = Maximum Score

Table 3. 4 Scoring Criteria for Reading

Score	Criteria
96-100	Excellent
86-85	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fairly
36-55	Poor
0-35	Very Poor

The researcher found the students mean score by using the formula[33]:

$$M = \frac{Y}{N}$$

Note:

M = Mean Score

Y = Total Score

N = The Number of the Students

---

[33] Sukardi, *Metode Penilitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: Bumi Aksara, 2004)

To know the criteria of students' scores in essay test, the researcher used the following the formula[34]:

$$P = \frac{X}{N}$$

P = Percentage

X = Total of each criteria

N = Total of the students

4. Based on the result of documentation, most of students had difficulty in reading especially in scanning announcement text. It showed from the students' scores of test, that most of students are not reached the KKM (Kriteriteria Ketuntasan Minimal) which is 75.

---

[34] Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: PT. Rieneka Cipta, 2006)

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description of the School

This research was carried out at SMA Negeri 4 Manado. SMA Negeri 4 Manado is one of the State Senior High Schools in North Sulawesi Province Indonesia, which established in 1998 and had National School Principal Number (NPSN) = 40102622, has been accredited A and used curriculum 2013. SMA Negeri 4 Manado has three majors, there are: MIA, IPS and IBB and also had 55 teachers and educators and also had 536 students.Geographicall of SMA Negeri 4 Manado is located on Manguni street number 11, Perkamil village, Tikala District, in Manado City.

Table 4. 1 General Description of the School

VISION	MISSION	OBJECTIVES	HISTORY	ACHIEVEMENT
Excellent school based on faith and piety to God Almighty and cares about the environment.	Produce the students who had: a. Develop in religious attitudes and behavior in the environment inside and outside the school. b. Creating a learning atmosphere that is challenging, fun, communicative	Referring to the schools vision and mission, as well as the general objectives of basic education, the school's objectives in developing this education are as follows: a. The creation of a quality learning process in a	SMA Negeri 4 Manado was established based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0292/O/1978 dated September 2, 1978. The budget for the construction of the school	**Lomba Essay TehnikIndustri 2009 (tingkatprovinsijuara 1) LombaSiswaTeladan Muslim 2009 (tingkatprovinsijuara 1) LombaPidatoBahasaInggris (juara 2&3) Festival Band Perbankan'09 (JuaraFavorit) OlimpiadeAstronomi (Juara 2)** **Economics**

	and democratic. c. Produce the students who had superior intellect, tough mentality, commendable morals and able to compete in various fields. d. Instilling social care, love for peace, love each others, love the country, national spirit, and democratic life. e. Instilling concern for the environment. f. Damage control and environmental planning. g. Increasing Natural Resources (SDA).	conducive the environment for the realization of graduates who had a moral, faithful, mastering science and technology, so that they are able to compete in the era of globalization. b. Exploring and developing the potential of students so that they had skills and life skills that are in accordance with their talents and interests. c. The realization of educational facilities there are able to support a quality learning process. d. The realization of educational institutions there are able to maintain and develop moral values in human civilization so that an attitude of solidarity grows	came from the Pelita Project for the 1997/1988 Fiscal Year. It was inaugurated on October 23, 1978 by the Minister of Education and Culture of the Republic of Indonesia, namely Mr. DR. DaoedJoesoef. SMA Negeri 4 Manado began operating on April 1, 1978.	**Competition'09 (Juara 1)** **Mata PelajaranBiologi (Juara 1)** **Duta Pelajar (10 Besar)** **Ketrampilan Penegak'09** (Juara 1) **LombaLintas Kota'09** (Juara 3) **LombaGerakJalan 45 Km'09** (Juara 1) **PertandinganBulu Tangkis'09** (Juara 2) **Tae Kwondo'09 (Juara 2)** **GerakJalan 18 Km (Juara 2)** **FLS2N (Juara 1 tingkatkota)** **FLS2N (Juara 1 tingkatprovinsi)** **FLS2N (Urutan 8 tingkatnasional)** **FestifalMusikalisas iPuisiSulut (Juara 1 tingkatprovinsi)**

		regardless of differences between people and groups towards a just and prosperous society.		Festival MusikalisasiPuisi (Juara 3 tingkat regional) Pemilihan Duta PurnaPaskibraka (Juara 2) Lomba TUB dan PBB (Juara 2) GerakJalan 45 Km (juara 4)

Table 4. 2 Circumstances and Educational Facilities

No	Room	Total	Condition
1.	The Headmaster Room	2	Good
2.	Teachers Room	2	Good
3.	Administration Room	3	Good
4.	Library	1	Good
5.	Classroom	22	Good
6.	Praying room	1	Good
7.	Laboratory	7	Good
8.	Toilet	5	Good
9.	School Clinic	1	Good
10.	Warehouse room	2	Good
11.	Student Council Room	1	Good
12.	Building Room	17	Good

B. Findings

1. Observation

The result of observations is to present the data. According to the researcher's preliminary observation in April 2021, the researcher went to school to meet with the English teacher. The students in the tenth grade at SMA Negeri 4 Manado had difficulty in scanning announcement text. The teacher said that most all the students in this school had reading difficulty. The announcement text had been applied at SMA Negeri 4 Manado based on the syllabus and used in one semester. In relation to observation, it was explained that in class X MIPA 1, it started on Thursday at 14.00-16.00, in the X IPS 1, on Wednesday at 10.00-12.00, and in the X IBB on Friday at 07.40-08.20. The teacher did the same thing in every class during the learning process activities.

First of all, the teacher entered the class and gave greetings to students and motivation to students, and then checking the attendance. Before entered the material, the teacher did a warm up. When the learning started, the teacher conveyed the material about the announcement. Then the teacher started to introduce the material. Furthermore, the teacher went into the discussion by explained the announcement text, the types of announcement text. Then the teacher gave an example of an announcement text. Meanwhile, the teacher asked and points out the students to read the announcement text.

After that, the teacher gave questions to the students regarding the announcement text. Most of students could not answer the question. Meanwhile, the teacher explained by using Indonesian language and asked the students to open their dictionaries to get the meaning of the new words that they had in the text. In the last meeting, the students, with the guidance of the teacher, conveyed the conclusions from the material, and he gave homework to the students.

2. Interview

Based on the interview the process of collecting the data was held in October 2021. In this research, the researcher conducted interviews with tenth graders about three majors; MIA, IPS, and IBB. The researcher interviewed five students as respondents in each class.

The researcher was conducted the interviews with 15 students. The researcher combined of five students from three classes to simplify the interview process on Monday, 11 October 2021. There were thirteen questions that the researcher asked to the students.

First of all the researcher asked the students about did the students get a lesson about announcement text in learning English subject. All the students said the same answered that was yes. Then the researcher asked the students opinion about announcement text in the learning English process. It started from X MIA 1 on SS;

> *"menurut saya teks pengumuman itu untuk mengatakan tentang sesuatu kepada orang- orang"[35]*

---

[35]Sunarti Sugeng, X MIA 1, Students of SMAN 4 Manado, interviewd 11 October 2021.

(I think Announcement text is to tell about something to people.).

The opinion similarly told by MYIK;

"teks pengumuman yaitu untuk menyampaikan sesuatu kepada kita misalkan tentang akan ada penerimaan siswa baru disekolah"[36]

(the announcement text is to conveyed something to us like an announcement about the admission of new student to the school).

The other opinion by RGG;

"teks pengumuman seperti yang saya ketahui adalah untuk menyampaikan atau memberitahu tentang sesuatu."[37]

(The announcement text as I know it is to conveyed or tell about something)

Meanwhile, there were also had different opinion from SES;

"saya terlalu tahu"[38]

(I did not know)

DM, students of X IPS 1 had the same opinion with the statement;

"yang saya tahu teks pengumuman untuk mengumumkan sesuatu yang penting."[39]

(As i know the announcement text there was to announce something important that thing)

Through the answers, there were several students had the same opinions about announcement text. Then the researcher asked the students whether they had difficulties when scanning the announcement text.

The student from class X IBB, ALM answered;

"iya, karena ada beberapa kosa kata yang tidak saya ketahui"[40]

---

[36]Marcelino Yohanes Imanuel Koesnan, X MIA 1, Students of SMAN 4 Manado,Interview, 11 October 2021.

[37]Reys iGeysa Gerungan, X MIA 1, Students of SMAN 4 Manado,Interview, 11 October 2021.

[38]Stevania Evelyn Sinanu, X MIA 1, Student of SMAN 4 Manado,Interview, 11 October 2021.

[39]Dimas Arivin, X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021.

[40]Aprilia Lidia Matero, X IBB, Student of SMAN 4 Manado, Interview, 11 October 2021.

(yes, because there were some vocabulary that I did not know the meaning)

Some students also answered the same thing about reading difficulty from AA;

"tidak terlalu, karena saya masih bisa memahami isi teks pengumuman yang guru berikan"[41]
(not really, because I can still understand the contents of the announcement text that the teacher gave)

MS said that;

"tidak terlalu, karena aku suka membaca ketika aku masih kecil"[42]
(Not, because I did like reading when I was a kid)

Another answer from MT and RMD had the same answer, they said;

"iya, karena saya tidak tahu bahasa inggris sama sekali"[43]
(yes because I did not know English at all)
"ya, karenasayatidaktahuapaartinya"[44]
(yes because I did not know what that means)

Next the researcher asked the students about what the obstacle when they scanning the announcement text. And MS, SES, and ALM had same statement that;

"hambatannya yaitu, karena tidak tahu artinya maka saya merasa kesulitan ketika membaca teks yang berbahasa inggris"[45]
(the obstacle is because I did not know what the mean of text, so I felt that difficult when I read the english text)

Almost all the students had difficulty in scanning announcement text because lack of vocabulary. But there are also some students who can understand because there were some students who had been taking

---

[41] Aulia Afwa, X IBB, Student of SMAN 4 Manado, Interview, 11 October 2021
[42] Mulyadi Saleh, X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021
[43] Michele Talumingan, X IBB, Student of SMAN 4 Manado, Interview, 11 October 2021
[44] Ridho Martin Dalanggo, X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021.
[45] Mulyadi Saleh, dll. X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021.

English lessons when they in Junior High School. Then the researcher asked about what makes the students difficult to read English text. And WIS, RMD and HM stated;

> *"karena saya tidak tahu artinya dan saya tidak terlalu suka dengan mata pelajaran bahasa inggris"[46]*
> (because I did not know what it means and I did not really like the English subjects)
> *"karena ada beberapa kata-kata yang saya tidak tahu"[47]*
> (because there some words that I do not know)
> *"pengejaan dan kosa kata saya masih kurang"[48]*
> (My spelling and vocabulary is still lacking)

The other answered also from NA;

> *"karena saya tidak suka membaca teks bahasa inggris"[49]*
> (because I did not really like reading English text)

Most of the students had the same reasons of difficulty in reading. Furthermore, about difficulty to concentrating while studying in the class. RWFR and WIS had similar answered, they stated that;

> *"kadang iya, kadang juga tidak. Karena kita belajar lewat zoom jadi terkadang membuat saya kurang focus pada saat belajar"[50]*
> (Sometimes ya, sometimes it's not. Because we learned by zoom, it sometimes makes me not focused on learning)
> *"ya, saat sedang belajar hp saya selalu muncul notifikasi dari aplikasi lain"[51]*
> (Yes, when I'm studying my hand phone always appears notifications from other applications.)

The other different statement from ASM;

> *"tidak, saya selalu konsentrasi ketika sedang belajar bahasa inggris karena itu adalah mata pelajaran favorit saya"[52]*

---

[46]Wulan Injil Sampow, X MIA 1, Student of SMAN 4 Manado,Interview, 11 October 2021.

[47]Ridho Martin Dalanggo, X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021.

[48]Hasan Maha dijia, X IBB, Student of SMAN 4 Manado, Interview, 11 October 2021.

[49]Nurain Ali, X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021.

[50]Revalino W.F. Rumengan, X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021.

[51]Wulan Injil Sampow, X MIA 1, Student of SMAN 4 Manado,Interview, 11 October 2021.

(no, I always concentrated in learning English because that is my favorite subject)

There were some students who cannot concentrated while studying, but there were also some students who did not experience the same thing. Then about when the students felt about reading difficulty in scanning announcement text. And the HM answered that;

"sejak saya masih sekolah dasar"[53]
(since I was in elementary school)

RMD explained that is;

"ketika saya merasa kessulitan saat membaca karena ada beberapa kata yang sayatidakpahami"[54]
(when I felt difficult to read because there were a few words that I did not understand)

The other statement from RGG;

"ketika ada sesuatu yang menganggu"[55]
(when there is something disturbing)

Some students had several reasons when experiencing difficulties in scanning the announcement text. And then about understanding the material presented by the teacher. As stated by AA and MT;

"saya memahami materi yang diberikanoleh Bapak Mandesa"[56]

(I understand the material provided by Sir Ishak)

"saya mengerti materinya karena terkadang Bapak juga menjelaskannya menggunakan bahasa Indonesia"[57]

---

[52]Agresia Sasta Montolalu, X IBB, Student of SMAN 4 Manado, Interview, 11 October 2021.

[53]Hasan Maha dijia, X IBB, Student of SMAN 4 Manado, Interview, 11 October 2021

[54]Ridho MartinDalanggo, X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021.

[55]Reys iGeysa Gerungan, X MIA 1, Students of SMAN 4 Manado,Interview, 11 October 2021.

[56]Aulia Afwa, X IBB, Student of SMAN 4 Manado, Interview, 11 October 2021.

(I understand the material because sometimes Sir also explained the material by using Bahasa Indonesia)

Next about had the students heared the explanation by the teacher. SS stated, she said;

"ya, saya mendengarkan dengan sangat baik"[58]

(ya, I am listened very well)

The other statement by ASM;

"kadang-kadang, karena kalau jaringan tidak bagus maka suara Sir juga tidak jelas"[59]

(Sometimes, because if the network is not good, Sir's voice is also unclear)

After that is about If the students did not understand the material presented by the teacher, what will they did. There were three students answered the same thing, such as WIS, NA, and MS;

"saya akan bertanya kepada guru jika ada yang tidak saya pahami"[60]

(I will ask the teacher if there is something I do not understand)

"saya akan bertanya melalui chat pribadi"[61]

(I will asked the teacher by private chat)

"saya akan bertanya pada guru ataukepada teman kelas saya"[62]

(I will asked the teacher or my classmate)

And next about did the students often asked the questions when the teacher teaching in the class. DA stated;

---

[57]Michele Talumingan, X IBB, Student of SMAN 4 Manado, Interview, 11 October 2021

[58]Sunarti Sugeng, X MIA 1, Students of SMAN 4 Manado, Interview, 11 October 2021.

[59]Agresia Sasta Montolalu, X IBB, Student of SMAN 4 Manado, Interview, 30 June 2021.

[60]Wulan Injil Sampow, X MIA 1, Student of SMAN 4 Manado,Interview, 11 October 2021.

[61]Nurain Ali, X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021.

[62]Mulyadi Saleh, X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021.

"iya, tapi kadang-kadang"[63]
(ya but sometimes)

RWFR also said;

"saya tidak pernah bertanya"[64]
(I never asked)

Moreover SS had different statement;

"jika ada sesuatu yang tidak saya mengerti maka saya akan bertanya pada guru"[65]
(if there is something that I did not understand so I will asked the teacher)

Then about did the students tell to the teacher that they had difficult in reading the announcement text in class. RMD stated;

"tidak kak"[66]

(No, kak)

HM stated;

"saya tidak pernah bilang kepada guru kalau saya memiliki kesulitan membaca teks bahasa inggris"[67]
(I never told to the teacher that I had difficulty in doing reading English text)

Different with the statement above, MYIK and WIS had same stated;

"ya, saya akan bilang kepada Sir kalau saya sedikit kesulitan ketika ada teks bahasa inggris yang kurang saya pahami"[68]

[63]Dimas Arivin, X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021.
[64]Revalino W.F. Rumengan, X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021.
[65]SunartiSugeng, X MIA 1, Students of SMAN 4 Manado,Interview, 11 October 2021.
[66]Ridho Martin Dalanggo, X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021.
[67]HasanMahadijia, X IBB, Student of SMAN 4 Manado, Interview, 11 October 2021.
[68]MarcelinoYohanesImanuelKoesnan, X MIA 1, Students of SMAN 4 Manado,Interview, 11 October 2021.

(Yes, I will told to sir that I had a little difficult when there was an English text that I did not understand)

"saya bilang kepada guru kalau saya kesulitan membaca teks bahasa inggris"[69]
(i will told to the teacher that I had difficulty in reading English text)

Furthermore about, did the students reviewed what they had learned while study. MT, NA stated;

"tidak pernah kak"[70]
(never)
"*tidak pernah kak"*[71]
(neverkak)

Similarly with her classmate, AA stated;

"jarang, hanya satu atau dua kali saja"[72]
(rarely, only once or twice)

And the last, the researcher asked the students about had they often reading or open books when they were at home. And most of the students respond that they did not had time to open or read books because they had tired and some students felt bored and lazy to reading. Seems like HM and WIS;

"saya tidak pernah buka buku dirumah"[73]
(I never open the books at home)
"Saya tidak pernah buka buku karena saya cepat bosan saat membaca"[74]

[69]WulanInjilSampow, X MIA 1, Student of SMAN 4 Manado,Interview, 11 October 2021.

[70]Michele Talumingan, X IBB, Student of SMAN 4 Manado, Interview, 11 October 2021.

[71]Nurain Ali, X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021.
.

[72]Aulia Afwa, X IBB, Student of SMAN 4 Manado, Interview, 11 October 2021.

[73]Hasan Mahadijia, X IBB, Student of SMAN 4 Manado, Interview, 11 October 2021.
.

[74]Wulan Injil Sampow, X MIA 1, Student of SMAN 4 Manado,Interview, 11 October 2021.

(I never open a book because I got bored quickly while in doing reading)

NA said that;

"saya tidak suka baca buku"[75]
(I did not like to read a book)

The other statement from ASM and MYIK said that;

"ketika sedang ada waktu senggang saya sering membaca buku"[76]
(When I had free time I often read books)
"hanya kadang-kadang kalau saya tidak malas saja"[77]
(Only sometimes if I'm not lazy)

Based on the results of the interview, the researcher found the answered from the students about reading difficulty in scanning announcement text in the learning English process. Most of the students had difficulty understanding the words or the meaning in scanning the announcement text. It strengthens on their statement about they had lack of vocabulary and reading activities.

.

[75]Nurain Ali, X IPS 1, Students of SMAN 4 Manado, Interview, 11 October 2021.

.

[76]Agresia Sast aMontolalu, X IBB, Student of SMAN 4 Manado, Interview, 11 October 2021.

[77]Marcelino Yohanes Imanuel Koesnan, X MIA 1, Students of SMAN 4 Manado,Interview, 11 October 2021.

.

3. Test

Table 4. 3 Frequency distribution of students' score

No	Score	Frequency	Percentage	Criteria
1	96-100	-		Excellent
2	86-85	-		Very Good
3	76-85	1	6,67%	Good
4	66-75	-		Fairly
5	56-65	-		Very Fairly
6	36-55	5	33,33%	Poor
7	0-35	9	60,00%	Very Poor

Based on table 4.3, it can be seen that there were 9 students who were categorized as very poor with a percentage (60.00%), and 5 students was categorized as poor with a percentage (33.3%), then 1 student was categorized as good with a percentage (6.67%). The total mean score of students in the essay test was 24.3. That was, most students are categorized on the very poor criteria.

4. Based on the findings from the documentation, the researcher collect the lesson plan, student final result, and photograph for supporting the current data:

Lesson plan:

a) Learning Objective:

Students can understand the information from the announcement text and the students can identify the common of the structure to the text and understand the elements of linguistic of the text.

For the introduction, the teacher gave greetings to the students when the learning was to begin. Then the students attend the class. The teacher gives motivation to students, and then the teacher does a warm-up to enter into advanced learning.

During activities, then the teacher explained the announcement text. Next, the teacher gave an example of an announcement text in power point. Then the teacher asked and points to the students to scan the announcement text. Students, with the guidance of the teacher, conclude the essence of the knowledge about announcement text that they had gained in learning. Then the teacher gives homework to students, and the teacher presents the material for the next meeting and closes the learning activity.

b) Assessment

Attitude assessment (observation sheet, discussion) and knowledge (student worksheet) and skills (performance and observation).

Based on the result of documentation, most of the students had difficulty in reading especially in scanning announcement text. It showed from the students' scores of test, that most of students are not reached the KKM (Kriteriteria Ketuntasan Minimal) which is 75.

C. **Discussion**

Students' difficulties towards scanning announcement text at SMA Negeri 4 Manado, as in the purpose of this study especially on the tenth grades, that the students found it difficult to understand the means of the text in scanning the announcement text.

Based on the observation, the teacher did not used any methods, so the class became bored and passive. This case can make the students got bored or lazy during the learning process, because most of students were not enthusiastic and unable to focus when studying. On the learning activities process, some of the students were disinterested in learning English because they did not like the English subject. However, they could understand the text if the teacher explained it in Indonesian

language. It can be seen, the students looked bored and were not so attentive when the teacher explained the material. The teacher distributed the questions to students regarding the announcement text and most of students could not answer the questions because they did not know was the meaning. According to the results of the interview, the main problem of students' reading difficulties towards scanning announcement text is caused by a lack of vocabulary and a lack of reading activities. They did not had a chance to read the English text or reviewed the lessons that had been learned while studying. Based on Estika Satriami stated that, realizing that to understand of the text, it is very important to be achieved by the students in reading skills, difficulties in understanding the reading text must be known and resolved by the students and also the teachers because these difficulties will be a negative impact on students reading skills and students motivation to achieve the reading target.[78] Meanwhile, there were, some problems that faced by the students. To obtain excellent in reading of the text, the students' needs to develop and reflect some of the ideas in the text include lack of vocabulary about acceptable sentence structure and acceptable the grammar.[79] According to Alderson in Irma Rasita Gloria Barus stated that, many students failed to read adequately in the foreign language. They cannot fully understand of what they had to read at a slower rate. A number of studies had been carried out on the

---

[78]Estika, "Reading Comprehension Difficulties by English Students of Universitas Islam Riau."

[79]Siti Raisha Usman kasim, "EFL Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities of Syiah Kuala University, Banda Aceh," *ENGLISH EDUCATION* 8, no. 3 (2017): 311–312.

students' performance in reading in the foreign language. When students reading a text, the students may encounter many factors that contribute as the cause of students' difficulties in reading the text.

According on the result of reading essay test, the researcher found the average obtained by dividing the total mean score was 24.3. It can be seen that from 15 students, there were 9 students who are categorized of criteria very poor with the percentage 60.00%. Then just only 1 student that categorized of good criteria with the percentage 6.67%, and 5 students that categorized poor criteria with the percentage 33.33%. Based on the result test that it showed most of students incorrectly answered the questions of the text and there were also some students did not answered it at all. After analyzd all the research, there were, most of students cannot identify the words or the meaning of announcement text.

It can be said that most of students had difficulties in scanning the announcement text. In addition, based on the results of the documentation it can be said that there are some students most of students had difficulties in scanning announcement text, it can be seen on the result of test that most of the students had not reached the KKM (Kriteria ketuntasan minimal).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions to answer the research questions. After discussed the results of this research, the researcher represent the conclusions and offered the suggestions.

A. Conclusion

The concluding of this research is, most of students have difficulty in scanning announcement text. The students' looks bored during the learning process. They cannot determine the structure of text and cannot identify the word or the meaning that contained in the text because they have lack of vocabulary and reading activities. So this is made it difficult for students to scanning the announcement text. Meanwhile, Based on test, there are four aspects which are evaluate. The results of reading tests shows that, most of students acquire very low criteria with the total mean score of 24.3. It can be seen that from 15 students, there are 9 students in categorize of very poor criteria with the percentage 60.00%. Only 1 student in categorize of good criteria with the percentage 6.67%, and 5 students categorize of poor criteria with the percentage 33.33%. This is showed in students' scores of test, most of students are not reached the KKM (Kriteriteria Ketuntasan Minimal) which is 75.

B. Suggestion

To remark the conclusion above and considering the result of the research, the researcher would like to give some suggestion to deliver:

1. To the English teacher

    a) The teacher should be more aware of the students about the reading difficulties in English text.

    b) The teacher should be more innovative and creative in online learning process. So that can make the atmosphere class will not get bored.

2. To the students

    a) The students should know that reading is important thing in learning English so they should often expand their vocabulary such as frequently reading a book or open a dictionary and watch a movie, etc.

    b) The students must study hard and be more courageous or confident with themselves in order to become good students and get the best future. And also they should manage time to practice their reading at home or after studying.

3. To the other researcher

    In this research, hopefully may contribute and provide information to the further researchers about students' difficulties in reading English texts, especially in scanning announcement text.

REFERENCES

Al-Qosbah. *Al-Qur'an Dan Terjemah*. Bandung, 2020.

Alderson, J.C. *Assessing Reading*. Cambridge University Press, 2000.

Amalia Dieana Nurhayati. "Tenth Graders' Reading Comprehension in Understanding Announcement Text Through the Implementation of Higher-Order Thinking Skills." *RETAIN* 8, no. 1 (2020): 39.

Batubara, Fahmi Aulia. "Improving Students' Ability in Writing of Announcement Through Gallery Walk Technique of Eight Grade at MTs Jam'iyatul Aiwashliyah Tembung." State Islamic University of North Sumatera Medan, 2017.

Brown, H. Douglas. *Teaching By Principles: An Interactive Approach to Language Pedagogy*. 2nd Editio. California, 2020.

Eka Sustri, Harida. "Students' Ability and Difficulties in Understanding English Text (A Study Program IAIN Padangsidimpuan)." *Al-Ta Lim* 21, no. 3 (2014): 186.

Estika, Satriani. "Reading Comprehension Difficulties by English Students of Universitas Islam Riau." *J-SHMIC* 5, no. 2 (2018): 16.

Fahmi Aulia, Batubara. *Improving Students' Ability in Writing of Announcement Through Gallery Walk Technique of Eight Grade at MTs Jam'iyatul Aiwashliyah Tembung*, 2017.

Harida, Eka Sustri. "Students' Ability and Difficulties in Understanding English Text (A Study Program IAIN Padangsidimpuan)." *Al-Ta Lim* 21, no. 3 (2014): 186.

Irma rasita Gloria, Barus. "The Study and Analysis of Reading Difficulties for the Undergraduate Students of Bogor Agricultural University." *Jurnal Ilmiah Manaemen Bisnis* 9, no. 2 (2009): 75.

Joni, Iskandar. *Teaching and Learning Reading Comprehension Through Herringbone to the First Grade Students of MAN 1 Pesisir Barat in the Academic Year of 2016/2017*. THE STATE OF ISLAMIC STUDIES RADEN INTAN, 2017.

J. Harmer,. *The Practice of English Language Teaching* (Oxford University Press (2017).

Mahmud. *Penelitian Pendidikan*. Bandung: CV PustakaSetia, 2011.

Muhammad Arief, Qurniawan. *Students' Difficulties on Reading Comprehension at the Eight Grade of SMPN 6 Sarolangun*. Islamic University Sulthan Thaha Saifudin Jambi, 2020.

Mut'iyah, Syahidah. *An Analysis of Students' Reading Comprehension in*

Announcement Text at SMA Negeri 8 Pekanbaru. UIN Suka Riau Pekanbaru, 2019.

Nurjanah, Ratih Laily. "The Analysis of Students' Difficulties in Doing Reading Comprehension Final Text.". *English Language Literature and teaching* 2, no. 2 (2018): 255.

Olga Dzykovych, Sandra j. Langer. "Announcement-Annotation Texts: Definition, Corelation and Synthesis Advanced Education." *2017* 3, no. 7 (n.d.): 29.

Pudji Djaali and Muljono, *pengantar dalam bidang pendidikan*. (Jakarta: 2008., 6.

P. Joko, Subagiyo. *Metode Penelitian*. Jakarta: Renika Cipta, 2004.

Pupu Saeful, Rahmat. "Penelitian Qualitive." *EQUILBRIUM* 5, no. 9 (2009): 2.

Robert, K.yin. *, Qualitative Research From Start To Finish*. (New York Londo: The Gullford Press, 2011.

Rohani Ganie, Al. "Reading Comprehension Problems on English Texts Faced by High School Students in Medan." *in The second Annual International Conference on Language and Literature, KnESocial Sciences* 3i19, no. 4896 (2019): 686.

Sri Yuliani, Hersya Oktawati, Eki Kurniawan. "An Analysis of the Students Ability in Speaking Announcement Text at Tenth Grade IPA 2 in SMA N 5 Merangin." *English Education Program Journal* 2, no. 2 (n.d.): 44, 2019.

Shihab M. Quraisy, Tafsir Al-Misbah, (Jakarta: Penerbit Lentera Hati. 2012).

Sukardi. *METODE PENELITIAN PENDIDIKAN KOMPETENSI DAN PRAKTIKNYA*. Jakarta: PT Bumi Aksara Jl. Sawo Raya No. 18, 2003.

Sukardi*, Metode Penilitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: Bumi Aksara, 2004).

Supardi, *Peminimalan Auntetik Pembelajaran Afektif, Kognitif, dan Psikomotor* (Jakarta: Rajawali Pers, 2005)

Tukiran Taniredjadan Hadayanti Mustafidah. *Penelitian Kuantitatif Dan Sebuah Pengantar*. Bandung: Alfabeta, 2011.

Tam Kevin Chi-Him, A Study on "Research on Language Learning Strategies: Methods, Findings, and Instructional of ," *The Thory and Practice in Language Studies,* Vol. 2, No. 8 (2015).

Usman kasim, Siti Raisha. "EFL Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities of Syiah Kuala University, Banda Aceh,"." *ENGLISH EDUCATION JOURNAL (EEJ)* 8, no. 3 (2017)

APENDICES

Nomor : B-1286 /In. 25 / F.II / TL.00.1 /6/ 2021   Manado, 08 Juni 2021
Lamp : -
Hal   : **Permohonan Izin Penelitian**

Yth :
Kepala/Pimpinan SMA N 4 Manado
Di Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama	:	Rahmayati Lomban
N I M	:	16.2.6.019
Semester	:	X (Sepuluh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Prodi	:	Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul *: "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA N 4 Manado"*
Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing :

1. **Ahmad Mustamir Waris, M.Pd**
2. **Fadhlan Saini, M.Pd**

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Juni s.d. Agustus 2021

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam
a.n. Dekan
Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga

Dr. Mutmainah, M.Pd
NIP 19810716 200604 2 002

Tembusan :
- Rektor IAIN Manado sebagai Laporan

PEMERINTAH PROVINSI SULAWESI UTARA
DINAS PENDIDIKAN DAERAH
SMA NEGERI 4 MANADO
TERAKREDITASI "A" (UNGGUL)
Jalan Manguni 11, Kelurahan Perkamil   Kecamatan Paal Dua
Telp. (0431) 865328 E-Mail : SMANeg 4Mdo@gmail.com   Kode Pos. 95128

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor: 678 / 116.20 / SMA 4 / KP / 2021

Yang bertanda tangan di bawah ini:

Nama	:	**Dr., Dra. LILIE N. WUISAN, M.Pd.**
NIP	:	**19641128 199003 2 009**
Jabatan	:	**Kepala Sekolah**
Pangkat / Golongan	:	**Pembina Tingkat I, IV/b**
Unit Kerja	:	**SMA Negeri 4 Manado**

Menerangkan bahwa:

Nama	:	**Rahmayati Lomban**
NIM	:	**16.2.6.019**
Perguruan Tinggi	:	**IAIN Manado**
Program Studi	:	**Tadris Bahasa Inggris (TBI)**
Judul Skripsi	:	***"Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado"***

Mahasiswa tersebut di atas telah melaksanakan Penelitian di SMA Negeri 4 Kota Manado Provinsi Sulawesi Utara dari bulan Juni s.d Agustus 2021.

Demikian surat keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Manado, 25 Agustus 2021
Kepala Sekolah,

Dr., Dra. Lilie N. Wuisan, M.Pd.
NIP. 19641128 199003 2 009

Tembusan, Yth.:

1. Arsip

Appendix 1

Guide of bservation:

No	Activities	Yes	No
1	Geographical location of SMA Negeri 4 Manado	✓	
2	Facilities and infrastructure of SMA Negeri 4 Manado	✓	
3	Process of teaching and learning English activities in class	✓	
4	Students come to class on time	✓	
5	Teacher does the greetings the class and give motivation	✓	
6	Teacher check the attendance	✓	
7	Teacher does a warm up to enter the advance learning	✓	
8	Teacher introduce the material before start teaching	✓	
9	Students Enthusiastic in in the learning process		✓
10	Teacher give explanation the material the announcement text until finish	✓	
11	Teacher uses Indonesia language and English to explain the material	✓	
12	Students listened the information that presented	✓	
13	Students responded to the teacher regarding the material about announcement text		✓
14	Teacher uses method in teaching		✓
15	The teacher gives example about text announcement	✓	
16	Students has difficult when reading the English text	✓	

17	Students can identify the meaning of text		✓
18	Students have lack of vocabulary	✓	
19	Students get bored when the learning process	✓	

Appendix 2

The List of Students Score

No	Students' Name	Class	Students' Score
1	Sunarti Sugeng	X MIA 1	80
2	Wulan Injil Sompow	X MIA 1	40
3	Marcelino Yohanes Imanuel Koesnan	X MIA 1	30
4	Stevania Evelyn Sinanu	X MIA 1	20
5	Reysi Geysa Gerungan	X MIA 1	45
6	Dimas Arivin	X IPS 1	0
7	Mulyadi Saleh	X IPS 1	50
8	Ridho Martin Dalanggo	X IPS 1	5
9	Nurain Ali	X IPS 1	20
10	Revalino W.F. Rumengan	X IPS 1	0
11	Aprilia Lidia Matero	X IBB	5
12	Aulia Afwa	X IBB	40
13	Michele Talumingan	X IBB	25
14	Hasan Mahadijia	X IBB	0
15	Agresia Sasta Montolalu	X IBB	5
TOTAL			365
MEAN			24.3

Appendix 3

MATRIX OF INTERVIEW

Respondent   : Sunarti Sugeng

Class   : X MIA 1

Date   : 11 October 2021

Researcher	Apakah anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?
Respondent	ya (Yes)
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	Menurut saya teks pengumuman itu untuk mengatakan tentang sesuatu kepada orang- orang. (I think Announcement text is to tell about something to people)
Researcher	Apakah anda mengalami kesulitan dalam membaca Dan memahami isi teks pengumuman saat belajar? (do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	Tidak (no)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty the reading English text, especially in announcement texts?
Respondent	Tidak ada (no)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning of word when scanning announcement text?)
Respondent	Tidak ada.

	(there is not any)
Researcher	Apa hambatan anda pada saat memindai teks pengumuman?

(what the obstacle when you scanning the announcement text?) |
| Respondent | Tidak ada, Saya mengerti teks yang berbahasa inggris

(no, I can understand the English text) |
| Researcher | Apa yang membuat anda kesulitan pada saat memindai teks pengumuman?

(what the difficulty that makes you difficult in scanning announcemen text?) |
| Respondent | Saya masih bisa mengerti teks bahasa inggris
(I still can understand in reading English text) |
| Researcher | Kapan anda merasa bahwa anda memiliki kessulitan membaca teks bahasa inggris?
(When you feel that you have difficulty in reading English text?) |
| Respondent | Saya bisa membaca bahasa inggris sejak SMP karena saya dari kecil sudah les bahasa inggris.
(i can read the English text because when I am in jurnior high school I am already taken English lessons) |
| Researcher | Apakah anda memiliki kesulitan berkonsentrasi pada saat belajar?
(Do you have difficulty in concentrating while studying?) |
| Respondent | Tidak.
(no) |
| Researcher | Apakah anda mendengar dengan baik penjelasan guru anda?
(Have you heard your teacher's explanation well?) |
| Respondent | Iya.
(ya) |
| Researcher | Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas?
(Do you tell the teacher that you have trouble in reading the announcement text in class?) |
| Respondent | Tidak.
(not) |
| Researcher | Apakah anda meninjau kembali apa yang telah dipelajari selama belajar?
(Do you review what you have learned while studying?) |
| Respondent | Kadang-kadang.
(sometimes) |
| Researcher | Apakah anda sering membaca atau membuka buku saat berada dirumah?
(Do you often read or open books when you are at home?) |
| Respondent | Kadang kak
(sometimes) |

MATRIX OF INTERVIEW

Respondent   : Wulan Injil Sompow

Class   : X MIA 1

Date   : 11 October 2021

Researcher	Apakah Anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?)
Respondent	Iya kak (yes)
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	Menurut saya teks pengumuman yaitu untuk mengatakan sesuatu kepada orang-orang. (I think announcement text is to tell something to people)
Researcher	Apakah anda mengalami kesulitan dalam membaca Dan memahami isi teks pengumuman saat belajar? (Do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	Iya. (yes I do)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty the reading English text, especially in announcement texts?)
Respondent	Karena saya tidak terlalu suka dengan mata pelajaran bahasa inggris. (ya, because I do not really like the English subjects)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning of word when scanning announcement text?)
Respondent	Ya. saya tidak tahu artinya dan saya tidak terlalu suka dengan mata pelajaran bahasa inggris (ya. I do not know what it means and I do not really like the English subjects)
Researcher	Apa hambatan anda pada saat memindai teks pengumuman?

	(What the obstacle when you scanning the announcement text?)
Respondent	pada saat sedang membaca teks bahasa inggris (when I'm reading the English text.)
Researcher	Apa yang membuat anda kesulitan dalam memindai teks pengumuman? (What the difficulty that makes you difficult to scanning announcement text?)
respondent	Karena saya tidak mengerti bahasa inggris (because I did not understand in English)
Researcher	Kapan anda merasa kesulitan dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (When you feel that you have difficulty reading?)
Respondent	Sudah sangat lama. (It's been so long)
Researcher	Apakah anda mengalami kesulitan berkonsentrasi pada saat belajar? (Do you have difficulty concentrating while studying?)
Respondent	Tidak (no)
Researcher	Apakah kamu sudah mendengar penjelasan gurumu dengan baik? (Have you heard your teacher's explanation well?)
Respondent	saya akan bertanya kepada guru jika ada yang tidak saya pahami (I will ask the teacher if there is something I do not understand)
Researcher	Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas? (Do you tell the teacher that you have trouble in reading the announcement text in class?)
Respondent	Saya bilang kepada guru kalau saya kesulitan membaca teks bahasa inggris. (i told to the teacher that I had difficulty in reading English text)
Researcher	Apakah anda meninjau kembali apa yang telah dipelajari selama belajar? (Do you review what you have learned while studying??)
Respondent	Tidak. (not)
Researcher	Apakah anda sering membaca atau membuka buku saat berada dirumah? (Do you often read or open books when you are at home?)
Respondent	Saya tidak pernah buka buku karena saya cepat bosan saat membaca. (I never open a book because I get bored quickly while in doing reading)

MATRIX OF INTERVIEW

Respondent   : Marcelino Yohanes Imanuel Koesnan

Class   : X MIA 1

Date   : 11 October 2021

Researcher	Apakah Anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?)
Respondent	Ya kak (yes, Miss)
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	teks pengumuman yaitu untuk menyampaikan sesuatu kepada kita misalkan tentang akan ada penerimaan siswa baru disekolah (the announcement text is to convey something to us like an announcement about the admission of new student to the school).
Researcher	Apakah anda mengalami kesulitan dalam membaca dan memahami isi teks pengumuman saat belajar? (Do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	Ya (ya)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty the reading English text, especially in announcement texts?)
Respondent	saya tidak terlalu mengerti bahasa inggris. (ya, i do not really understand English)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning when scanning announcement text?)
Respondent	Iya. (yes)
Researcher	Apa hambatan anda ketika anda memindai teks pengumuman? (What the obstacle when you scanning the announcement text?)
Respondent	Kadang saya tidak mengerti apa yang dimaksud dalam teks bahasa inggris.

	(sometimes i do not understand the meaning in the English text)
Researcher	Apa yang membuat anda kesulitan dalam memindai teks pengumuman? (What the difficulty that makes you difficult to scanning announcement text?)
Respondent	Saya tidak tahu artinya (I did not know the meaning)
Researcher	Kapan anda merasa kesulitan dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (When you feel that you have difficulty reading?)
Respondent	Sudah lama. (it is a long time)
Researcher	Apakah anda mengalami kesulitan untuk berkonsentrasi saat belajar di kelas? (Do you have difficulty concentrating while studying in class?)
Respondent	Tidak. (not)
Researcher	Apakah kamu sudah mendengar penjelasan gurumu dengan baik? (Have you heard your teacher's explanation well?)
Respondent	Iya (ya)
Researcher	Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas? (Do you tell the teacher that you have trouble in reading the announcement text in class?)
Respondent	ya, saya juga bilang kepada Sir kalau saya punya sedikit kesulitan ketika ada teks bahasa inggris yang kurang saya pahami (Yes, I also told to sir that I had a little difficult when there was an English text that I did not understand)
Researcher	Apakah anda meninjau kembali apa yang telah dipelajari selama belajar? (Do you review what you have learned while studying?)
Respondent	Kadang-kadang saja (just sometimes)
Researcher	Apakah anda sering membaca atau membuka buku saat berada dirumah? (Do you often read or open books when you are at home?)
Respondent	Hanya kadang-kadang kalau saya tidak malas saja. (Only sometimes if I'm not lazy)

MATRIX OF INTERVIEW

Respondent   : Stevania Evelyn Sinanu

Class   : X MIA 1

Date   : 11 October 2021

Researcher	Apakah Anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?)
Respondent	Iya (yes).
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	saya tidak terlalu tahu (I do not know)
Researcher	Apakah anda mengalami kesulitan dalam membaca dan memahami isi teks pengumuman saat belajar? (Do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	Iya (ya)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty the reading English text, especially in announcement texts?)
Respondent	Saya tidak mengerti bahasa inggris. (i do not understand English)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning when scanning announcement text?)
Respondent	Iya (ya)
Researcher	Apa hambatan anda pada saat memindai teks pengumuman? (What the obstacle when you scanning the announcement text?)
Respondent	saya tidak mengerti yang dimaksud dalam teks bahasa inggris (i do not understand the meaning in English text)
Researcher	Apa yang membuat anda kesulitan dalam memindai teks pengumuman? (What the difficulty that makes you difficult to scanning

	announcement text?)
Respondent	Saya tidak tahu artinya (I did not know what the meaning)
Researcher	Apakah anda mengalami kesulitan untuk berkonsentrasi saat belajar di kelas? (Do you have difficulty concentrating while studying in class??)
Respondent	Tidak. (not)
Researcher	Kapan anda merasa kesulitan dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (When you feel that you have difficulty reading?)
Respondent	Sejak saya kecil. (since I was child)
Researcher	Apakah kamu sudah mendengar penjelasan gurumu dengan baik? (Have you heard your teacher's explanation well?)
Respondent	Iya. (yes)
Researcher	Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas? (Do you tell the teacher that you have trouble in reading the announcement text in class?)
Respondent	Tidak. (no)
Researcher	Apakah anda meninjau kembali apa yang telah dipelajari selama belajar? (Do you review what you have learned while studying?)
Respondent	Tidak. (no)
Researcher	Apakah anda sering membaca atau membuka buku saat berada dirumah? (Do you often read or open books when you are at home?
Respondent	Tidak. (no)

MATRIX OF INTERVIEW

Respondent : Reysi Geysa Gerungan

Class : X MIA 1

Date : 11 October 2021

Researcher	Apakah Anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?)
Respondent	Ya kak. (yes)
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	Teks pengumuman seperti yang saya ketahui adalah untuk menyampaikan atau memberitahu tentang sesuatu. (The announcement text as I know it is to convey or tell about something)
Researcher	Apakah anda mengalami kesulitan dalam membaca Dan memahami isi teks pengumuman saat belajar? (Do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	Tidak. (no)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty in reading English text especially in announcement text?)
Respondent	Tidak ada (no)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning when scanning announcement text?)
Respondent	Tidak (no)
Researcher	Apa hambatan anda pada saat memindai teks pengumuman? (What the obstacle when you scanning the announcement text?)
Respondent	Kadang-kadang (sometimes)
Researcher	Apa yang membuat anda kesulitan dalam memindai teks

	pengumuman? (What the difficulty that makes you difficult to scanning announcement text?)
Respondent	Kalau ada kata yang baru dalam bahasa inggris (only if there is a new word in English)
Researcher	Kapan anda merasa kesulitan dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (when you feel that you have difficulty reading?)
Respondent	ketika ada sesuatu yang menganggu. (when there is something disturbing)
Researcher	Apakah anda mengalami kesulitan untuk berkonsentrasi saat belajar di kelas? (Do you have difficulty concentrating while studying in class?)
Respondent	Tidak. (no)
Researcher	Apakah kamu sudah mendengar penjelasan gurumu dengan baik? (Have you heard your teacher's explanation well?)
Respondent	Iya. (iya)
Researcher	Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas? (Do you tell the teacher that you have trouble in reading the announcement text in class?)
Respondent	Tidak. (no)
Researcher	Apakah anda meninjau kembali apa yang telah dipelajari selama belajar? (Do you review what you have learned while studying?)
Respondent	Kadang-kadang (sometimes)
Researcher	Apakah anda sering membaca atau membuka buku saat berada dirumah? (Do you often read or open books when you are at home?)
Respondent	Sometimes, Miss. (kadang-kadang)

MATRIX OF INTERVIEW

Respondent   : Dimas Arivin

Class   : X IPS 1

Date   : 11 October 2021

Researcher	Apakah Anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?)
Respondent	Iya (ya)
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	yang saya tahu teks pengumuman untuk mengumumkan sesuatu yang penting. (As i know the announcement text there is to announce something important that thing)
Researcher	Apakah anda mengalami kesulitan dalam membaca Dan memahami isi teks pengumuman saat belajar? (Do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	Iya. (ya)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty the reading English text, especially in announcement texts?)
Respondent	Saya tidak tahu bahasa inggris. (I do not know english)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning when scanning announcement text?)
Respondent	Iya (ya)
Researcher	Apa hambatan anda pada saat memindai teks pengumuman? (What the obstacle when you scanning the announcement text?)
Resrpondent	Saya tidak tahu arti dari setiap katanya (I did not know what the means in every words)
Researcher	Apa yang membuat anda kesulitan dalam memindai teks

	pengumuman? (What the difficulty that makes you difficult to scanning announcement text?)
Respondent	Saya tidak tahu apa yang dimaksud dalam teks bahasa inggris. (i do not know what the meaning in the English text)
Researcher	Kapan anda merasa kesulitan dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (When you feel that you have difficulty reading?)
Respondent	Sejak saya SD. (since I am in elementary school)
Researcher	Apakah anda mengalami kesulitan untuk berkonsentrasi saat belajar di kelas? (Do you have difficulty concentrating while studying in class?)
Respondent	Tidak. (no)
Researcher	Apakah kamu sudah mendengar penjelasan gurumu dengan baik? (Have you heard your teacher's explanation well?)
Respondent	Iya. (ya)
Researcher	Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas? (Do you tell the teacher that you have trouble in reading the announcement text in class?)
Respondent	Tidak. (no)
Researcher	Apakah anda meninjau kembali apa yang telah dipelajari selama belajar? (Do you review what you have learned while studying?)
Respondent	Tidak. (no)
Researcher	Apakah anda sering membaca atau membuka buku saat berada dirumah? (Do you often read or open books when you are at home?)
Respondent	Tidak. (no)

MATRIX OF INTERVIEW

Respondent   : Mulyadi Saleh

Class   : X IPS 1

Date   : 11 October 2021

Researcher	Apakah Anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?)
Respondent	Iya. (yes)
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	Teks pengumuman yaitu untuk memberitahu sesuatu yang penting (Announcement text is to tell something important)
Researcher	Apakah anda mengalami kesulitan dalam membaca Dan memahami isi teks pengumuman saat belajar? (Do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	Tidak. (no)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty the reading English text, especially in announcement texts?)
Respondent	saya suka membaca ketika aku masih kecil (Not, because I like reading when I was a kid)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning when scanning announcement text?)
Respondent	Tidak ada. (nothing)
Researcher	Apa hambatan anda pada saat memindai teks pengumuman? (What the obstacle when you scanning the announcement text?)
Respondent	Tidak ada (nothing)
Researcher	Apa yang membuat anda kesulitan dalam memindai teks pengumuman? (What the difficulty that makes you difficult to scanning

	announcement text?)
Respondent	Tidak ada (nothing)
Researcher	Kapan anda merasa kesulitan dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (When you feel that you have difficulty reading?)
Respondent	Saya tidak merasa kesulitan. (I do not find it difficult)
Researcher	Apakah anda mengalami kesulitan untuk berkonsentrasi saat belajar di kelas? (Do you have difficulty concentrating while studying in class?)
Respondent	Tidak. (no)
Researcher	Apakah kamu sudah mendengar penjelasan gurumu dengan baik? (Have you heard your teacher's explanation well?)
Respondent	Iya (yes)
Respondent	saya akan bertanya pada guru atau kepada teman kelas saya (I will ask the teacher or my classmate)
Researcher	Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas? (Do you tell the teacher that you have trouble in reading the announcement text in class?)
Respondent	Tidak. (no)
Researcher	Apakah anda meninjau kembali apa yang telah dipelajari selama belajar? (Do you review what you have learned while studying?)
Respondent	Hanya kadang-kadang. (just sometimes)
Researcher	Apakah anda sering membaca atau membuka buku saat berada dirumah? (Do you often read or open books when you are at home?)
Respondent	Sometimes, Miss.

MATRIX OF INTERVIEW

Respondent   : Ridho Martin Dalanggo

Class   : X IPS 1

Date   : 11 October 2021

Researcher	Apakah Anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?)
Respondent	Iya. (yes)
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	Teks pengumuman yaitu untuk memberitahu sesuatu kepada orang-orang. (announcement text is to tell something to people)
Researcher	Apakah anda mengalami kesulitan dalam membaca Dan memahami isi teks pengumuman saat belajar? (Do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	Iya. (yes)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty the reading English text, especially in announcement texts?)
Respondent	saya tidak tahu apa artinya (yes because I do not know what that means)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning when scanning announcement text?)
Respondent	Iya (ya)
Researcher	Apa hambatan anda pada saat memindai teks pengumuman? (What the obstacle when you scanning the announcement text?)
Respondent	Ada beberapa kata yang saya tidak tahu artinya (there is some words that I did not know what the means)
Researcher	Apa yang membuat anda kesulitan dalam memindai teks pengumuman?

	(What the difficulty that makes you difficult to scanning announcement text?)
Respondent	Ada beberapa kata-kata yang saya tidak tahu. (because there some words that I do not know)
Researcher	Kapan anda merasa kesulitan dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (When you feel that you have difficulty reading?)
Respondent	Ketika saya merasa kessulitan saat membaca karena ada beberapa kata yang saya tidak pahami. (when I felt difficult to read because there were a few words that I did not understand)
Researcher	Apakah anda mengalami kesulitan untuk berkonsentrasi saat belajar di kelas? (Do you have difficulty concentrating while studying in class?)
Respondent	Tidak. (no)
Researcher	Apakah kamu sudah mendengar penjelasan gurumu dengan baik? (Have you heard your teacher's explanation well?)
Respondent	Iya. (yes)
Researcher	Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas? (Do you tell the teacher that you have trouble in reading the announcement text in class?)
Respondent	Tidak kak. (no)
Researcher	Apakah anda meninjau kembali apa yang telah dipelajari selama belajar? (Do you review what you have learned while studying?)
Respondent	Tidak. (no)
Researcher	Apakah anda sering membaca atau membuka buku saat berada dirumah? (Do you often read or open books when you are at home?)
Respondent	Tidak. (no)

MATRIX OF INTERVIEW

Respondent   : Nurain Ali

Class   : X IPS 1

Date   : 11 October 2021

Researcher	Apakah Anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?)
Respondent	Iya kak. (yes)
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	Teks pengumuman yaitu menyampaikan sesuatu kepada orang-orang. (announcement text is something that is conveyed to people)
Researcher	Apakah anda mengalami kesulitan dalam membaca Dan memahami isi teks pengumuman saat belajar? (Do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	Ya. (yes)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty the reading English text, especially in announcement texts?)
Respondent	Masalahnya saya tidak mengerti bahasa inggris (the problem is I do not understand English)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning when scanning announcement text?)
Respondent	Iya (ya)
Researcher	Apa hambatan anda pada saat memindai teks pengumuman? (What the obstacle when you scanning the announcement text?)
Respondent	Hambatannya adalah saya tidak tahu bahasa inggris, jadi saya tidak bisa membaca teks yang berbhasa inggris (the obstacle is, I did not know English so I cannot read the English text)

Researcher	Apa yang membuat anda kesulitan dalam memindai teks pengumuman? (What the difficulty that makes you difficult to scanning announcement text?)
Respondent	Karena saya tidak tahu artinya dan saya tidak terlalu suka dengan mata pelajaran bahasa inggris. (because I do not know what it means and I do not really like the English subjects)
Researcher	Kapan anda merasa kesulitan dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (When you feel that you have difficulty reading?)
Respondent	Sudah sejak lama. (It is a long time)
Researcher	Apakah anda mengalami kesulitan untuk berkonsentrasi saat belajar di kelas? (Do you have difficulty concentrating while studying in class?)
Respondent	Tidak. (no)
Researcher	Apakah kamu sudah mendengar penjelasan gurumu dengan baik? (Have you heard your teacher's explanation well?)
Respondent	Iya. (yes)
Researcher	Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas? (Do you tell the teacher that you have trouble in reading the announcement text in class?)
Respondent	Tidak. (no)
Researcher	Apakah anda meninjau kembali apa yang telah dipelajari selama belajar? (Do you review what you have learned while studying?)
Respondent	Tidak pernah. (never)
Researcher	Apakah anda sering membaca atau membuka buku saat berada dirumah? (Do you often read or open books when you are at home?)
Respondent	Tidak. (no)

MATRIX OF INTERVIEW

Respondent   : Revalino W.F. Rumengan

Class   : X IPS 1

Date   : 11 October 2021

Researcher	Apakah Anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?)
Respondent	Ya kak. (yes)
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	Teks pengumuman adalah untuk memberitahukan sesuatu kepada orang-orang. (announcement text is to tell something to people)
Researcher	Apakah anda mengalami kesulitan dalam membaca Dan memahami isi teks pengumuman saat belajar? (Do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	Iya kak. (yes)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty the reading English text, especially in announcement texts?)
Respondent	Masalahnya yaitu kalau saya tidak tahu artinya. (the problem is I do not know what the meaning)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning when scanning announcement text?)
Respondent	Iya (ya)
Researcher	Apa hambatan anda pada saat memindai teks pengumuman? (What the obstacle when you scanning the announcement text?)
Respondent	Saya tidak tahu arti bahasa inggris (I did not know the English)
Researcher	Apa yang membuat anda kesulitan dalam memindai teks pengumuman?

	(What the difficulty that makes you difficult to scanning announcement text?)
Respondent	Saya tidak mengerti kata-kata dari teks bahasa inggris. (i do not understand the words of the English text)
Researcher	Kapan anda merasa kesulitan dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (When you feel that you have difficulty reading?)
Respondent	Sejak saya kecil. (since I was child)
Researcher	Apakah anda mengalami kesulitan untuk berkonsentrasi saat belajar di kelas? (Do you have difficulty concentrating while studying in class?)
Respondent	Kadang iya, kadang juga tidak. Karena kita belajar lewat zoom jadi terkadang membuat saya kurang focus pada saat belajar. (Sometimes ya, sometimes it's not. Because we learn by zoom, it sometimes makes me not focused on learning)
Researcher	Apakah kamu sudah mendengar penjelasan gurumu dengan baik? (Have you heard your teacher's explanation well?)
Respondent	Kadang. (sometimes)
Researcher	Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas? (Do you tell the teacher that you have trouble in reading the announcement text in class?)
Respondent	Tidak. (no)
Researcher	Apakah anda meninjau kembali apa yang telah dipelajari selama belajar? (Do you review what you have learned while studying?)
Respondent	Tidak. (no)
Researcher	Apakah anda sering membaca atau membuka buku saat berada dirumah? (Do you often read or open books when you are at home?)
Respondent	Tidak. (no)

MATRIX OF INTERVIEW

Respondent   : Aprilia Lidia Matero

Class   : X IBB

Date   : 11 October 2021

Researcher	Apakah Anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?)
Respondent	Iya kak. (yes)
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	Teks pengumuman yaitu untuk memberitahukan suatu inormasi. (announcement text is to tell something information)
Researcher	Apakah anda mengalami kesulitan dalam membaca Dan memahami isi teks pengumuman saat belajar? (Do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	Iya. (yes)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty the reading English text, especially in announcement texts?)
Respondent	Ada beberapa kosa kata yang tidak saya ketahui. (there are some vocabulary that I do not know)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning when scanning announcement text?)
Respondent	Tidak terlalu (not really)
Researcher	Apa hambatan anda pada saat memindai teks pengumuman? (What the obstacle when you scanning the announcement text?)
Respondent	Kalau ada beberapa kosa kata yang baru (if some words that I did not know what the means)
Researcher	Apa yang membuat anda kesulitan dalam memindai teks pengumuman? (What the difficulty that makes you difficult to scanning

	announcement text?)
Respondent	Karena ada beberapa kosa kata yang tidak saya ketahui. (because there are some vocabulary that I do not know)
Researcher	Kapan anda merasa kesulitan dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (When you feel that you have difficulty reading?)
Respondent	Sejak saya SMP. (since I was in junior high school)
Researcher	Apakah anda mengalami kesulitan untuk berkonsentrasi saat belajar di kelas? (Do you have difficulty concentrating while studying in class?)
Respondent	Tidak. (no)
Researcher	Apakah kamu sudah mendengar penjelasan gurumu dengan baik? (Have you heard your teacher's explanation well?)
Respondent	Iya. (ya)
Researcher	Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas? (Do you tell the teacher that you have trouble in reading the announcement text in class?)
Respondent	Tidak. (no)
Researcher	Apakah anda meninjau kembali apa yang telah dipelajari selama belajar? (Do you review what you have learned while studying?)
Respondent	Tidak. (no)
Researcher	Apakah anda sering membaca atau membuka buku saat berada dirumah? (Do you often read or open books when you are at home?
Respondent	Tidak. (no)

MATRIX OF INTERVIEW

Respondent　　　　　: Aulia Afwa

Class　　　　　　　: X IBB

Date　　　　　　　: 11 October 2021

Researcher	Apakah Anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?)
Respondent	Iya (yes)
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	Teks pengumuman yaitu untuk mengatakan suatu informasi kepada orang-orang. (Announcement text is to tell something information to people.)
Researcher	Apakah anda mengalami kesulitan dalam membaca Dan memahami isi teks pengumuman saat belajar? (Do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	tidak terlalu, karena saya masih bisa memahami isi teks pengumuman yang guru berikan. (not really, because I can still understand the contents of the announcement text that the teacher gave)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty the reading English text, especially in announcement texts?)
Respondent	Kalau ada kata yang tidak saya tahu. (if there are some words I don't know)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning when scanning announcement text?)
Respondent	Tidak terlalu (Not really)
Researcher	Apa hambatan anda pada saat memindai teks pengumuman? (What the obstacle when you scanning the announcement text?)
Respondent	Kalau ada kata yang tidak saya tahu. (if there are some words I don't know)

Researcher	Apa yang membuat anda kesulitan dalam memindai teks pengumuman? (What the difficulty that makes you difficult to scanning announcement text?)
Respondent	Kalau ada beberapa kosa kata yang saya tidak tahu artinya (if there are some vocalurary that I did not know what the means)
Researcher	Kapan anda merasa kesulitan dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (When you feel that you have difficulty reading?)
Respondent	Saya menegerti teks bahasa inggris. (I understand the English text)
Researcher	Apakah anda mengalami kesulitan untuk berkonsentrasi saat belajar di kelas? (Do you have difficulty concentrating while studying in class?)
Respondent	Tidak. (no)
Researcher	Apakah kamu sudah mendengar penjelasan gurumu dengan baik? (Have you heard your teacher's explanation well?)
Respondent	Iya. (yes)
Researcher	Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas? (Do you tell the teacher that you have trouble in reading the announcement text in class?)
Respondent	Tidak. (no)
Researcher	Apakah anda meninjau kembali apa yang telah dipelajari selama belajar? (Do you review what you have learned while studying?)
Respondent	Tidak. (no)
Researcher	Apakah anda sering membaca atau membuka buku saat berada dirumah? (Do you often read or open books when you are at home?)
Respondent	Kadang-kadang kak. (just sometimes)

MATRIX OF INTERVIEW

Respondent   : Michele Talumingan

Class   : X IBB

Date   : 11 October 2021

Researcher	Apakah Anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?)
Respondent	Ya kak. (yes)
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	Untuk mengumumkan suatu informasi. (To announce an information)
Researcher	Apakah anda mengalami kesulitan dalam membaca Dan memahami isi teks pengumuman saat belajar? (Do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	yes because I do not know English at all (iya, karena saya tidak tahu bahasa inggris sama sekali)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty the reading English text, especially in announcement texts?)
Respondent	Saya tidak terlalu tahu tentang bahasa inggris. (i do not really understand about English)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning when scanning announcement text?)
Respondent	Iya (ya)
Researcher	Apa hambatan anda pada saat memindai teks pengumuman? (What the obstacle when you scanning the announcement text?)
Respondent	Hambatannya, saya kesulitan membaca teks yang berbhasa inggris? (the obstacle is, I have difficutl when I read the English text)
Researcher	Apa yang membuat anda kesulitan dalam memindai teks pengumuman?

	(What the difficulty that makes you difficult to scanning announcement text?)
Respondent	Karena saya tidak menegerti kata dan artinya. (because I do not understand the words or the meaning)
Researcher	Kapan anda merasa kesulitan dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (When you feel that you have difficulty reading?)
Respondent	Sudah lama kaka. (it is been a long)
Researcher	Apakah anda mengalami kesulitan untuk berkonsentrasi saat belajar di kelas? (Do you have difficulty concentrating while studying in class?)
Respondent	Tidak. (no)
Researcher	Apakah kamu sudah mendengar penjelasan gurumu dengan baik? (Have you heard your teacher's explanation well?)
Respondent	Iya kak. (yes)
Researcher	Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas? (Do you tell the teacher that you have trouble in reading the announcement text in class?)
Respondent	Tidak. (no)
Researcher	Apakah anda meninjau kembali apa yang telah dipelajari selama belajar? (Do you review what you have learned while studying?)
Respondent	tidak pernah kak (never)
Researcher	Apakah anda sering membaca atau membuka buku saat berada dirumah? (Do you often read or open books when you are at home?)
Respondent	Tidak kak. (no)

MATRIX OF INTERVIEW

Respondent   : Hasan Mahadijia

Class   : X IBB

Date   : 11 October 2021

Researcher	Apakah Anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?)
Respondent	Iya. (yes)
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	Untuk mengumumkan sesuatu seperti even-even. (to announce something like even)
Researcher	Apakah anda mengalami kesulitan dalam membaca Dan memahami isi teks pengumuman saat belajar? (Do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	Iya kak. (yes)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty the reading English text, especially in announcement texts?)
Respondent	pengejaan dan kosa kata saya masih kurang (My spelling and vocabulary is still lacking)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning when scanning announcement text?)
Respondent	Iya (ya)
Researcher	Apa hambatan anda pada saat memindai teks pengumuman? (What the obstacle when you scanning the announcement text?)
Respondent	Ada beberapa kata yang tidak saya mengerti (there are some words that I did not understand)
Researcher	Apa yang membuat anda kesulitan dalam memindai teks pengumuman? (What the difficulty that makes you difficult to scanning

	announcement text?)
Respondent	Karena ada beberapa kata didalam teks bahasa inggris yang saya tidak tahu. (Because there are some words in the English text that I don't know)
Researcher	Kapan anda merasa kesulitan dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (When you feel that you have difficulty reading?)
Respondent	Sejak saya SD (since I was in elementary school)
Researcher	Apakah anda mengalami kesulitan untuk berkonsentrasi saat belajar di kelas? (Do you have difficulty concentrating while studying in class?)
Respondent	Tidak. (no)
Researcher	Apakah kamu sudah mendengar penjelasan gurumu dengan baik? (Have you understood the material presented by the teacher?)
Respondent	Kadang kak, karena kita belajar lewat zoom jadi kadang suara sir tidak terlalu terdengar karena jaringan yang buruk. (sometimes, because we learn by zoom so sometimes sir's voice is not very audible because the network is bad)
Researcher	Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas? (Do you tell the teacher that you have trouble in reading the announcement text in class?)
Respondent	saya tidak pernah bilang kepada guru kalau saya memiliki kesulitan membaca teks bahasa inggris. (I never told to the teacher that I had difficulty in doing reading English text)
Researcher	Apakah anda meninjau kembali apa yang telah dipelajari selama belajar? (Do you review what you have learned while studying??)
Respondent	Tidak. (no)
Researcher	Apakah anda sering membaca atau membuka buku saat berada dirumah? (Do you often read or open books when you are at home?)
Respondent	Saya tidak pernah buka buku dirumah (I never open the books at home)

MATRIX OF INTERVIEW

Respondent   : Agresia Sasta Montolalu

Class   : X IBB

Date   : 11 October 2021

Researcher	Apakah Anda mendapatkan pelajaran tentang teks pengumuman dalam pembelajaran mata pelajaran bahasa Inggris? (Did you get a lesson about announcement text in learning English subjects?)
Respondent	Ya kak. (yes)
Researcher	Apa pendapat Anda tentang teks pengumuman dalam proses pembelajaran bahasa Inggris? (What do you think about announcement text in the learning English process?)
Respondent	Teks pengumuman yaitu untuk memberitahukan sesuatu kepada masyarakat atau kepada orang-orang. (announcement text is something to tell to society or peoples)
Researcher	Apakah anda mengalami kesulitan dalam membaca Dan memahami isi teks pengumuman saat belajar? (Do you have difficulty in reading and understanding the contents of the announcement text while studying?)
Respondent	Tidak. (no)
Researcher	Lalu, apa masalah atau kesulitan anda dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (What is your problem or difficulty the reading English text, especially in announcement texts?)
Respondent	Tidak ada. (nothing)
Researcher	Apakah anda memiliki kesulitan dalam menemukan arti dari setiap kata pada saat memindai teks pengumuman? (Do you have difficulty in looking for the meaning when scanning announcement text?)
Respondent	Tidak. Karena saya suka bahasa inggris karena itu adalah mata pelajaran kesukaan saya. (no. because I like English because that is my favorite subject)
Researcher	Apa hambatan anda pada saat memindai teks pengumuman? (What the obstacle when you scanning the announcement text?)
Respondent	Tidak ada (nothing)
Researcher	Apa yang membuat anda kesulitan dalam memindai teks

	pengumuman? (What the difficulty that makes you difficult to scanning announcement text?)
Respondent	Tidak ada (nothing)
Researcher	Kapan anda merasa kesulitan dalam membaca teks bahasa Inggris terutama dalam teks pengumuman? (When you feel that you have difficulty reading?)
Respondent	saya suka bahasa inggris dari kecil. (I like English since I was child)
Researcher	Apakah anda mengalami kesulitan untuk berkonsentrasi saat belajar di kelas? (Do you have difficulty concentrating while studying in class?)
Respondent	tidak, saya selalu konsentrasi ketika sedang belajar bahasa inggriskarena itu adalah mata pelajaran favorit saya. (no, I always concentrate in learning English because that is my favorite subject)
Researcher	Apakah kamu sudah mendengar penjelasan gurumu dengan baik? (Have you heard your teacher's explanation well?)
Respondent	Yes. (iya)
Researcher	Apakah Anda memberi tahu guru bahwa Anda mengalami kesulitan dalam membaca teks pengumuman di kelas? (Do you tell the teacher that you have trouble in reading the announcement text in class?)
Respondent	Tidak. (no)
Researcher	Apakah anda meninjau kembali apa yang telah dipelajari selama belajar? (Do you review what you have learned while studying?)
Respondent	Kadang-kadang kak (Sometimes)
Researcher	Apakah anda sering membaca atau membuka buku saat berada dirumah? (Do you often read or open books when you are at home?)
Respondent	ketika sedang ada waktu senggang saya sering membaca buku. (When I have free time I often read books)

Appendix 4

The test of Announcement Text

Name:

Class:

Announcement!

For all the students. Our school will hold a poetry reading competition which will be held on May 15, 2019. The poetry is required to be a work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in the student's Council room. Register yourself immediately because there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there are:

1. Who is giving the announcement?
2. What kind of activity is it?
3. When will it be held?
4. Where will it be held?
5. Who is invited to join?

Appendix 5

INTERVIEW SHEET

1. Did you get a lesson about announcement text in learning English subjects?
2. What do you think about announcement text in the learning English process?
3. Do you have difficulty in reading and understanding the contents of the announcement text while studying?
4. What is your problem or difficulty the reading English text, especially in announcement texts?
5. Do you have difficulty in looking for the meaning when scanning announcement text?
6. What the obstacle when you scanning the announcement text?
7. What the difficulty that makes you difficult to scanning announcement text?
8. When you feel that you have difficulty in reading english text?
9. Do you have difficulty concentrating while studying in class?
10. Have you heard your teacher's explanation well?
11. Do you tell the teacher that you have trouble in reading the announcement text in class?
12. Do you review what you have learned while studying?
13. Do you often read or open books when you are at home?

Appendix 6

LETTER OF INTERVIEW

Name   : **Sunarti Sugeng**

Position   : **Student**

Class   : **X MIA 1**

Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

Thus the letter is to be used properly

Respondent

Sunarti Sugeng

LETTER OF INTERVIEW

Name   : **Wulan Injil Sompow**

Position   : **Student**

Class   : **X MIA 1**

Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

Thus the letter is to be used properly

Respondent

Wulan Injil Sompow

LETTER OF INTERVIEW

Name   **: Marcelino Yohanes Imanuel Koesnan**

Position   **: Student**

Class   **: X MIA 1**

Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

Thus the letter is to be used properly

Respondent

Marcelino Y. I Koesnan

LETTER OF INTERVIEW

Name   : Stevania Evelyn Sinanu

Position   : Student

Class   : X MIA 1

Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

Thus the letter is to be used properly

Respondent

Stevania Evelyn Sinanu

LETTER OF INTERVIEW

Name   **: Reysi Geysa Gerungan**

Position **: Student**

Class   **: X MIA 1**

Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

Thus the letter is to be used properly

Respondent

Reysi Geysa Gerungan

LETTER OF INTERVIEW

Name   : **Dimas Arivin**

Position   : **Student**

Class   : **X IPS 1**

       Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

       Thus the letter is to be used properly

Respondent

Dimas Arivin

LETTER OF INTERVIEW

Name   : **Mulyadi Saleh**

Position   : **Student**

Class   : **X IPS 1**

Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

Thus the letter is to be used properly

Respondent

Mulyadi Saleh

LETTER OF INTERVIEW

Name   : **Ridho Martin Dalanggo**

Position   : **Student**

Class   : **X IPS 1**

Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

Thus the letter is to be used properly

Respondent

Ridho Martin Dalanggo

LETTER OF INTERVIEW

Name   **: Nurain Ali**

Position   **: Student**

Class   **: X IPS 1**

Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

Thus the letter is to be used properly

Respondent

Nurain Ali

LETTER OF INTERVIEW

Name   : **Revalino W.F. Rumengan**

Position   : **Student**

Class   : **X IPS 1**

Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

Thus the letter is to be used properly

Respondent

Revalino W.F. Rumengan

LETTER OF INTERVIEW

Name   : **Aprilia Lidia Matero**

Position   : **Student**

Class   : **X IBB**

      Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

      Thus the letter is to be used properly

                      Respondent

                Aprilia Lidia Matero

LETTER OF INTERVIEW

Name   : **Aulia Afwa**

Position   : **Student**

Class   : **X IBB**

Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

Thus the letter is to be used properly

Respondent

Aulia Afwa

LETTER OF INTERVIEW

Name   : **Michele Talumingan**

Position   : **Student**

Class   : **X IBB**

Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

Thus the letter is to be used properly

Respondent

Michele Talumingan

LETTER OF INTERVIEW

Name   : **Hasan Mahadijia**

Position   : **Student**

Class   : **X IBB**

Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

Thus the letter is to be used properly

Respondent

Hasan Mahadijia

LETTER OF INTERVIEW

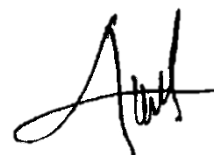**Name**   : Agresia Sasta Montolalu

Position   : Student

Class   : X IBB

Declaring hereby that the participant has been interviewed regarding the thesis "Exploring Reading Difficulties Towards Scanning Announcement Text at SMA Negeri 4 Manado".

Thus the letter is to be used properly

Respondent

Agresia Sasta Montolalu

Appendix 7

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : X

Kompetensi Inti :

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam	**Teks tulis berbentuk** *announcement* **(pemberitahuan)** *Fungsi sosial* Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk	**Mengamati** • Siswa mendengarkan/membaca teks *announcement* dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulis	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks *announcement* • Ketepatan unsur kebahasaan: tata bahasa, kosa kata,	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dail

semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (*announcement*), sesuai dengan konteks penggunaannya. 4.11. Menangkap makna pemberitahuan (*announcement*). 4.12. Menyusun teks tulis pemberitahuan (*announcement*), sangat pendek dan sederhana,	memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi *Struktur Teks* Ungkapan yang lazim digunakan dalam teks *announcement* di media massa maupun di internet, secara urut dan runtut. *Unsur kebahasaan* Kosa kata , tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi *Multimedia:* Layout, dekorasi, yang membuat tampilan teks lebih menarik	annya. ● Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. ● Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses *skimming* dan *scanning* untuk mendapatkan informasi khusus. **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** ● Siswa mencari teks lain untuk mendengarkan/membaca teks *announcement* dengan strategi yang digunakan dari berbagai sumber. ● Siswa berlatih membaca teks *announcement* dengan strategi yang digunakan bersama teman **Mengasosiasi** ● Siswa menganalisis	ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan ● Kesesuaian format penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja** ● Melakukan monolog dalam bentuk pemberitahuan (*announcement*) di depan kelas ● Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (*announcement*) **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan komunikasi - perilaku tanggung		yenglish. com ● http://americanenglish.state.gov/files/ae/resource_files ● http://learnenglish.britishcouncil.org/en/

dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		teks *announcement* dengan memperhatikan format penulisannya melalui strategi yang digunakan. • Siswa membandingkan teks *announcement* yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. • Secara berkelompok siswa mendiskusikan teks *announcement* yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat teks *announcement* dalam kerja kelompok • Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Membuat jurnal belajar (*learning journal*)	jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan • Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format		

			khusus, komentar, atau bentuk penilaian lain		

Appendix 8

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA / SMK....	Kelas/Semester : X/ 2	KD : 3.8 dan
Mata Pelajaran : BAHASA INGGRIS	Alokasi Waktu : 2 x 45 menit	4.8
		Pertemuan ke : 2
Materi pokok : Teks tulis berbentuk announcement		

A. TUJUAN

- Menmahami fungsi sosial untuk memperlancar informasi terkait teks announcement
- Mengidentifikasi struktur teks yang lazim digunakan terkait teks announcement
- Memahami unsur kebahasaan terkait teks announcement

B. LANGKAH-LANGKAH PEMBELAJARAN

Media :	**Alat/Bahan** :
➤ *Worksheet atau lembar kerja (siswa)*	➤ Penggaris, spidol, papan tulis
➤ *Lembar penilaian*	➤ Laptop & infocus
➤ *LCD Proyektor/* Slide presentasi (ppt)	

PENDAHULUAN		• Peserta didik memberi salam, berdoa, menyanyikan lagu nasional (PPK) • Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN INTI	**Kegiatan Literasi**	Peserta didik membaca teks announcement yang diberikan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan
	Critical Thinking	Peserta didik mengidentifikasi ungkapan dan kosa kata yang terdapat dalam teks announcement dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan
	Collaboration	Peserta didik bekerja secara berkelompok dan mendiskusikan teks announcement dengan memperhatikan fungsi sosial , struktur teks dan unsur kebahasaan
	Communication	Peserta didik menyampaikan dan mempresentasikan teks announcement dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, memperoleh balikan (feedback) dari guru dan teman
	Creativity	Peserta didik membuat kesimpulan terkait teks announcement dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks announcement
PENUTUP		• Guru bersama peserta didik melakukan refleksi terkait teks announcement • Guru dan peserta didik memberi kesimpulan terkait teks announcement • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN

- Sikap : Lembar pengamatan, diskusi	- Pengetahuan : LK peserta didik,	- Ketrampilan: Kinerja & observasi

Mengetahui,

....2021

Kepala Sekolah,

Guru Mata Pelajaran

Dr.,Dra. LILIE N. WUISAN, M.Pd.
NIP 196411281990032009

Ishak J. Mandesa, SS.
NIP 198507062010011004

Appendix 9

DAFTAR NILAI AKHIR SEMESTER GENAP 2020/2021

MATA PELAJARAN   : Bahasa Inggris   JUMLAH TATAP MUKA GURU : %

KELAS / PEMINATAN : X IBB   KKM : 75

NO.	NAMA SISWA	SPIRITUAL PRED	SPIRITUAL DESKRIPSI	SOSIAL PRED.	SOSIAL DESKRIPSI	PENGETAHUAN NILAI	PRED.	PENGETAHUAN DESKRIPSI	KETRAMPILAN NILAI	PRED.	KETRAMPILAN DESKRIPSI
1	AGRESIA SASTA MONTOLALU		NILAI SB (Sangat Baik) Sangat menerima, menjalankan, menghargai, menghayati dan mengamalkan nilai agama		BAIK MEMILIKI SIFAT SANTUN, DISIPLIN DAN TANGGUNG JAWAB YANG BAIK, RESPONSIF DALAM PERGAULAN; SIKAP KEPEDULIAN MENINGKAT.	82	B	93 - 100 Siswa telah memahami fungsi sosial, struktur teks dan unsur kebahasaan dengan SANGAT BAIK (A)	90	A	93 - 100 Siswa telah memahami yang mencakup Listening, Reading, Speaking dan Writing SANGAT BAIK (A)
2	APRILIA LIDIA MATERO					77	C		80	B	
3	AULIA AFWA					96	A		96	A	
4	DEA ANGELICA TUMIWA					75	C		0	0	
5	FRISILIA INJIL KAUNANG					76	C	83 - 92 Siswa memahami fungsi sosial, struktur teks dan unsur kebahasaan dengan BAIK (B)	0	0	83 - 92 Siswa telah memahami yang mencakup Listening, Reading, Speaking dan Writing BAIK (B)
6	GRACIA MARSELA WILAR					23			0	0	
7	HASAN MAHADJIA					75	C		80	B	
8	INDRI YANTI TOMBOKAN		NILAI B (Baik) Dapat menerima, menjalankan, menghargai, menghayati dan mengamalkan nilai agama			32			0	0	
9	MICHELE TALUMINGAN				KURANG MEMILIKI SIFAT SANTUN, DISIPLIN DAN TANGGUNG JAWAB YANG BAIK, RESPONSIF DALAM PERGAULAN; SIKAP KEPEDULIAN TIDAK MENINGKAT.	77	C	75 - 82 Siswa CUKUP memahami fungsi sosial, struktur teks dan unsur kebahasaan (C)	0	0	75 - 82 Siswa telah memahami yang mencakup Listening, Reading, Speaking dan Writing CUKUP (C)
10	RACHEL GLORIA KATINDAGHO					80	B		0	0	
11	UTARI BELLAVIA SANTOSO					86	A	< 74 Siswa belum TUNTAS (D)	80	B	< 74 Siswa belum TUNTAS (D)

NILAI C (Cukup) Cukup menerima, menjalankan, menghargai, menghayati dan mengamalkan nilai agama

NILAI K (Kurang) Kurang menerima, menjalankan, menghargai, menghayati dan mengamalkan nilai agama

DAFTAR NILAI AKHIR SEMESTER GENAP 2020/2021

MATA PELAJARAN : Bahasa Inggris
KELAS / PEMINATAN : X MIA 1

JUMLAH TATAP MUKA GURU : %
KKM : 75

NO.	NAMA SISWA	SIKAP SPIRITUAL DAN SOSIAL				PENGETAHUAN			KETRAMPILAN		
		SPIRITUAL		SOSIAL							
		PRED	DESKRIPSI	PRED.	DESKRIPSI	NILAI	PRED.	DESKRIPSI	NILAI	PRED.	DESKRIPSI
1	ADITYA SAHDAN DUDE		NILAI SB (Sangat Baik) Sangat menerima, menjalankan, menghargai, menghayati dan mengamalkan nilai agama		BAIK MEMILIKI SIFAT SANTUN, DISIPLIN DAN TANGGUNG JAWAB YANG BAIK, RESPONSIF DALAM PERGAULAN; SIKAP KEPEDULIAN MENINGKAT.	75	C	93 - 100 Siswa telah memahami fungsi sosial, struktur teks dan unsur kebahasaan dengan SANGAT BAIK (A)	0	0	93 - 100 Siswa telah memahami yang mencakup Listening, Reading, Speaking dan Writing SANGAT BAIK (A)
2	ANDRE KAPANTOW					16			0	0	
3	ARIF PRASETYO					0			0	0	
4	CAVIERELL STEVANUS KABAIKAN					80	B		84	B	
5	CHICILIA MICHELIN ABJUL					75	C	83 - 92 Siswa memahami fungsi sosial, struktur teks dan unsur kebahasaan dengan BAIK (B)	0	0	83 - 92 Siswa telah memahami yang mencakup Listening, Reading, Speaking dan Writing BAIK (B)
6	CHRYS PAULUS KAWENGIAN					95	A		96	A	
7	DEVI GLORIA BURUMUKA					80	B		0	0	
8	DEWI IMANUELA BUKIT				KURANG MEMILIKI SIFAT SANTUN, DISIPLIN DAN TANGGUNG JAWAB YANG BAIK, RESPONSIF DALAM PERGAULAN; SIKAP KEPEDULIAN TIDAK MENINGKAT.	75	C		75	C	
9	FEBRYAN GABRIEL SUFFENDY RAWUNG		NILAI B (Baik) Dapat menerima, menjalankan, menghargai, menghayati dan mengamalkan nilai agama			84	B	75 - 82 Siswa CUKUP memahami fungsi sosial, struktur teks dan unsur kebahasaan (C)	0	0	75 - 82 Siswa telah memahami yang mencakup Listening, Reading, Speaking dan Writing CUKUP (C)
10	GAVRIELO BENEDICT FABIANT RENGKUAN					35			0	0	
11	GIAN DANU WARDANA TAMPEMAWA					34			0	0	
12	INJIL EIDILIANA SHEVANI RUMENGAN					24		< 74 Siswa belum TUNTAS (D)	0	0	< 74 Siswa belum TUNTAS (D)
13	JESICA DWI RAHELIA URENDENG					48			0	0	
14	JOSHUA MALIATJA					74			0	0	
15	MARCELINO YOHANES IMANUEL KOESNAN		NILAI C (Cukup) Cukup menerima, menjalankan, menghargai, menghayati dan mengamalkan nilai agama			92	A		94	A	
16	MAULANA BAWOEL					0			0	0	
17	MITA MARSHANDA MANDAK					27			0	0	
18	MUH SALMAN ALFARISI					27			0	0	
19	PRAISE VANIA TASIA WA\'U					97	A		94	A	
20	REYSI GEYSA GERUNGAN					86	A		92	A	
21	RIZKIANSYAH RAIS DINGGON					77	C		0	0	
22	SABRINA ZALIANTI SIGAR		NILAI K (Kurang) Kurang menerima, menjalankan, menghargai, menghayati dan mengamalkan nilai agama			0			0	0	
23	SISPAN 10 IPA					0			0	0	
24	Stevania Evelyn Sinanu					86	A		95	A	
25	SUNARTI SUGENG					87	A		0	0	
26	TESSA NATALIA MAMONDOL					78	C		0	0	
27	VIRA YUNIAR PAEMBONAN					90	A		94	A	
28	VIRGINIA D.C MAKINGGUNG					84	B		80	B	
29	WULAN INJIL SAMPOUW					82	B		0	0	
30	YEHESKIEL DEFINO WANEY					22			0	0	
31	YUSIVA BILINGGATA					80	B		80	B	

DAFTAR NILAI AKHIR SEMESTER GENAP 2020/2021

MATA PELAJARAN   : Bahasa Inggris

JUMLAH TATAP MUKA GURU : %

KELAS / PEMINATAN : X IPS 1

KKM : 75

NO.	NAMA SISWA	SIKAP SPIRITUAL DAN SOSIAL				PENGETAHUAN			KETRAMPILAN		
		SPIRITUAL		SOSIAL							
		PRED	DESKRIPSI	PRED.	DESKRIPSI	NILAI	PRED.	DESKRIPSI	NILAI	PRED.	DESKRIPSI
1	AL ASHAR ARIEL KARIM		**NILAI SB (Sangat Baik)** Sangat menerima, menjalankan, menghargai, menghayati dan mengamalkan nilai agama		**BAIK** MEMILIKI SIFAT SANTUN, DISIPLIN DAN TANGGUNG JAWAB YANG BAIK, RESPONSIF DALAM PERGAULAN; SIKAP KEPEDULIAN MENINGKAT.			**93 - 100** Siswa telah memahami fungsi sosial, struktur teks dan unsur kebahasaan dengan **SANGAT BAIK (A)**	0	0	**93 - 100** Siswa telah memahami yang mencakup Listening, Reading, Speaking dan Writing **SANGAT BAIK (A)**
2	ALFONSUS ZEFANYA KARUNGU								0	0	
3	AMELINDA C. ENDEY								85	0	
4	BAGUS RIVALDO PALIT								0	0	
5	CANDRA HENKENAUG							**83 - 92** Siswa memahami fungsi sosial, struktur teks dan unsur kebahasaan dengan **BAIK (B)**	0	0	**83 - 92** Siswa telah memahami yang mencakup Listening, Reading, Speaking dan Writing **BAIK (B)**
6	CARSELINA JELITA POLUAN								95	0	
7	DIMAS ARIVIN								95	0	
8	FADILA ABDUL LATIF		**NILAI B (Baik)** Dapat menerima, menjalankan, menghargai, menghayati dan mengamalkan nilai agama		**KURANG** MEMILIKI SIFAT SANTUN, DISIPLIN DAN TANGGUNG JAWAB YANG BAIK, RESPONSIF DALAM PERGAULAN; SIKAP KEPEDULIAN TIDAK MENINGKAT.			**75 - 82** Siswa **CUKUP** memahami fungsi sosial, struktur teks dan unsur kebahasaan **(C)**	0	0	**75 - 82** Siswa telah memahami yang mencakup Listening, Reading, Speaking dan Writing **CUKUP (C)**
9	FIANTY YAHYA								0	0	
10	GALANG INDRA ERLANGGA EGAM								0	0	
11	GILBERT MANDALIKA							**< 74** Siswa belum **TUNTAS (D)**	0	0	**< 74** Siswa belum **TUNTAS (D)**
12	GRISELDA TAMBAANI								95	0	
13	HAIKAL TURANI								0	0	
14	JESSIKA PATRISIA BAWELENG								0	0	
15	KARIN DEFRIANTI GANAP		**NILAI C (Cukup)** Cukup menerima, menjalankan, menghargai, menghayati dan mengamalkan nilai agama	tugas ada					0	0	
16	KEZIA JAVENIA DANIELLA OHY								80	0	
17	M. ZAUKIL WALINDAINI								0	0	
18	MARCELINO MIGUEL KOYANSOUW								0	0	
19	Merzhy Helena Ransoen								0	0	
20	MUCHLIS LAHA								0	0	
21	MULYADI SALEH								85	0	
22	MUTIA DIVA DEHIMELI		**NILAI K (Kurang)** Kurang menerima, menjalankan, menghargai, menghayati dan mengamalkan nilai agama	tugas ada					0	0	
23	NURAINI ALI								75	0	
24	REISYA K. KAKELOME								75	0	
25	REVALINO W.V RUMENGAN								0	0	
26	RIDHO MARTIN DALANGGO								75	0	
27	SAFRIZAL SAMSUDARI								0	0	
28	SHERINA KAKALANG								0	0	
29	SISPAN 10 IPS								0	0	
29	STEVANUS CHRISTOVEL JUNIOR TAKASANA								75	0	
29	STHEWARD RICHART RORY								0	0	
29	WAHIDA PULUKADANG								0	0	

DOCUMENTATION

The procees research permission with the head master at SMA Negeri 4 Manado

The observation process with the English teacher at SMA Negeri 4 Manado

The process the researcher gaves the test to students

The process when all the students are working on the test that has been given bye the researcher

The process interviewed the students about the text

Name: Wulan I. Sompow

Class: X miaI

Announcement!

For all the students. Our school will hold a poetry reading competition which will be held on May 15, 2019. The poetry is required to be a work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in the student's Council room. Register yourself immediately because there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there are:

1. Who is giving the announcement?
2. What kind of activity is it?
3. When will it be held?
4. Where will it be held?
5. Who is invited to join?

1.

2.

3 15 may 2019 (20)

4.

5. All students (20)

40

Name: Agresia Sasta montolalu

Class: X IBB

Announcement!

For all the students. Our school will hold a poetry reading competition which will be held on May 15, 2019. The poetry is required to be a work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in the student's Council room. Register yourself immediately because there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there are:

1. Who is giving the announcement?
2. What kind of activity is it?
3. When will it be held?
4. Where will it be held?
5. Who is invited to join?

ANSWER

1. Free registration is free of charge (0)

2. Will hold a Poetry is reading competition which will be held on ~~many~~ is may 15, 2019 (20)

3. May 15, 2019 (20)

4. In the Student's council room (~~$~~), (0)

5. Register yourself immediately because there are many Prizer (0).

40

Name: aulia afwa

Class: 8 108

Announcement!

For all the students. Our school will hold a poetry reading competition which will be held on May 15, 2019. The poetry is required to be a work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in the student's Council room. Register yourself immediately because there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there are:

1. Who is giving the announcement?
2. What kind of activity is it?
3. When will it be held?
4. Where will it be held?
5. Who is invited to join?

answer

1. the students . our school (5)
2. school (5)
3. on may 15 , 2019 (20)
4. from 6 to 9 may 2019 (5)
5. room (5)

40

Name: Dimas arivin

Class: X IPS 1

Announcement!

For all the students. Our school will hold a poetry reading competition which will be held on May 15, 2019. The poetry is required to be a work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in the student's Council room. Register yourself immediately because there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there are:

1. Who is giving the announcement?
2. What kind of activity is it?
3. When will it be held?
4. Where will it be held?
5. Who is invited to join?

1.

5.

0

Name: Stevania evelyn Sinamu

Class: X mia 1

Announcement!

For all the students. Our school will hold a poetry reading competition which will be held on May 15, 2019. The poetry is required to be a work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in the student's Council room. Register yourself immediately because there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there are:

1. Who is giving the announcement?
2. What kind of activity is it?
3. When will it be held?
4. Where will it be held?
5. Who is invited to join?

Jawaban

1. For all the students. (0)
2. Our school will hold a Poerty reading competition. (20)
3. (0)
4. (0)
5. starting from 6 to 9 may 2019 (0)

20

Name: Sunarti Suging

Class: X Mlia 1

Announcement!

For all the students. Our school will hold a poetry reading competition which will be held on May 15, 2019. The poetry is required to be a work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in the student's Council room. Register yourself immediately because there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there are:

1. Who is giving the announcement?
2. What kind of activity is it?
3. When will it be held?
4. Where will it be held?
5. Who is invited to join?

Jawaban

1). ~~Student~~ council (20)

2). ~~Reading~~ Poetry reading Computation (20)

3). 15 May 20~~~~ (20)

4). Students council room (0)

5). all students (20)

80

Name: Numin An

Class: X IPS 1

Announcement!

For all the students. Our school will hold a poetry reading competition which will be held on May 15, 2019. The poetry is required to be a work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in the student's Council room. Register yourself immediately because there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there are:

1. Who is giving the announcement?
2. What kind of activity is it?
3. When will it be held?
4. Where will it be held?
5. Who is invited to join?

5. Student's council

5. students (20)

20

Name: Marcellino Yohanes Immanuel Keasnan

Class: X MIA 1

Announcement!

For all the students. Our school will hold a poetry reading competition which will be held on May 15, 2019. The poetry is required to be a work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in the student's Council room. Register yourself immediately because there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there are:

1. Who is giving the announcement?
2. What kind of activity is it?
3. When will it be held?
4. Where will it be held?
5. Who is invited to join?

(Jawaban)

1.

2

3 may 15, 2019 (20)

4 student's council room (5)

5 student's (5)

30

Name: APriia Lidia maleco

Class: ᴓ ꤜꤜ ×18B

Announcement!

For all the students. Our school will hold a poetry reading competition which will be held on May 15, 2019. The poetry is required to be a work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in the student's Council room. Register yourself immediately because there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there are:

1. Who is giving the announcement?
2. What kind of activity is it?
3. When will it be held?
4. Where will it be held?
5. Who is invited to join?

Jawaban

1. Our School will hold a poetry reading compebition witch will be held on May 15, 2019.   (5)

2.

ſ.

Name: Mulyadi Saleh

Class: X IPS 1

Announcement!

For all the students. Our school will hold a poetry reading competition which will be held on May 15, 2019. The poetry is required to be a work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in the student's Council room. Register yourself immediately because there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there are:

1. Who is giving the announcement?
2. What kind of activity is it?
3. When will it be held?
4. Where will it be held?
5. Who is invited to join?

1. Student council (5)
2. reading Competition (15)
3. May 15, 2019 (20)
4. Student's council room. (5)
5. Student's (5)

50.

/

Name: Reysi gayla gasungan

Class: X mku 1

Announcement!

For all the students. Our school will hold a poetry reading competition
which will be held on May 15, 2019. The poetry is required to be a
work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in
the student's Council room. Register yourself immediately because
there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there
are:

1. Who is giving the announcement? tengtang sekodh   (5)
2. What kind of activity is it?   .
3. When will it be held? on may 15,2019 (20)
4. Where will it be held? Our school (20)
5. Who is invited to join? yes   (0).

45.

Name: ~~Martin~~ R Ridho myrtin dalang90

Class: X IPS 1

Announcement!

For all the students. Our school will hold a poetry reading competition which will be held on May 15, 2019. The poetry is required to be a work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in the student's Council room. Register yourself immediately because there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there are:

- 1. Who is giving the announcement?
  2. What kind of activity is it?
  3. When will it be held?
  4. Where will it be held?
  5. Who is invited to join?

1) For all the students. (5)

2

Name: hasan mahadsja

Class: X 180

Announcement!

For all the students. Our school will hold a poetry reading competition which will be held on May 15, 2019. The poetry is required to be a work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in the student's Council room. Register yourself immediately because there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there are:

1. Who is giving the announcement?
2. What kind of activity is it?
3. When will it be held?
4. Where will it be held?
5. Who is invited to join?

1= ka ama maybe (0).

2= hobby. maybe (0)

3: I dont know (0)

4: I dont know (0)

5: wo. maybe (0)

0

Name: Michele Talumingan

Class: X Ibb

Announcement!

For all the students. Our school will hold a poetry reading competition which will be held on May 15, 2019. The poetry is required to be a work of its own with a free theme.

Free registration is free of charge, starting from 6 to 9 May 2019, in the student's Council room. Register yourself immediately because there are many prizes.

Thank you,

Student Council.

From the example of announcement text above answer following the five questions, there are:

1. Who is giving the announcement?
2. What kind of activity is it?
3. When will it be held?
4. Where will it be held?
5. Who is invited to join?

Jawaban

(6) 1. a poetry reading competition → membual acara kompitisi baca
agar siswd lebih giat membac

2. (0)

3. may is 2019 (820)

4. School council room (5)

5. Council room neairtir yourself (0).

25/

RESEARCHER BIOGRAPHY

Name   : Rahmayati Lomban

Place and Date of Birth   : Kobo Besar, 02 Oktober 1998

Adress   : Jl. Siliwangi, Kelurahan Kobo Besar Kec. Kotamobagu Timur

Phone Number   : 081355411633

E-mail   : rahmawatilomban@gmail.com

Parents' Name

Father   :Alm. Hi. Jasin Lomban, B.Sc

Mother   : Tatty Manoppo

Educational Background:

Elementari School   : SDN 1 Kobo Besar   (2004-2010)

Junior High School   : SMP N 1 Kotamobagu   (2010-2013)

Senior High School   : MAN MODEL MANADO   (2013-2016)

Organizational Experience : Member of the Internal Division of KOHATI IAIN Manado Commissariat 2018-2020

Member of the Internal Division of Kohati Manado Branch 2021

Manado, 03 November 2021

Rahmayati Lomban