

The Ability of Students' in Distinguishing between Facts and Opinions in Reading English at SMA Negeri 2 Kota Jambi

Rice Indri Nilawati, Suyadi

English Education Study Program, Faculty of Teacher Training and Education,
Batanghari University

ABSTRACT

This research is a descriptive study using quantitative descriptive method. This study aims to describe the ability of students to distinguish facts and opinions in reading English texts at SMAN 2 Kota Jambi. The object of this study amounted to 27 students' of SMA Negeri 2 Kota Jambi. The researcher used random sampling technique in determining the object of the research. In collecting data, researcher used open ended questionnaire. The number of tests given is 10 questions in each text. Data in this study were obtained from the results of tests given to students'. The results of this study based on the results of the analysis of 27 students' were 9 students get a score of 80-100 which is categorized as " Excellent " (A) with sample code of students 1, students 2, students 4, students 5, students 7, students 8, students 13, students 23, 7 students get a score of 66-79 categorized " Good " (B) with sample code of students 3, students 10, students 17, students 18, students 19, students 21, and students 24, 7 students score 56-65 categorized as " Fair " (C) with sample code of students 6, students 9, students 15, students 22, students 25, students 26 and students 27, 4 students get a score of 40-55 categorized as " Poor " (D) with a sample code of 11 students, 12 students, 16 students, and 20 students. So, students' ability to distinguish between facts and opinions in reading English texts in class XI students of SMA Negeri 2 Kota Jambi is categorized at the level & level based on per- forance; Excellent & qout (A) contains the average scores of students'.

Key words: *Students' Ability, Facts and Opinions, Reading English.*

INTRODUCTION

Reading is defined as activity between the reader and the text. Furthermore, reading is an activity that does not only pick up the words from the text but requires the reader to interpret what happen in the text. In addition, Rumelhart states (1974: 118), reading is an activity which involves the interaction between the reader, the text, and the interaction of both the reader and the text which has the goal of obtaining the message in the text.

Reading is helpful for the students to overcome the problems in their job to understand short simple written English in classroom context. Further, reading is beneficial for the students to make them more advanced and knowledgeable. It is important to build students willingness in reading. Many students consider that reading is not easy. To read an English text they should know vocabularies in the text.

In addition, some information obtained by students from the material includes several facts and opinions from the author. Facts and opinions can be found in the text, because some information is expressed in the text. People can write anything in a text. Students only know whether the text is a fact or only the opinion of the author. Thus, the reader must be careful in reading, because not all information provided by the author is based on facts. There are several types of text that senior high school students must learn, such as descriptions, narratives, procedures, news, discussions, reports, and spoofs. That means there are so many types that must be learned in senior high school. Especially, in

teaching to distinguish between facts and opinions, some teachers use narrative texts as one of the strategies in reading.

In distinguishing between facts and opinions, students must know the meaning of facts and opinions, and how to distinguish them (facts and opinions). The fact is something that can prove or examine. For example, the 2010 world cup took place in South Africa. Whereas opinion is a statement consisting of ideas or beliefs about something. For example, London is the best city in the world. However, reading is very important. Reading helps students improve knowledge. There are many reading resources that help students get information, such as books, articles, newspapers, etc. Meanwhile, students' reading skills are not the same. The ability to read is the highest level, such as distinguishing between facts and opinions.

DEFINITION OF READING

Reading is a connection between our eyes and the text to obtain the information in the written sources. Furthermore, Rumelhart (1974:99) states that reading is an interaction which involves the reader, the text, and the interaction between the reader and the text. It can be said that between reader and text is a significant relationship which happens in reading. When readers understand a message in a text, there will be an interaction between the reader and the text. However, reading activity does not only to involve between eyes and text, but also how the readers can comprehend the written message in the text. Furthermore, the essential activity in reading is, the readers should be able to interpret what happens in a text.

Furthermore, reading is a complicated activity to get a lot of information from various written sources. As stated by (Colin) Harrison (2005), reading is a complex activity and accomplished readers operate at a number of levels. In addition, Reading is defined as an activity when people look at the text and able to interpret the meaning of that written symbol. Essentially between the text and the reader is an association how the reading process begun. It could be said that, reading involves the reader's attention to the written symbol in a text. The reader and text are both two aspects that should relate each other to gain a message which was found in a text. In addition, the readers should build a connection between what they have seen and the text itself. Moreover, to build a well connection between readers' eyes and text, it is important for readers to have full attention in the written symbol in the text. simultaneously. The reader should decode and interpret the meaning of the information they have read at the same time. Therefore, reading determined to be a complex activity because readers should be able to transfer the message in the text and interpret it through their own interpretation spontaneously.

In summary, reading is an activity that involves the reader and the text. However, reading is not only the activity how to pronounce the written symbol in the text but how we can comprehend the message well in the text. Therefore the relationship between the reader and text should be built in order to obtain a comprehension. In order to get the essential of reading activity, the readers have to construct meaning from text and interpret it through the ide. The Purpose of Reading Each reader has different purposes for reading. They are depending on the engagement of readers, ss stated by the National Council of Teachers of English (NCTE) Commission on Reading,

DEFINITION OF FACT

In reading texts the reader often confused and do not understand about it. The true information based on the facts often makes the reader confused. It is because a lot of something that considered true but difficult to believe. Fact is something that can be proven or checked. There are some definitions of fact from some experts. According to McWhorter (1992:382) facts are statements that can be verified that is proved to be true or false. This theory also supported by Fournier (1955:50) explains that a fact is

something that is admitted as true because it can be checked and proven. It means that the fact is something that recognized true and can be proved the truth. In other words, the fact is something that is known to be true, or false In addition, the fact is an event that is a reality, something that actually exists and has happened. LLC (2005:39) argues that facts are things known for certain to have happened, certain to be true, and certain to exist. Dealing with this statement, the fact is a phenomenon that has happened, and the reality must exist. Furthermore, Seyler (2004:370) explains that facts are verifiable. Factual statements refer to what can be counted or measured or confirmed through observation or by turning to trusted sources. Example, my reading class meets in 116 Gray Hall.

This theory also supported by Carol (2001:111) argues that a statement of fact is information presented as objectively real and verifiable. It means that facts can be proved. The proof should from verifiable sources. In addition, the data refers to something that can be counted, measured, or through objective data. Then, the data is confirmed by observation. McWhorter (1992:383) defines that facts, once verified or taken from a reputable source, can be accepted and regarded as reliable information. This theory also supported by Surbhi (2016:1) states that a fact can be event or information, based on real occurrence which can be tested through verifiability, i.e. they are supported by proofs, statistics, documentation, etc. Therefore a fact is nothing but a verifiable truth or reality which are agreed upon by consensus of people. It means that the fact is the real event. The information of event can be tested by proofs, statistics, documents, etc. Then, the reality of this fact is recognized by others.

The fact is something that can be proved or checked and shown the truth. In distinguishing a fact is not easy. There are some characteristics to distinguish the fact in the text. According to Carol (2001:111) there are some characteristics of fact.

Table 1. The Characteristics of Fact

No	The characteristics of Fact	Example
1	Deal with actual people, places, objects, or events.	“ in1978, Jimmy Carter’s 13-day summit meeting with eryptian presidents Anwar Sadat and Israeliprime minister menachem Begin Ied to a treaty between the two countries.”
2	Use concrete words or measurable statistics.	“The charity event raised \$5,862.”
3	Describe current events in exact terms.	“Mr.Barrett’s course has 378 students enrolled this semester.”
4	Avoid emotional words and focus on the verifiable.	“Citing dissatisfaction with the instruction, 7 out of the 25 students in that class withdrew in September.”
5	Avoid absolutes, using words like “may”, “possibly”, and “perhaps.”	“To pay tuition, some college students require financial aid support.” Or “College students may require financial support to pay tuition.”

Source : Carol (2001:111)

Based on the table above, it means that fact involve people, place, and event that actually. The event happened in exact terms. In explaining a fact, do not use dubious words or emotional words. In other words, focus on concrete and measurable data. In addition,Sudirdja in Wafatima (2016:20) stated that there are five characteristics of the fact are: 1) can be verified, 2) have accurate data, for example, date, place, time of the incident, 3) have a informant that can be trusted, 4) objective, and 5) It has been

ascertained the truth. It means that the sentence of fact, there are actor, scene, time, number, how the incident occurred, or have clear details, and indisputable the truth. The truth information of the fact is proved by the data has been verified.

Furthermore, Wahyudi in Wafatima (2016:23) also mentions that the characteristics of a fact, if: 1) the statement is proven and can be accepted as a correct statement by everyone, 2) The statement of fact does not use the modal words: maybe, like, etc.), 3) the statement contains the truth based on actual data, and 4) the statement presented by the objective. It means that the sentence the facts presented a truth accepted by everyone, not using words that are dubious, and the truth based on the real evidence presented objectively. Then, the statement in the data is based on factual data. In conclusion, the fact has some characteristics. The fact consists of current events. The events involve the people, time, and data. Fact explains by a concrete word. The fact proven by the data can be verified with informant that can be trusted and objective. Then, facts has been ascertained the truth. In conducting the conceptual framework the researcher takes the theory by Carol (2001:111) because this theory is more complete and more detail explanation than other theories.

DEFINITION OF OPINION

There are some definitions of opinion from some experts. Opinion is the statement consists of idea or belief about something. According to McWhorter (1992:382) opinions are statements that express feelings, attitudes, or beliefs and are neither true or false. It means that opinions as express feeling is the expression of feelings toward something. Feelings can be good or bad. While opinion as an attitude is good or bad response to something. Then, opinion as belief is the judgment of something that is true or false. In addition Carol (2008:111) explains that a statement of opinion is a belief, conclusion, or judgment that is inherently, and sometimes impossible, to verify. It means that belief in opinion is a value of good or bad about something. While, conclusion in opinion is someone's point of view about something that can be justified or blamed. Then, judgment in opinion is a measure of truth and untruth about something.

Furthermore, Fournier (1955: 51), explains that an opinion is what a person believes. The belief is not necessarily shared by other people. It means that Opinion explains how a person feels about something or how person judges something. Person belief about something is not the same. Meanwhile, person beliefs are based on sometimes right, and sometimes wrong. Thus, opinion as person beliefs is related to good or bad, and right or wrong about something. Moreover, LLC (2005:39) argues that opinions are things believed to have happened, to be true, and to exist. Dealing with this statement, opinion is someone's point of view about something. The point of view is expressed by the value of someone's belief about something. Then, the point of view is believed to be happened, to be true, and to exist.

Surbhi (2016:2), adds that opinion is highly influenced by a person's feelings, thoughts, perspective, desires, attitude, experiences, understanding, beliefs, values, etc., which cannot be tested by concrete evidence. It means that opinion is person's understanding about something. The opinion can not be tested with concrete evidence and that evidence is not necessarily true. Then, person's understanding are based on how person's point of view in express, judge, and response about the opinion. In conclusion, Opinion is the statement consist of idea or belief, feeling, attitude, and are neither true or false. Someone's opinion with other people is different, because it's only based on someone's understanding about something, such as attitude, a belief, experience and etc. Then, opinion cannot be tested by concrete evidence. Thus, opinion could not be blamed or justified.

The opinion is the statement consist of idea or belief, feeling, attitude and are

neither true or false. In distinguishing a opinion is not easy. There are some characteristics to distinguish the opinion in the text. According to Carol (2001:111) there are some characteristics of opinion.

Table 2. The Characteristics of Opinion

NO	The Characteristics of Opinion	Example
1	Show evaluation. Any statement of value indicates an opinion. Words such as bad, good, pointless, and beneficial indicate value judgments.	“Jimmy Carter is the most successful peace negotiator to sit in the White House.”
2	Use abstract words. Words that are complicated to define, like misery or success, usually indicate a personal opinion.	“The charity event was a smashing success.”
3	Predict future events. Statements that examine future occurrences are often opinions.	Mr.Barrett’s course is going to set a new enrollment record this year.”
4	Use emotional words. Emotions are by nature unverifiable. Changes are that statements using such word as delightful or miserable express an opinion.	“That class is a miserable experience.”
5	Use absolutes. Absolute qualifiers, such as all, none, never, and always, often point to an opinion.	“To pay tuition, all college students require financial aid support.”

Source : Carol (2001:111)

Based on the table above, it means that opinion indicate value judgment. The judgment uses abstract and absolute words that indicate personal statement. These words explain emotional word, such as good, bad, and etc. Opinion also usually predicts future events, not always current events.

In addition, Carol (2001:111) states that in the context of the sentence, the characteristics of opinion are: 1) can not be verified, 2) subjective, and 3) do not have informant / based on own opinion, and 4) do not have accurate data. It means that opinion is assumption and someone's feeling. Opinion cannot be verified, because it is subjective. Opinion cannot be verified because it does not have an informant that can be trusted.

RESEARCH METHODOLOGY

The design of the research was descriptive research, quantitative approach. The researcher will use descriptive research because the researcher described the student’s ability in distinguishing between facts and opinions in reading English at SMA Negeri 2 Kota Jambi. According to Gay and Airasian (2000:275), descriptive research deals with collecting data in order to answer questions, determining, and reporting the way things are. The goal of this research is to describe the student’s ability in distinguishing between facts and opinions in reading English texts at SMA Negeri 2 Kota Jambi.

Gay and Airasian (2012: 144) states that a population is the group to which a researcher would like the results of a study to be generalized. Refer to The explanation above, the researchers chose students who were SMA Negeri 2 Kota Jambi. they were XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPA 6, XI IPS 7, XI IPS 1, and XI IPS 2. The total populations were 274 students.

Gay and Airasian (2012:144) states that sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. In this research, the researcher used random sampling. Gay and Airasian (2000:123) simple random sampling is process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance if being selected for the sample. Based on information provided, there are 274 students of population whom the researcher can take 10% - 20% of students' population. It means that sample can be taken from 10-20% of population. The researcher used 10% from 274 is 27 students as sample consist of 3 students of each class.

In this research, the researcher used test to collect the data. In collecting the data by using test, the researcher gives a test to the students about distinguishing between facts and opinions in reading English. The test considered of 10 items. The test holds in \pm 35 minutes. In order to get the validity of the test, the researcher makes the item test based on the RPP, and item test will be discussed with reading's lecturer.

Based on the instrumentation above in collecting the data, the researcher Will do some steps. First, the researcher aske the teacher about their teaching schedule in the second semester students and asks their permission to do the test. Then, the researcher conduct the test to the student \pm 35 minutes about distinguishing between facts and opinions in reading English text. Next, after all the data will be collected, the researcher analyzed it by applying the technique that is proposed by Arikunto (2013). After collecting the data, the researcher analyzed the data that have obtained from test. According to Gay & Airasian (2000:239) steps in analyzing the data of research that are: 1) Reading/memoing, 2) Describing, 3) Classifying, 4) Interpreting.

FINDINGS

As a result of this study, researchers found answers to research questions about students' ability to distinguish between facts and opinions in reading English texts in SMA Negeri 2 Kota Jambi. In this study, researchers used data analysis techniques including reading / memo, describing, classifying, and interpreting. To analyze the data, researchers used a scale from Arikunto (2013: 281).

Table 3. Range Scale

Range 100	Character	Intrepretation
80-100	A	Excellent
66-79	B	Good
56-65	C	Fair
40-55	D	Poor
30-39	E	Fail

Source :Arikunto (2013: 281)

The result is explained by the following table:

Table 4. Score of the first test of the students' ability in distinguishing between facts and opinions in reading English texts.

Number of Students	Total of correct answer	Score	Character	Interpretation

Student 1	8	80	A	Excellent
Student 2	8	80	A	Excellent
Student 3	7	70	B	Good
Student 4	8	80	A	Excellent
Student 5	8	80	A	Excellent
Student 6	6	60	C	Fair
Student 7	8	80	A	Excellent
Student 8	8	80	A	Excellent
Student 9	7	70	B	Good
Student 10	8	80	A	Excellent
Student 11	3	30	E	Fail
Student 12	4	40	E	Fail
Student 13	7	70	B	Good
Student 14	8	80	A	Excellent
Student 15	4	40	E	Fail
Student 16	3	30	E	Fail
Student 17	7	70	B	Good
Student 18	8	80	A	Excellent
Student 19	8	80	A	Excellent
Student 20	5	50	D	Poor
Student 21	7	70	B	Good
Student 22	6	60	C	Fair
Student 23	8	80	A	Excellent
Student 24	8	80	A	Excellent
Student 25	5	50	D	Poor
Student 26	7	70	B	Good
Student 27	7	70	B	Good

Source :Arikunto (2013: 281)

Based on the table above, the highest score of student achievement is 80 and the lowest score is 30. Of the total 27 students, there were 12 students that got the score 80. These students were categorized into the level "Excellent" (A) that student 1, student 2, student 4, student 5, student 7, student 8, student 10, student 14, student 18, student 19, student 23, and student 24. The Students who get a score of 70 were 7 students, and these students were in the level "Good" (B), that student 3, student 9, student 13, student 17, student 21, student 26 and student 27. The students who get a score of 60 were 2 students, and these students were in level of "Fair" (C), that, student 6 and student 22. The students who score 50 were 2 students, and these students are at the level "Poor" (D), The students who get a score of 40 were 2 students, these students are at the level "Poor" (D), that student 20 and student 25 who get a score of 30 were 2 students, and these students were level "Fail" (E), that student 11, student 12, student 15 and student 16.. Then, the total of students that got "Excellent" (A) level were 12 students, 7 students were in the level "Good" (B), 2 students were in the level "Fair" (C), 2 students were in the level "Poor" (D), and 4 students were in level "Fail" (E).

Table 5. Score of the second test of the students' ability in distinguishing between facts and opinions in reading English texts.

Number of students	Total of correct answer	Score	Character	Interpretation
Student 1	8	80	A	Excellent
Student 2	8	80	A	Excellent
Student 3	8	80	A	Excellent
Student 4	8	80	A	Excellent
Student 5	9	90	A	Excellent
Student 6	7	70	B	Good
Student 7	8	80	A	Excellent

Student 8	9	90	A	Excellent
Student 9	6	60	C	Fair
Student 10	6	60	C	Fair
Student 11	6	60	C	Fair
Student 12	6	60	C	Fair
Student 13	9	90	A	Excellent
Student 14	8	80	A	Excellent
Student 15	8	80	A	Excellent
Student 16	8	80	A	Excellent
Student 17	7	70	B	Good
Student 18	6	60	C	Fair
Student 19	6	60	C	Fair
Student 20	5	50	D	Poor
Student 21	7	70	B	Good
Student 22	7	70	B	Good
Student 23	8	80	A	Excellent
Student 24	7	70	B	Good
Student 25	7	70	B	Good
Student 26	6	60	C	Fair
Student 27	5	50	D	Poor

Source :Arikunto (2013: 281)

Based on the table above, the highest score of the students' achievement was 90 and lowest score was 50. From the total of 27 students, this was 6 student who got the score 90. This student was categorized into the level "Excellent"(A). The students who got the score 80 were 8 students, and these students were in level "Excellent" (A), the students who got the score 70 were 4 students, and these students were in level "Good" (B), the students who got the score 60 were 7 students, and these students were in level "Fair" (C), the students who got the score 50 were 2 students, these students were in level "Poor" (D). Then, the total of students that got "Excellent" (A) level were 14 students, 4 students were in the level "Good" (B), 7 students were in the level "Fair" (C),and 2 students were in the level "Poor" (D).

Table 6. The result of students' ability in distinguishing between facts and opinions in reading English texts.

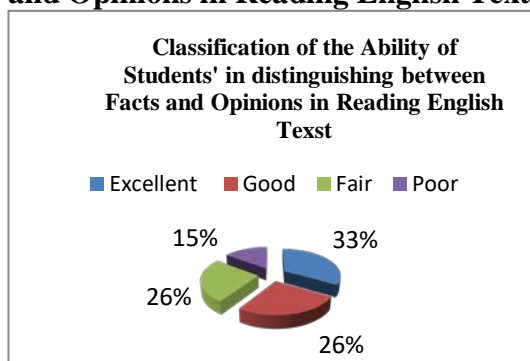
Number of students	Score test I	Score test II	Mean	Character	Interpretation
Student 1	80	80	80	A	Excellent
Student 2	80	80	80	A	Excellent
Student 3	70	80	75	B	Good
Student 4	80	80	80	A	Excellent
Student 5	80	90	85	A	Excellent
Student 6	60	70	65	C	Fair
Student 7	80	80	80	A	Excellent
Student 8	80	90	85	A	Excellent
Student 9	70	60	65	C	Fair
Student 10	80	60	70	B	Good
Student 11	30	60	45	D	Poor
Student 12	40	60	50	D	Poor
Student 13	70	90	80	A	Excellent
Student 14	80	80	80	A	Excellent
Student 15	40	80	60	C	Fair
Student 16	30	80	55	D	Poor
Student 17	70	70	70	B	Good
Student 18	80	60	70	B	Good
Student 19	80	60	70	B	Good
Student 20	50	50	50	D	Poor
Student 21	70	70	70	B	Good

Student 22	60	70	65	C	Fair
Student 23	80	80	80	A	Excellent
Student 24	80	70	75	B	Good
Student 25	50	70	60	C	Fair
Student 26	70	60	65	C	Fair
Student 27	70	50	60	C	Fair

Source :Arikunto (2013: 281)

To make it clear, the finding in this research showed in the diagram below:

Picture 1. Diagram of the Ability of Students' in Distinguishing between Facts and Opinions in Reading English Texts.



Source : Statiska Deskriptif

Based on diagram above, it could be seen the result of students' ability in distinguishing between facts and opinions at SMA Negeri 2 Kota Jambi . From 27 data of students' ability which have found, there were 9 students got the score 80-100 that were categorized "Excellent" (A), 7 students who got the score 66-79 that were categorized "Good" (B), 7 students who got the score 56-65 that were categorized "Fair" (C), and 4 students who got the score 40-55 that were categorized "Poor" (D). It could be concluded that students' ability in distinguishing between facts and opinions in reading English texts at eleventh students of SMA 2 Negeri Kota Jambi were categorized "Excellent"(A).

DISCUSSIONS

Based on the finding above, it was known that the students' ability in distinguishing between facts and opinions in reading English texts at eleventh students of SMA Negeri 2 Kota Jambi was categorized in the level "Excellent" (A) based on calculation of the mean score of the students. Moreover, there were 9 students who got the score 80-100 that were categorized "Excellent"(A) with the number of sample A, B,D,E,G,H,M,N,and W, 7 students who got the score 66-79 that were categorized "Good" (B) with the number of sample C,J,Q,R,S,U, and X, 7 students who got the score 56-65 that were categorized "Fair" (C) with the number of sample I,O,V,Y,Z, and AA, 4 students who got the score 40-55 that were categorized "Poor" (D) with the number of sample K,L,P, and T . It could be concluded that the students were able to distinguish between facts and opinions in reading English texts correctly. meaning that students are able to answer questions in these questions.

CONCLUSIONS AND SUGGESTIONS

Based on the research conducted it can be concluded that is the ability of student in distinguishing between facts and opinions in reading English text at SMA Negeri 2 Kota Jambi From 27 data of students' ability which have found, there were 9 students who got the score 80-100 that were categorized "Excellent" (A), 7 students who got the

score 66-79 that were categorized “Good” (B), 7 students who got the score 56-65 that were categorized “Fair”(C),and 4 students who got the score 40-55 that were categorized “Poor” (D). It could be concluded that students’ ability in distinguishing between facts and opinions in reading English texts at eleventh students of SMA Negeri 2 Kota Jambi were categorized “Excellent” (A).

Based on the research finding, this research has some suggestion for the teachers and the students of SMA Negeri 2 Kota Jambi. For the teachers are expected to teach fact and opinion to give more support to the students such as giving more explanation and mention many examples in order to build students’ understanding in distinguishing between fact and opinion, and give more examples in this strategy which is taken not only from the textbook, but also from other authentic materials, such as magazine, newspaper, or any other materials because reading materials can be found in everywhere. For the students, it would be better for the students to review the material that have been given by the teachers. In addition, the students are expected to read more about how to distinguish between facts and opinions in other sources, not only in reading books.

REFERENCES

- Anastasiou, Dimitris and Griva, Eleni, *Awareness of reading strategy use and comprehension among poor and good readers: Elementary Education Online*, 2009.
- Arikunto, Suharsimin. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta .
- Arikunto, Suharsimin. 2013. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Beers, Kylene, *When Kids Can’t Read, What Teachers Can Do: Current Education Book Summaries*.
- Carol, Carter. 2008. *Keys to Effective Learning: Developing Powerful habits of Mind*. United States of America: Pearson Education.
- Dunworth, Katie. 2008. *UniEnglish: Distinguishing between Facts and Opinions*. Curtin University of Technology.
- Fournier, paul. 2004. *Strategies for Correct Writing*. Canada: Pearson Education.
- Gay, L. R, and Airasian, Peter. 2000. *Educational Research: Competencies for Analysis and Application*. New Jersey: Prentice-Hall.
- Ir.Syofian Siregar,2011.Statistika Deskriptif to research ,Include calculation and the application of SPSS Version 17.
- Karbalaei, Alireza, *A Comparison of the Metacognitive Reading Strategies Used by EFL and ESL Readers: The Reading Matrix*, 2 September 2010, p. 165.
- Linse, Caroline. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Companies.
- LLC. 2005. *Reading Comprehension*. New York: Learning Express.

- Lundahl, B. (1998). *Engelsk Språkdidaktik. Texter, kommunikation, språkutveckling*. Lund: Studentlitteratur AB.
- McWhorter, Kathleen. 1992. *Efficient and Flexible Reading*. New York: Harper Collins Publishers.
- Mustika, Syastra Dini. 2011. *The Ability of the Third Year Students of English Department in Distinguishing between Facts and Opinion in Reading English Features taken from the Jakarta Post newspaper*. Padang:UNP.
- National Council of Teachers of English Commission on Reading. "On Reading, Learning to read, and effective reading instruction: An overview of what we know and how we know It". 2004, April. p. 1..
- Nunan, David. 2003. *Practical English Language Teaching*. New York: McGraw-Hill Companies.
- Published in *International Journal of Applied Philosophy*, 21:1 (2007) 89-108.
- Surbhi, S. 2016. Difference between Fact and Opinion. Retrieved from <http://keydifferences.com/difference-between-fact-and-opinion.html> retrieved on January 22nd, 2017.
- Sugiyono, Prof. Dr .*Metode Penelitian Pendidikan,(pendekatanKuantitatif, Kualitatif, dan R&D)*: Alfabeta Bandung, 2013, p. 257
- Rumelhart, D.E., & Siple, P. (1974). Process of recognizing tachistoscopically presented words. *Psychological Review*, 81, 99–118.