

**THE STUDENTS' READING COMPREHENSION  
AT THIRD SEMESTER OF ENGLISH DEPARTMENT  
UIN SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**



**Thesis**

Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English

**Written By:**

**SYUAIBATUL ASLAMIYAH**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2023**

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## LETTER OF AGREEMENT

Term : Munaqasyah  
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Item : 7 (seven) exemplars

Padangsidempuan, 30 Desember 2022  
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Dean Tarbiyah and  
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*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Syaibatul Aslamiyah** entitled "**The Students' Ability in Reading Comprehension at Third Semester English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan**", We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalam'alaikumwr.wb.

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in article 14 verse 2.

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Predicate : Sangat Memuaskan



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**LEGALIZATION**

Thesis : **The Students' Ability in Reading Comprehension at Third Semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan**

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## ABSTRACT

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**Title of Thesis** : The Students' Reading Comprehension at Third Semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

This research discussed about the students' reading comprehension at third semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The formulation of the problem in this research were, how is the students' reading comprehension at third semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan? The purpose of this research is to know the students' reading comprehension at third semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The kinds of this research was quantitative research with descriptive method. The sample were 64 students from 2 classes. In this research, the researcher used test as the instrument. The test is multiple choice for reading narrative text. The indicators of reading test are, able to find the topic of text, able to identify main idea of text, able to find information needed from text, able to give conclusion the text, able to identify reference meaning from the text, and able to build vocabulary. The data was calculated by using mean score. After analyzing the data, the researcher found that mean score was 65.2. The result of this research showed the students' reading comprehension at third semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in enough category.

*Key words: Students' ability, indicator of test, reading comprehension*

## ABSTRAK

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**Judul Skripsi** : The Students' Reading Comprehension at Third Semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

Penelitian ini membahas tentang kemampuan siswa dalam pemahaman membaca pada mahasiswa semester tiga jurusan tadris bahasa inggris di UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Formulasi masalah dalam penelitian ini adalah bagaimana kemampuan siswa dalam pemahaman membaca pada mahasiswa semester tiga jurusan tadris bahasa inggris di UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan? Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam pemahaman membaca pada mahasiswa semester tiga jurusan tadris bahasa inggris di UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Jenis penelitian ini adalah penelitian kuantitatif dengan metode deskripsi. Sampelnya 64 siswa dari 2 kelas. Dalam penelitian ini, peneliti menggunakan tes sebagai instrumen. Jenis tesnya adalah pilihan berganda dalam membaca teks narasi. Indikator dalam tes membaca adalah mampu menemukan topik teks, mampu mengidentifikasi gagasan utama teks, mampu menemukan informasi yang dibutuhkan dari teks, mampu memberikan kesimpulan teks, mampu mengidentifikasi makna dari teks, dan mampu membangun kosa kata. Data dihitung menggunakan skor rata-rata. Setelah menganalisis data, peneliti menemukan nilai rata-rata 65.2. Hasil penelitian ini menunjukkan kemampuan siswa dalam pemahaman membaca pada mahasiswa semester tiga jurusan tadris bahasa inggris di UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan dikategori cukup.

*Kata kunci: kemampuan siswa, indicator tes, pemahaman membaca*

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I realized this thesis can't be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this thesis better

Padangsidempuan, 12 April 2023  
Researcher

**Syuaibatul Aslamiyah**  
**Reg. No. 16 203 00001**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

People communicate with each other to convey and receive information in their daily life. A good communication has some components such as language. Language is a media used by people to communicate with others. There are many languages used by people throughout the world like English. English is an international language that everybody should master it in order to take part in the global competition.

In Indonesia, English taught as a foreign language that has to be mastered by the students from elementary schools up to the university levels. To learn English, there are four skills taught to the students that is listening, speaking, reading and writing. One of those skills help people gain information to support their communication is reading.

Reading plays useful and significant role in English learning, because it has big impact on English skills. So, students should be diligent to read many books, articles, and any other texts written in English. Reading is the way to get information from something that was written, to obtain information and to improve the science and knowledge. By reading, it will be easier for students to interpret language, and make students able to find every message of the text.

Reading is a language skill that must be given from the teacher to students to learn as foreign language. Reading is an immensely necessary expertise to comprehend by English language learners. If the comprehension in reading fails, students will need to improve their comprehension.

Comprehension is the main goal of reading and very important. Since reading skill is very important, teacher attempts to help the students to be able to read and comprehend the text. The learner have to be able to discover the meaning which is as the purpose of the text. The learners read to construct the meaning of the text by analyzing, learning, and organizing the information that is logic to the learners. To construct the meaning of the text the readers need to know the main idea of the text.

It does not stop there, the most important thing in reading is reading comprehension. With a good reading comprehension, students can easily understand the content of the reading and it means that they will enrich their knowledge from what they get from their reading. Students will be motivated in reading if they see that the reading materials are easier to understand.

Reading comprehension is a receptive skill in which the readers try to understand the written texts. In teaching reading skill, the teachers have to be able to help the students to read and also comprehend the text. Reading comprehension involves more than readers responses to the text. It involves many interactions between readers and what they bring to the

text. Based on the definition above, reading comprehension is the most important skill for the students in foreign language context.

Based on the explanation above, the researcher interested to do a research entitled “The Students’ Reading Comprehension at Third Semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan”

## **B. Definition of Key Terms**

For the clear understanding in doing this research, bellow are some explanations that are related to the research :

1. Students is a person on grade of elementary, junior and senior high school not only on the formal educational instution but also on the informal educational.
2. Ability is a power or mental having someone to do something by hard.
3. Students’ ability is a power level of skill or intelligence of a person who is studying in a school in performing something.
4. Reading is an activity the reader to get information from the text.
5. Comprehension is the process by which a person understanding the meaning of the written or spoken language .
6. Reading compehension is a good way to develop and understand English.

### **C. The Formulation of the Problem**

Based on the previous background, the researcher formulates the problem : “How is the students’ reading comprehension at third semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?”

### **D. The Purpose of the Research**

The purpose of this research is to know the students’ reading comprehension at third semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

### **E. Significances of the Research**

The significances of the research are :

1. As input for the Head of Department in guiding his English Lecturer
2. As an input for the Lecturer, teaching learning process, especially in learning teaching of reading comprehension
3. As input for the reader especially the English learners that this research is expected to able to improve their knowledge in learning about reading comprehension and as information for the English Department of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

### **F. Outline of the Thesis**

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow :

Chapter one, it is consist of background of the problem, definition of key terms, formulation of the problem, purposes of the research,

significances of the research, and outline of the thesis. Chapter two, it is consists of the theoretical description, which explain about definition of reading, definition of reading comprehension, types of reading, purpose of reading, assesment reading, types of classrom performance, aspects of reading comprehension, and review of related findings. Chapter three, it is consist of research method which consists of place and time of the research, research methodology, population and sample, instrument of collecting data, technique of collecting data, and technique of data analysis. Chapter four, it is the result of the research talking about the analysis and the description of data the students' reading comprehension at third semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan and Discussion. Finally, chapter five consists of conclusion told about concluded the result of the research, and suggestions of the research that can improve our ability in reading comprehension.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Definiton of Students' Ability

Students is a person who is studying in a university or college. While in Indonesia dictionary the student is a learner especially on grade of elementary school, junior high school, and senior high school. According to Ramayulis, that student is the member of society that effort to develop his/her self through education level proses and kind of certain education.<sup>1</sup> So, the students is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

Hornby stated that ability is able to do, or a level of skill or intelligence. In Indonesian Dictionay states that ability is power of a mental have someone to do something<sup>2</sup>. While A. Merriam Webster stated that ability is physical, mental or legal perform (he has ability accomplish whatever he sets his mind to).<sup>3</sup> So, ability is a skill of someone to do something.

Ability is the power to do something physical or mental. Means do something consist of physical or mental achievement. It is also can

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<sup>1</sup> Ramayulis, "Reading Theories and Reading Comprehension" Journal of IAIN Palangkaraya, Vol 5, no. 1 (2015): p25-36. <https://doi.org/10.23971/jefl.v5i1.89>.

<sup>2</sup> Hornby A.S, Oxford Advance Learners' Dictionary, (London: Oxford University, 1995), p. 97

<sup>3</sup> Merriam Webster, Definition of Ability, <https://www.merriamwebster.com/dictionary/ability>, [https://www.ijournal.com/IJRR\\_Vol.9\\_Issue.7\\_July2022/IJRR67.pdf](https://www.ijournal.com/IJRR_Vol.9_Issue.7_July2022/IJRR67.pdf)

be determined as a skill, expertness or talent. So, ability is a power, capacity or mental to do something.

According to David in Andriyani et al ability is a quality or state being able, power to perform, whatever to perform, whatever physical moral intellectual, conventional or legal capacity, skill or competence in doing, sufficiency of strength, skill, resource. Ability is a natural tendency to do something successful or well. The ability is a quality or being able, especially in physical, mental or legal power to perform.<sup>4</sup> So, the ability means the quality or capacity of being able to do something well

Based on above those definitions, the researcher concluded that the students' ability is a power level of skill or intelligence of a person who is studying in a school in performing something.

## **2. Definition of Reading**

Reading as one of the four language skills take much portion of time in teaching and learning process. According to Grabe and Stoler in Annisa, reading is the ability to draw meaning from the printed page and interpret and this information appropriately. It means that without comprehending and interpreting the meaning of the text the reading it self is useless. Able to gain the information order to improve the

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<sup>4</sup> Gita Andriyanti et al, Effect of Ability and Motivation on Employee Performance, Vol 9, No 7, Journal of University Sumatera Utara, 2022. p 32. [https://www.ijrjournal.com/IJRR\\_Vol.9\\_Issue.7-July2022/IJRR-Abstract67.html](https://www.ijrjournal.com/IJRR_Vol.9_Issue.7-July2022/IJRR-Abstract67.html)

knowledge of the readers is the competence of reading.<sup>5</sup> Reading is an extremely complex process that no one can explain satisfactorily. Nowadays the students can improve their knowledge through medium of reading such as newspaper, magazine, and journal.

Reading is the way in which something is interpreted or understood. Furthermore, Bamford and Day stated that reading is the process of putting the reader in the contact and communication with ideas. Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.<sup>6</sup> So, reading is the instantaneous written symbol with exiting knowledge and comprehension of information ideas communicate.

According to Zare and Othman, reading is a cognitive activity in which the reader takes part in a conversation with the author through the text.<sup>7</sup> It means in reading activities, the readers should be able to concentrate while their eyes moved to the text that is read in order to get information based on their background knowledge.

Reading is the most important foreign language skill, particularly in cases where students have to read English for their own specialist subject. Through reading, the readers can explore the world

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<sup>5</sup> Annisa Hutasuhut & Elia Masa Gintings "The Effect Of Sq3r Method On The Students' Ability In Reading Comprehension" *Journal of University Negeri Medan*, p1-10. <https://digilib.unimed.ac.id/15959/>

<sup>6</sup> J. Bamford & R. Day, *Teaching Reading; Annual Review of Applied Linguistic*, (New York: Cambridge University Press, 2010), p. 124. <https://doi/10.4324/9780203080023>

<sup>7</sup> Pezhman Zare and Moomala Othman, "The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners" *ESL Journal on Interdisciplinary Studies on Humanities* 1, no. 2 (2018): 218-25. <https://www.semanticscholar.org/paper/The-Relationship-between-Reading-Comprehension/c8fd2fc5cf04ec4f46d7ef1f0c302eaa77>

and gain the knowledge. Furthermore, it is also supported by another expert, Levine who explains that one of the prominent skills to be mastered by the university students and senior high school students is reading academic discourse as EFL learners.<sup>8</sup> So, reading is very important to teach to students.

Related to the explanation above, McWhorter defines that reading is thinking. It is an active process of identifying important ideas and comparing, evaluating, and applying them.<sup>9</sup> While Nunan states that reading is a fluent process of readers combining information from a text and their own background to build meaning.<sup>10</sup> In other words, reading is a process of thinking to get the meaning from the source by linking it to the existing knowledge of the readers, so they can obtain the comprehension as intended by the writer.

According to Harwood, reading process is an evaluation of comprehension, or the reader makes sense of the material that he or she is reading. If the messages have been already known by the reader, the comprehension is achieved.<sup>11</sup> It means reading comprehension is essentially the ability to understand what she/he has already read. If someone reads, she/he tries to obtain messages or information that

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<sup>8</sup> Levine, the use of skimming technique in students' reading comprehension rusmiati 1 and arsyi ghafura 2," n.d., 58–64.

<sup>9</sup> McWhorter, *How to Teach Kids to Read*, (USA: Pearson, 2016), p.33. [https://\(z-lib.org\).pdf](https://(z-lib.org).pdf)

<sup>10</sup> David Nunan, *Practical English Language Teaching*, (Singapore: McGraw Hill, 2003), p.68

<sup>11</sup> Nigel Harwood, *An Expanding Research of Reading Materials*, (UK: Journal University of Sheffield, 2013), P115. <https://onlinejournal.wiley.com/doi/10.1111/modl.12683>

written by author. In opposite, if they read without understanding of what they are reading, indeed they have wasted their time.

Snow defines that reading is a process of getting meaning from printed or written materials. So, reading is the ability to obtain the meaning through reading, a reader needs to use eyes and process the image captured by eyes in brain to get clear comprehension. Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. It means that when someone reads the text, he must understand what he has read.<sup>12</sup> To comprehend a reading text, commonly, reading is designed in a text form consist of questions which have relationship with the text in order to know the reader can understand what he has read. So, reading is a process of understanding the meaning of a text in which the readers can get important ideas and information of what they have read.

According to Harmer in Putri reading is an exercise dominated by the eyes and the brain. The eyes receives message and the brain then has to work out the significance of this message, in the process of reading, we need the ability to comprehend the message. It indicates that the reader must pay attention to the text.<sup>13</sup> So, reading is a process to comprehend the text.

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<sup>12</sup> Catherine Snow, *Reading For Understanding: Toward an R&D Program in Reading Comprehension*, (USA: RAND Education, 2002), p78.

<https://smasrtlib.umri.ac.id/assets/uploads/files/c84cf-rading-for-understand-pdf>.

<sup>13</sup> Luh Gede Giri Putri, *Teaching Reading Through Narrative Text Using Pictures Series at the Second Year Students of SMP N 1 Seputh Raman*. (2016): p.27.<https://onsearch.id/Records/IOS4198.58608>.

Those who are interested in reading have their fundamental diverse views which result from two different schools of psychology: behaviourism and cognitivism. In relation to these, most models of reading are partial in that they are concerned with specific aspects (for example, perceptual or cognitive), stages (beginning or skilled reading), or modes (oral or silent reading).<sup>14</sup> It means, they do not attempt to account for all aspects of the reading process. There has been no single model that can be called the most acceptable.

From above explanation the researcher can get the conclusion, reading is the interaction between the reader and the writer where the reader can get the point of what the writer means.

### **3. Definition of Reading Comprehension**

Reading without comprehension is nonsense and useless. Reading comprehension is related to the capacity of one's mind to understand the grasped ideas or the process of transferring ideas from reading the text to readers' mind to have a comprehension.<sup>15</sup> Burnes points out that comprehension is not separate skill but involves the relationship of the student's knowledge and organization of that knowledge as it relates to suggested by Piaget, comprehension is a process involving combination of information into student's existing knowledge. The student's prior knowledge is important in comprehending a reading text.

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<sup>14</sup> McWhorter, *How to Teach Kids to Read*, p. 54

<sup>15</sup> Neil J Anderson, *Practical English Language Teaching: Reading*, (New York: McGraw-Hill, 2008), p. 2.

Comprehension as a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.<sup>16</sup> Reading comprehension is the ability to understand the idea and information in the reading texts. The reader must understand the meaning of the written text after she or he read it. According to Fry reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved.<sup>17</sup> So, reading comprehension is the ability to understand the idea and information in the reading texts.

Reading comprehension is one of the major targets in learning English. According to Cahyono in Safura, reading comprehension is a process of getting information from context and combining. It is a process of using readers existing knowledge (schemata) to interpret text in order to construct Meaning. Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists

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<sup>16</sup> Abeer AL-Ghazo, "The Effect of SQ3R and Semantic Mapping Strategies on Reading Comprehension Learning among Jordanian University Students," *International Journal of English and Education* 4, no. 3 (2015): p76, International Journal of English and Education.

<sup>17</sup> Edward B. Fry, *Skimming & Scanning Jamestown's Reading Improvement*, (Illinois: Jamestown Publisher, 2000), p.1, <http://pdfdrive.com>.

of three elements : the reader, the text, and the activity or purpose for reading.<sup>18</sup> So, reading comprehension is a process to interpret the text.

Reading comprehension refers to the students' ability to understand the reading text given. It is the act of linking one idea to another. It is the activity to read, that has a purpose to get information from the reading material. It means that reading is an activity that aims primarily at understanding or constructing meaning from the written forms. Furthermore, in reading activities, students should have good reading comprehension to get the information from the text.

According to Manser in Wardah, comprehension is ability to understand. It is the ability to understand a language to get a message and information from the text.<sup>19</sup> So, reading comprehension is the process of constructing meaning from the text.

According to Abeer, reading comprehension is a complex task that depends on many different automatic and strategic cognitive processes. She also appended that reading fluency, the ability to read with speed and proper expression, is a critical skill for comprehension.<sup>20</sup> It can be noticed the high status reading occupies and captures among the other learning skills.

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<sup>18</sup> Siti Safura and Cut Mawar Helmanda, "The Analysis of English Department Students' Ability in Mastering Reading Text of Muhammadiyah Aceh University" Vol 7, no.1 (2020): 170-82. <https://doi.org/10.12928/notion.v2i2.2068>.

<sup>19</sup> Wardah, *Metacognitive Reading Strategy Enchancing English Reading Comprehension*, IAIN Pontianak, <http://jurnaliainpontianak.or.id>, accessed at October 16, 2019

<sup>20</sup> Abeer AL-Ghazo, "The Effect of SQ3R and Semantic Mapping Strategies on Reading Comprehension Learning among Jordanian University Students" p,89

Keith Rayner in Al-Faki and Siddiek gives the statement that reading comprehension is the process using syntactic and semantic information found in printed text to reconstruct in the reader mind.<sup>21</sup> Reading comprehension is an ability of reading that is being taught to junior high school level. Based on the recent curriculum of English subject, the learners in the level should be able to comprehend the meaning of short functional text and simple essay. In the simple essays the learners are expected to give respond on the meaning of the text. Besides that, the students should be able to explore their thinking and to identify what the author means. In other word, the students in this level are supposed to read and to understand the text comprehensively.

Reading comprehension is derived from two terms, those are reading and comprehension. Here, in reading activity, the readers have to construct the meaning of words or even sentences which exist as the content of reading text.<sup>22</sup> So, comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known.

Based on the statement above, so reading comprehension is a good way to develop and understand English. In reading comprehension, the students are not only understanding ideas, but also

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<sup>21</sup> Ibrahim Mohamed Al-Faki and Ahmed Gumaa Siddiek, "The Role of Background Knowledge in Enhancing Reading Comprehension," *World Journal of English Language* 3, no. 4 (2013), <https://doi.org/10.5430/wjel.v3n4p42>.

<sup>22</sup> Yudi Hari Rayanto and Putu Ngurah Rusmawan, "The Implementation of SQ3R Strategy on Learning Reading Comprehension," *IOSR Journal of Research & Method in Education Ver. I* 6, no. 1 (2016): 2320–7388, <https://doi.org/10.9790/7388-06112130>.

recognizing the relationships and structures among ideas. So, the students get the information and message from the written text that they have read.

#### **4. Kinds of Reading**

According to Patel and Jain in Hurriyah, the types of reading are:

##### **a. Intensive Reading**

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis.<sup>23</sup> The goal of this reading is to read shorter text. Learners read book to acquire knowledge is the kind of intensive reading. Intensive reading also may be a totally content related reading initiated because of subject matter difficulty.<sup>24</sup> A complex cognitive concept may be “trapped” inside the word of a sentence or paragraph, and a good reader will very slow and methodologically extract meaning there from.

##### **b. Extensive Reading**

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

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<sup>23</sup> Siti Hurriyah, “Intensive Reading Practice on Narrative Text at MA Bina Cendekia Cirebon of Syekh Nurjati State Islamic Institute Cirebon” (2017).<https://library.iucirebon.edu.ps/thesis/106864.pdf>.

<sup>24</sup> H. Douglas Brown, “Teaching by Principles An Interactive Language Pedagogy” (San Fransisco: Longman, 2007), p.135

c. Aloud Reading

Aloud reading is basic form of classroom organization and diciplines. In reading aloud, the students are confronted with written sentences which have not spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronounciation of the student.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the students' vocabulary.<sup>25</sup> So, there are 4 kinds of reading, they are intensive reading, extensive reading, aloud reading, and silent reading.

## 5. Purposes of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge. A person may also read for enjoyment, or to enhance knowledge of the language being read. Reading also plays an important role in civic life. Through

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<sup>25</sup> Nurkholila Simatupang et al., "Students' Reading Recount Text Mastery" Vol 8, no. 02 2020 Journal Education of English Program of University of Sumatera Utara <http://repository.ut.ac.id/4732/1/PBIN4102-MI.pdf>.

reading, the individual keeps informed on the political, social, and economic and cultural problems of his country. Reading affects our attitudes, beliefs, standards, morals, judgments, and general behavior, it shapes our thinking and our actions. The purpose of reading is to correlate the ideas on the text to what you have already known. The reader must understand about the subject that he/she read to connect the ideas.

Anderson stated there are various aims of reading. They are :

- a. Reading for details or facts
- b. Reading for main ideas
- c. Reading for sequence or organization
- d. Reading for inference.
- e. Reading to classify
- f. Reading to evaluate.<sup>26</sup>

People read with different purposes. The purpose for reading will help the reader to focus on the information. According to Grabe and Stoller, reading purposes are classified into six main headings :

- a. Reading for finding simple information

In this reading purpose, the combination of scanning and skimming commonly occurred. When people read the text with this purpose, they typically scan the text to search for specific or

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<sup>26</sup> Safura and Helmanda, "The Analysis of English Department Students' Ability in Mastering Reading Text of Muhammadiyah Aceh University, p. 87

selected information. Afterward, skimming is involved in order to find the important information of the text.

b. Reading for learning

This reading purpose commonly makes the reader has a slower reading rate due to the repetition of reading for remembering the information, and it is commonly occurred in academic and professional context, where the reader demanded to have the ability to establish the main idea and supporting details of the text, recognizing rhetorical frames, and relating their basic knowledge to the text.

c. Reading for collecting information, write, and critique texts

Reading for collecting information definitely demands the reader to have the ability to evaluate the information critically in order to determine which information being integrated. Meanwhile, reading to write and critique texts demands the reader to have the ability to select, establish, and give the critique to the information of the text classified into four main headings.

d. Reading to skim quickly

Reading to skim quickly is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

e. Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

f. Reading for general comprehension

This reading purpose is regarded as the most basic purpose for reading, while it also can be no less difficult than any other reading purposes. Reading for general comprehension requires very rapid reading rate and word processing, and also the readers are demanded to have a strong skills for getting the meaning of main idea under limited time. Consequently, this reading purpose is suitable for the fluent reader.<sup>27</sup>

So, the purpose of reading is to correlate the ideas on the text to what you have already known.

In doing any aim of this reading comprehension, Lee in Laily, R,N stated that there are 6 skills considered essentials to be mastered enough by the students (readers), they are:

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<sup>27</sup> William Grabe and Fredrica L. Stoller, *Teaching and Researching Reading: Second Edition*, (New York: Routledge, 2013), p. 7-8

a. Decoding

Decoding is related to an early language skill called phonemic awareness which is part of a broader skill called phonological awareness. Phonemic awareness enables kids to hear individual sounds in words (phonemes). It also allows them to “play” with sounds at the word and syllable level.

b. Fluency

To read fluently, students need to instantly recognize word. Fluency speeds up when they can read and understand text. It is also important when students find irregular words, like of and the, which cannot be sounded out.

c. Vocabulary

To understand what stated in text, people need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction but they typically learn the meaning of words through everyday experience and also by reading.

d. Sentence Construction and Cohesion

Understanding how sentences are built might seem like a writing skill. Connecting ideas within and between sentences, is called cohesion. But these skills are important for reading comprehension as well. Knowing how ideas link up at the

sentence level helps students get meaning from passages and entire texts. It also leads to something called coherence, or the ability to connect ideas to other ideas in an overall piece of writing.

e. Reasoning and Background Knowledge

Most readers relate what they read to what they know. So it is important for students to have background or prior knowledge about the world when they read. They also need to be able to “read between the lines” and extract meaning even when it is not literally written.

f. Working Memory and Attention

These two skills are both part of a group of abilities known as executive function. They are different but closely related. When kids read, attention allows them to take in information from the text. Working memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they read. Working memory and attention are part of executive function. The ability to self-monitor while reading is also tied to that. Kids need to be able to recognize when they do not understand something. Then they need to stop, go back and re-read to clear up any confusion they may have.<sup>28</sup>

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<sup>28</sup>McWhorter, *How to Teach Kids to Read*, p.38.

Based on the list above, the researcher makes an inference that purpose of reading make the point of understanding and comprehending the text.

## **6. Assessment Reading**

There are indicators in reading comprehension that want to be developed in expressing the meaning of the words, content of message, and infer implied meaning. The indicators for reading comprehension are the following sentences:

### **a. Topic sentence**

Topic sentence is a sentence that refers to the main idea or message in the paragraph.

### **b. Important information**

Important Information is facts or details about the text which it or value as specific information and a piece of story that refers to accident, behavior and character of the actors, and the actors of the text.

### **c. Content of the message**

Content of the message is global information that refers to a core of the story and problem in the text.

### **d. Meaning of difficult word/ idiom/ phrases in context**

Meaning of difficult word/ idiom/ phrases in context is a word or phrase that refers to lexical and contextual meaning, idiom and a pronoun that identifies a subject of the sentence.

e. Conclusion of the text

Conclusion of the text is a sentence that refers to a summary, ending, moral or learning and problems' solving in the story.<sup>29</sup>

Based on explanation above teacher should consider it to make students comprehend and evaluation more useful. There are some indicators in assessing students' reading, as follows:<sup>30</sup>

- a. Identify the topic from the text
- b. Identify main idea from the text
- c. Identify information that needed from the text
- d. Give conclusion from the text
- e. Understand the vocabulary from the text.

## 7. Stages of Reading

In teaching reading , there are number of steps or stages which can be applied by the teacher to acheive the objectives stated and to make the students effective and skilled reader. There are three stages of teaching reading, they are :

a. Pre-Reading

This reading stages is intended to arouse the students' interest. The students can answer the all of the teacher question.

Pre-reading is based on the students' experience or knowledge.

Pre-reading can be done by some activities, those are:

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<sup>29</sup> Dewi Fatimah Sitompul, Eka Sustris Harida, and Sojuangon Rambe, "Improving Students' Reading Comprehension through Guessing Strategy," *English Education: English Journal for Teaching and Learning* 7, no. 01 (2019): 127, <https://doi.org/10.24952/ee.v7i01.1658>.

<sup>30</sup> H. Douglas Brown, *Language Assesment Principles and Classroom Practices*, p. 190

- 1) Using picture. It means that a teacher will give a picture to get response of the students about the topic of reading. In this case, the students will try to tell about the essence of the picture that the teacher gives and the students will answer some questions that have relation with the picture.
- 2) Completing the title. After determining the picture, the teacher will ask the students what is the possible title for the picture and the students will answer it.

b. While-Reading

During the activity, the teacher gives the task before the students read the text. It is called “surface problem”. It can be done with several activities, those are :

- 1) Asking simple wh-question (factual), not yes-no question.
- 2) Completing a table
- 3) Making a list

In this step, the students read the text quickly and do the task individually, while the teacher checks them. After finishing the surface problem activities, the teacher provides the tasks which are given after the students read the text. It is called “deep problem” it can be done by:

- 1) Giving more difficult wh-question.
- 2) Giving true or false statement with reason.

- 3) Giving problem with new words by deducting the meaning from the context.

c. Post-Reading

Post-Reading is a final activity that the students have to communicate in English. It also meant to develop the students' understanding. This activity can be done by:

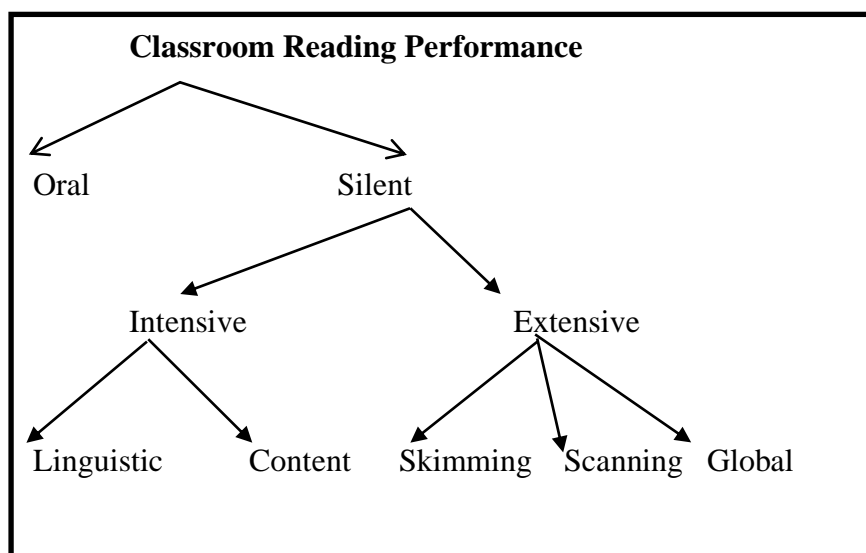
- 1) Retelling the content of reading text. In this case, the teacher is going to know the students preparation in mastering reading text. The students retell the content in their own words.
- 2) Summarizing the content. It can be done by using the key word to summarize the content of text.
- 3) Giving other suitable communicative activity in the form of jumble sentences. In this case, the students will give a response to the problem found in the text. During this activity, the students do the task given by the teacher, while the teacher monitors and check the whole groups.<sup>31</sup>

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<sup>31</sup> Mina Rastegar, Ehsan Mehrabi Kermani, and Massoud Khabir, "The Relationship between Metacognitive Reading Strategies Use and Reading Comprehension Achievement of EFL Learners," *Open Journal of Modern Linguistics* 07, no. 02 (2017): 65–74, <https://doi.org/10.4236/ojml.2017.72006>.

## 8. Types of Reading Performance

According to Brown, the variety of reading performance in the language classroom is derived more from the variety of texts. Consider the following figure.<sup>32</sup>



**Figure 1: Types of Classroom Reading Performance**

### a. Oral and Silent Reading

Occasionally, you will have reason to ask students to read orally. At the beginning and intermediate levels, oral reading can :

- 1) Serve as an evaluative check on bottom-up processing skills
- 2) Double as a pronunciation check, and
- 3) Serve to add some students participations if you want to highlight a certain short of a reading passage.<sup>33</sup>

<sup>32</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Fransisco: Longman, 2007), p. 371

<sup>33</sup> H. Douglas Brown, p. 371

For advanced levels, usually only advantage can be gained by reading orally. As a rule of thumb, you want to use oral reading to serve these three purposes because the disadvantages of too much oral reading can easily come into play:

- 1) Oral reading is not a very authentic language activity
- 2) While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph)
- 3) It may have the outward appearance of students' participation when in reality it is mere recitation.<sup>34</sup>

From explanation above students always use orally and silent reading in their daily activity. Oral reading can use for beginning level because with oral reading they can be habitual to pronounce the words. Many students use silent reading in classroom, silent reading make students not concentrate with the passage. Silent reading have to use in intermediate or advance level.

b. Intensive and extensive reading

Silent reading may subcategorized into intensive and extensive reading. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis.<sup>35</sup> The aim of this reading is to read shorter text.

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<sup>34</sup> H. Douglas Brown, p. 375

<sup>35</sup> Hurriyah, "Intensive Reading Practice on Narrative Text at MA Bina Cendekia Cirebon of Syekh Nurjati State Islamic Institute Cirebon."p77.

According to Bambord and Richard, extensive reading is at issue, one of the first is reading large quantities of specially designed materials rapidly for general comprehension with special focus on meaning the target language.<sup>36</sup>

Research in both L1 and L2 contexts has highlighted those factors that strongly impact reading abilities and account for individual differences in reading comprehension performance :

- a. efficient word recognition processes (phonological, orthographic, morphological, and semantic processing)
- b. a large recognition vocabulary (vocabulary knowledge)
- c. efficient grammatical parsing skills (grammar knowledge under time constraints)
- d. the ability to formulate the main ideas of a text (formulate and combine appropriate semantic propositions);
- e. the ability to engage in a range of strategic processes while reading more challenging texts (including goal setting, academic inferencing, monitoring)
- f. the ability to recognize discourse structuring and genre patterns, and use this knowledge to support comprehension
- g. the ability to use background knowledge appropriately
- h. the ability to interpret text meaning critically in line with reading purposes

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<sup>36</sup> Bünyamin Celik, "Effects of Extensive Reading on Learners : How It Develops Certain Points in Vocabulary and Sentence Structure at Ishik University," *International Journal of English Linguistics* 8, no. 2 (2018): 73–84, p3. [https://scholargoogle.com/scholar?hl=id&as\\_sdt=0%2C5](https://scholargoogle.com/scholar?hl=id&as_sdt=0%2C5).

- i. the efficient use of working memory abilities;
- j. the efficient use of reading fluency skills;
- k. extensive amounts of exposure to L2 print (massive experience with L2 reading)
- l. the ability to engage in reading, to expend effort, to persist in reading without distraction, and achieve some level of success with reading (reading motivation).<sup>37</sup>

These factors, in various combinations, explain reading abilities for groups of readers reading for different purposes and at different reading proficiency levels. Given this array of possible factors influencing (and explaining) reading comprehension abilities, the major problems facing current L2 assessment development are how to explain these abilities to wider audiences, how to explain these abilities to wider audiences, how best to measure these component skills within constrained assessment contexts, how to develop assessment tasks that reflect these component skills and reading comprehension abilities more generally.

## **9. Aspect of Reading Comprehension**

According to Lynn there are some aspects that highly related to each other. They are main idea, detail information, vocabulary and inference in reading comprehension.

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<sup>37</sup> William Grabe&Xiangying Jiang, Cognition, Metacognition Reading Abilities, Context, Volume I. and Learners Part 2. Assessing Abilities, First published: 06 November 2013 <https://doi.org/10.1002/9781118411360.wbcla060>

a. Main Idea

The main idea of a passage or reading text is the central thought or message. In contrast to the term topic, which refers to the subject under discussion, the term main idea refers to the point or thought being expressed.

Main idea is the writer's idea about the topic which is formed by both the topic and the idea. Identifying main idea and supporting details is an important part of reading comprehension.

b. Detail

The purpose for reading guides the reader's selection of texts. All people read for some purpose. In order to achieve the purpose, detail is very important thing in reading. Detail is considered as the most crucial thing in reading comprehension. We need detail to comprehend the text. It is also the first thing that we must be able to do to identify the topic of the text. In examination, there are some questions related to detail information

c. Vocabulary

One of the most persistent findings in reading research is that the extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success. This relationship is logical to get meaning from what they read, students need both a great many words in their vocabularies and the ability

to use various strategies to establish the meanings of new words when they encounter them.

d. Inference

Inference is the ability to read between the lines or to get the meaning an author implies but does not state directly. Actually, all comprehension strategies involve inference in the sense that comprehension. It also requires readers to note text clues, to access prior knowledge associated with clues, and then, on the basis of that background knowledge, predict (infer) what the meaning is.<sup>38</sup>

So, from the description above, the researcher concluded that aspect of reading comprehension is important to guides the reader's in reading the text.

## **B. Review of Related Findings**

Actually, this research is not the first research that has been done. There are some related research that have been done by another people before. The first is Rahmatun Nisa. In her research, the result showed that students' ability in understanding reading of narrative text is very good. The first aspect of reading which mastered by the students is main idea with 84,44%, the second is reference with 83,89%, the third is detail with 81,11%, the fourth is inference with 80,33% and the last aspect is

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<sup>38</sup> Donna Lynn, *Cognition Reading Strategies*, (NewYork Springer, 2003), p.35, <http://booksc.org.cc>

vocabulary with 66,67%.<sup>39</sup> It concludes that the aspect that mastered well by the students is main idea and the most difficult aspects for the students in reading is vocabulary.

The second, Andi Naniwarsih. In analyzing the data, the non test was analyzed descriptively then the test was analyzed statistically. The result of test shows that the mean score of students is 71.<sup>40</sup> In short, the ability of the third year students of SMP Negeri 11 Palu in reading comprehension text is categorized as good level.

The third, Ahmad Zuhri Rosyidi. Based on the result of the research, researcher got the description of the data was found that mean score was 7.2. It means that there are 21 (52.5%) students who were in a high position and 19 (47.5%) students were in a low position. Although 52.5% of students in a high position and 47.5% in a low position, the students' mean score shown a slow position, it was 7.2 mean score which classified as fairly good.<sup>41</sup> So, the ability of the second year students of SMAN 1 Sikur has not been in a high position which is categorized from excellent to good score level. This is caused by the lack of reading strategy and vocabulary. The two weaknesses become students' difficulties in

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<sup>39</sup> RahmatunNisa, *Students' Ability in Understanding Reading of Narrative Text*, (Universitas Muhammadiyah Aceh, 2018), p.61 <https://schoolargoogle.co.id/citations?view-op=view.citations&hl=en&user.OGe4c>

<sup>40</sup> AndiNaniwarsih, *The Ability of The Third Yeat Students of SMP Negeri 11 Palu in Reading Comprehension Text*, (Sanata Dharma University, 2018), p83 [http://repository.usd.ac.id/30960/2/141214047\\_full.pdf](http://repository.usd.ac.id/30960/2/141214047_full.pdf)

<sup>41</sup> Ahmad Rosyidi, *A Study on Students' Ability in Reading Descriptive Text; A Case Study at SMA N 1 Sikur*, *JOLLT Journal of Languages and Language Teaching*, <http://ojs.ikipmataram.ac.id/index.php/jollt/index>, Vol.8 No.3

reading descriptive text. Therefore, the students did not get a maximal score in this investigation.

The fourth is Fajar Aldiansyah. Based on the result of the research, reading comprehension ability of 8th graders (2) mts Laboratorium Uinsu Medancondha 5 item questionnaire test in volving a random sample of 10 students out of 30 total students in 8th grade (2) where the results of the test can describe reading comprehension abilities in that class with a total average score of 50%.<sup>42</sup> Overall, it can be concluded that the students' reading comprehension ability of grade 8 (2) MTs Lab Uinsu Medan for the academic year 2022/2023 is in the medium category. This is due to the average score (50%) being included in the medium category.

So, from the description above, the researcher concluded that the research of reading comprehension is important to know how far the students are able to master the material.

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<sup>42</sup> Fajar Aldiasnyah, *Students' Ability in Reading Comprehension*, Sinar Dunia:Jurnal Riset Sosial Humaniora dan Ilmu Pendidikan Vol.2, No.1 Maret 2023, hal19-24, <https://journal.unimar-amni.ac.id/index.php/sidu/article/download/496/418>

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Place and Time of the Research**

This research was conducted at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. It is located at Jl. H.T. Rizal Nurdin Km. 4,5 Sihitang, Kota Padangsidempuan. The time of this research was started on December 2022 until completion.

#### **B. Research Methodology**

The researcher used the quantitative research with descriptive method. Descriptive method is determiners and describes the way things are. Descriptive quantitative research is the systematic scientific investigation of quantitative properties and phenomena.

Descriptive method is a method observes the status of a group person, an object, a system, a thought or an event in present. This method was used to describe about students' ability in reading comprehension at third semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

#### **C. Population and Sample**

##### **1. Population**

Population is all of which are the subject in the research. Population is a large group where the generalization of sample is established. The population as the data sources of this research are all the students at the third semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The reason of choosing this research is

because the researcher found the problems of students' ability in reading comprehension. The population of the research consists of 2 classes. They are TBI-1 and TBI-2 with the whole number 64 students. It can be seen from the table follow:

**Table III.1**  
**The Population of English Department**  
**UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan**

| No.                 | Class  | Number of Students |
|---------------------|--------|--------------------|
| 1.                  | TBI -1 | 25                 |
| 2.                  | TBI- 2 | 39                 |
| <b>Total Number</b> |        | 64                 |

*(Source : Academic System Operation of UIN Padangsidempuan)*

## 2. Sample

Sample is defined as a smaller set of data that is chosen and selected from a larger population by using certain rules. Sample is part of amount that is choose as the data resources.

In this research, the researcher choose two classes, they are, TBI-1 and TBI-2. The researcher used total sampling technique. It means that the sample of this research is 64 students or all the population from two classes of TBI-1 and TBI-2.

## D. Instrument of the Research

In this research, the researcher used test as instrumentation. The test in this research was multiple choice forms which consist of 25 questions. In multiple choice test of reading, the students were given four chosen (a, b, c, or d) to freedom chance to think as much as possible. The students' were given a test to know and to get the data about students' ability in reading comprehension and

students were given time 45 minutes. Then, the correct answer would get 4 score and the incorrect answer would get 0 score. If the students could answer all the questions correctly, the score was 100. So, the score and category from the result of the test as table below :

**Table III. 2**  
**The Students' Score Classification**

| <b>Score</b> | <b>Category</b> |
|--------------|-----------------|
| 81-100       | Very high       |
| 61-80        | High            |
| 41-60        | Enough          |
| 21-40        | Low             |
| 0-20         | Very low        |

Researcher was given the scoring of test as follow :

**Table III. 3**  
**The Indicator Reading Comprehension Text**

| <b>No</b>    | <b>Indicator</b>                                 | <b>Items</b> | <b>Number of Items</b>            | <b>Score</b> | <b>Total Score</b> |
|--------------|--|--------------|-----------------------------------|--------------|--------------------|
| 1.           | Able to find the topic of text                   | 2            | 7, 14                             | 4            | 8                  |
| 2.           | Able to identify main idea of text               | 3            | 12, 22, 24                        | 4            | 12                 |
| 3.           | Able to find information needed from text        | 11           | 1, 2, 3, 4, 5, 6,16 17, 18, 21,25 | 4            | 44                 |
| 4.           | Able to give conclusion the text                 | 2            | 13, 23                            | 4            | 8                  |
| 5.           | Able to identify reference meaning from the text | 2            | 11, 20                            | 4            | 8                  |
| 6.           | Able to build vocabulary                         | 5            | 8, 9, 10, 15, 19,                 | 4            | 20                 |
| <b>TOTAL</b> |  | <b>25</b>    |                                   |              | <b>100</b>         |

Based on the table 2, researcher concluded that if students got answer correctly from some items of test (indicators), students' answer correctly would times with scoring who researcher gave and the result of calculation, researcher determined students' scoring in the five categories such as, very high, high, enough, low, and very low.

#### **E. Technique of Collecting Data**

Technique of collecting data in this research as a procedure how the tests was given to the students as participant in this research. There were some steps in collecting the data. First, the researcher made the test for the students to know their ability in reading comprehension. Then, the researcher gave the test to students. In this part, the researcher read the intruction of the test and gave 45 minutes to students to answer all of the questions and choose the best one answer, a, b, c, or d, with mark to each questions. Next, researcher collected their test of reading comprehension and analyzed it.

#### **F. Techniques of Data Analysis**

The researcher analyzed the data with mean score. This research deals with the purpose of knowing the students' skill and ability in reading comprehension. In analyzing the students' reading comprehension work, the researcher analyzes the data by using some steps, as follows:

1. Identifying and correction the students' test about reading comprehension.

2. Using the mean score to analyzing the result of test. To abstain the percentage of students' written work by using the formula:

$$\bar{X} = \frac{\sum X}{N} \times 100\%$$

$\bar{X}$ : The mean of the score

$\sum X$ : The total score

$N$ : The total students<sup>1</sup>

3. Then, the result should been appropriated with the interpretation to the index of means score. The interpretation of the result could been seen in the following table.

**Table III. 4**  
**Interpretation of Mean Score**

| No. | Range of Real Score | Category  |
|-----|---------------------|-----------|
| 1.  | 80-100              | Very good |
| 2.  | 70-79               | Good      |
| 3.  | 60-69               | Enough    |
| 4.  | 40-59               | Poor      |

(Source: Riduan, *Belajar Mudah Penelitian Untuk Guru Karyawan Penelitian Pemula*)

4. Description of the data, it is to describe data that have been collected by the researcher.
5. Taking conclusion, it is to conclude the result of the research analysis.

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<sup>43</sup> Hartono, *Statistic Untuk Penelitiann* (Yogyakarta: Pustaka Pelajaran Offset, 2004), p30.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

In this chapter, this research discussed the result of testing, in order to evaluate the students' ability in reading comprehension at third semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The researcher has calculated the data by using means score to get students' whole results. The details description of data as follows:

#### **A. Description of the Data**

##### **1. The Description of Students' Ability in Reading Comprehension at Third Semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan**

The test that is used in this research is multiple choice. The multiple choice consists of 25 with the weight is 4 for each item. The sample of the research was all of the population of the third Semester English Department. The test was used to measure the ability of the Students in Reading Comprehension at Third Semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. In this research, students were asked to choose the best answer of the question.

This section of research showed the result of the test about students' ability in reading comprehension. The result was gotten from the calculating score of students. The data analysis of the data collecting through the test. Then, the data was calculated by using mean score.

To know the ability of the students' score clearly, can be seen in following table below:

**Table IV.1**  
**Students' Total Score in Reading Comprehension**

| <b>No.</b> | <b>Students' Initial</b> | <b>Class</b> | <b>Total Score</b> |
|------------|--------------------------|--------------|--------------------|
| 1.         | KS                       | TBI-1        | 62                 |
| 2.         | SR                       | TBI-1        | 49                 |
| 3.         | RFN                      | TBI-1        | 57                 |
| 4.         | RH                       | TBI-1        | 67                 |
| 5.         | TA                       | TBI-1        | 48                 |
| 6.         | DSN                      | TBI-1        | 69                 |
| 7.         | YSS                      | TBI-1        | 82                 |
| 8.         | RER                      | TBI-1        | 69                 |
| 9.         | PAA                      | TBI-1        | 51                 |
| 10.        | AN                       | TBI-1        | 72                 |
| 11.        | WH                       | TBI-1        | 67                 |
| 12.        | RA                       | TBI-1        | 60                 |
| 13.        | DH                       | TBI-1        | 70                 |
| 14.        | SAR                      | TBI-1        | 58                 |
| 15.        | WAS                      | TBI-1        | 67                 |
| 16.        | NHH                      | TBI-1        | 70                 |
| 17.        | N                        | TBI-1        | 56                 |
| 18.        | ARR                      | TBI-1        | 64                 |
| 19.        | NHL                      | TBI-1        | 67                 |
| 20.        | FWN                      | TBI-1        | 77                 |
| 21.        | RSS                      | TBI-1        | 58                 |
| 22.        | SZH                      | TBI-1        | 71                 |
| 23.        | KP                       | TBI-1        | 67                 |
| 24.        | UHH                      | TBI-1        | 55                 |

| <b>No.</b> | <b>Students' Initial</b> | <b>Class</b> | <b>Total Score</b> |
|------------|--------------------------|--------------|--------------------|
| 25.        | ED                       | TBI-1        | 64                 |
| 26.        | NS                       | TBI-2        | 77                 |
| 27.        | M                        | TBI-2        | 82                 |
| 28.        | YIA                      | TBI-2        | 56                 |
| 29.        | KNN                      | TBI-2        | 76                 |
| 30.        | AZRL                     | TBI-2        | 66                 |
| 31.        | ANH                      | TBI-2        | 75                 |
| 32.        | NH                       | TBI-2        | 48                 |
| 33.        | YS                       | TBI-2        | 72                 |
| 34.        | NN                       | TBI-2        | 72                 |
| 35.        | NAN                      | TBI-2        | 67                 |
| 36.        | RAN                      | TBI-2        | 65                 |
| 37.        | LTH                      | TBI-2        | 58                 |
| 38.        | LFN                      | TBI-2        | 62                 |
| 39.        | HSR                      | TBI-2        | 67                 |
| 40.        | AN                       | TBI-2        | 72                 |
| 41.        | BRN                      | TBI-2        | 51                 |
| 42.        | NS                       | TBI-2        | 54                 |
| 43.        | AS                       | TBI-2        | 75                 |
| 44.        | SAH                      | TBI-2        | 72                 |
| 45.        | ANS                      | TBI-2        | 60                 |
| 46.        | AAP                      | TBI-2        | 78                 |
| 47.        | DMPP                     | TBI-2        | 65                 |
| 48.        | RDS                      | TBI-2        | 61                 |
| 49.        | YM                       | TBI-2        | 67                 |
| 50.        | PA                       | TBI-2        | 75                 |
| 51.        | SD                       | TBI-2        | 50                 |
| 52.        | TAN                      | TBI-2        | 74                 |
| 53.        | WL                       | TBI-2        | 66                 |

| No.                | Students' Initial | Class | Total Score  |
|--------------------|-------------------|-------|--------------|
| 54.                | WA                | TBI-2 | 79           |
| 55.                | TRB               | TBI-2 | 73           |
| 56.                | DP                | TBI-2 | 67           |
| 57.                | YP                | TBI-2 | 66           |
| 58.                | S                 | TBI-2 | 65           |
| 59.                | KH                | TBI-2 | 62           |
| 60.                | DH                | TBI-2 | 67           |
| 61.                | SL                | TBI-2 | 54           |
| 62.                | WH                | TBI-2 | 67           |
| 63.                | YFH               | TBI-2 | 56           |
| 64.                | SA                | TBI-2 | 62           |
| <b>Total Score</b> |                   |       | <b>4.175</b> |
| <b>Mean Score</b>  |                   |       | <b>65,2</b>  |

Based on the table above, the total score is 4.175, then the mean score is 65.2. The means score is gotten from calculating of the total score divided by the total sample. The students' score also classified by the quality of score. Below is the table of quality of the students' score in reading comprehension:

**Table IV.2**  
**Quality Score of Students in Reading Comprehension**

| <b>No.</b> | <b>Students' Initial</b> | <b>Class</b> | <b>Total Score</b> | <b>Quality Score</b> |
|------------|--------------------------|--------------|--------------------|----------------------|
| 1.         | KS                       | TBI-1        | 62                 | Enough               |
| 2.         | SR                       | TBI-1        | 49                 | Poor                 |
| 3.         | RFN                      | TBI-1        | 57                 | Poor                 |
| 4.         | RH                       | TBI-1        | 67                 | Enough               |
| 5.         | TA                       | TBI-1        | 48                 | Poor                 |
| 6.         | DSN                      | TBI-1        | 69                 | Enough               |
| 7.         | YSS                      | TBI-1        | 82                 | Very good            |
| 8.         | RER                      | TBI-1        | 69                 | Enough               |
| 9.         | PAA                      | TBI-1        | 51                 | Poor                 |
| 10.        | AN                       | TBI-1        | 72                 | Good                 |
| 11.        | WH                       | TBI-1        | 67                 | Enough               |
| 12.        | RA                       | TBI-1        | 60                 | Enough               |
| 13.        | DH                       | TBI-1        | 70                 | Good                 |
| 14.        | SAR                      | TBI-1        | 58                 | Poor                 |
| 15.        | WAS                      | TBI-1        | 67                 | Enough               |
| 16.        | NHH                      | TBI-1        | 70                 | Good                 |
| 17.        | N                        | TBI-1        | 56                 | Poor                 |
| 18.        | ARR                      | TBI-1        | 64                 | Enough               |
| 19.        | NHL                      | TBI-1        | 67                 | Enough               |
| 20.        | FWN                      | TBI-1        | 77                 | Good                 |
| 21.        | RSS                      | TBI-1        | 58                 | Poor                 |
| 22.        | SZH                      | TBI-1        | 71                 | Good                 |
| 23.        | KP                       | TBI-1        | 67                 | Enough               |
| 24.        | UHH                      | TBI-1        | 55                 | Poor                 |
| 25.        | ED                       | TBI-1        | 64                 | Enough               |
| 26.        | NS                       | TBI-2        | 77                 | Good                 |

| <b>No.</b> | <b>Students' Initial</b> | <b>Class</b> | <b>Score</b> | <b>Quality Score</b> |
|------------|--------------------------|--------------|--------------|----------------------|
| 27.        | M                        | TBI-2        | 82           | Very good            |
| 28.        | YIA                      | TBI-2        | 56           | Poor                 |
| 29.        | KNN                      | TBI-2        | 76           | Good                 |
| 30.        | AZRL                     | TBI-2        | 66           | Enough               |
| 31.        | ANH                      | TBI-2        | 75           | Good                 |
| 32.        | NH                       | TBI-2        | 48           | Poor                 |
| 33.        | YS                       | TBI-2        | 72           | Good                 |
| 34.        | NN                       | TBI-2        | 72           | Good                 |
| 35.        | NAN                      | TBI-2        | 67           | Enough               |
| 36.        | RAN                      | TBI-2        | 65           | Enough               |
| 37.        | LTH                      | TBI-2        | 58           | Poor                 |
| 38.        | LFN                      | TBI-2        | 62           | Enough               |
| 39.        | HSR                      | TBI-2        | 67           | Enough               |
| 40.        | AN                       | TBI-2        | 72           | Good                 |
| 41.        | BRN                      | TBI-2        | 51           | Poor                 |
| 42.        | NS                       | TBI-2        | 54           | Poor                 |
| 43.        | AS                       | TBI-2        | 75           | Good                 |
| 44.        | SAH                      | TBI-2        | 72           | Good                 |
| 45.        | ANS                      | TBI-2        | 60           | Enough               |
| 46.        | AAP                      | TBI-2        | 78           | Good                 |
| 47.        | DMPP                     | TBI-2        | 65           | Enough               |
| 48.        | RDS                      | TBI-2        | 61           | Enough               |
| 49.        | YM                       | TBI-2        | 67           | Enough               |
| 50.        | PA                       | TBI-2        | 75           | Good                 |
| 51.        | SD                       | TBI-2        | 50           | Poor                 |
| 52.        | TAN                      | TBI-2        | 74           | Good                 |
| 53.        | WL                       | TBI-2        | 66           | Enough               |
| 54.        | WA                       | TBI-2        | 79           | Good                 |

| No.                | Students' Initial | Class | Score        | Quality Score |
|--------------------|-------------------|-------|--------------|---------------|
| 55.                | TRB               | TBI-2 | 73           | Good          |
| 56.                | DP                | TBI-2 | 67           | Enough        |
| 57.                | YP                | TBI-2 | 66           | Enough        |
| 58.                | S                 | TBI-2 | 65           | Enough        |
| 59.                | KH                | TBI-2 | 62           | Enough        |
| 60.                | DH                | TBI-2 | 67           | Enough        |
| 61.                | SL                | TBI-2 | 54           | Poor          |
| 62.                | WH                | TBI-2 | 67           | Enough        |
| 63.                | YFH               | TBI-2 | 56           | Poor          |
| 64.                | SA                | TBI-2 | 62           | Enough        |
| <b>Total Score</b> |                   |       | <b>4.175</b> |               |
| <b>Mean Score</b>  |                   |       | <b>65.2</b>  |               |

Based on the table above, the classification of students' quality are varied. There are students got very high, high and enough. There is no students that got low and low and very low. The table showed that the highest score is 82 and the lowest score is 48. The score of test become the resume of the data. This research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

**Table IV.3**  
**The Resume of Variable Score in Reading Comprehension of the**  
**Third Semester English Department**

| No. | Statistic         | Variable |
|-----|-------------------|----------|
| 1.  | The Highest Score | 82       |
| 2.  | The Lowest Score  | 48       |
| 3.  | Sum               | 4.175    |
| 4.  | Class Classify    | 7        |
| 5.  | Class Interval    | 5        |
| 6.  | Mean Score        | 65.2     |
| 7.  | Mode              | 65.1     |
| 8.  | Median            | 68.6     |
| 9.  | Range             | 34       |

From the table, it was known that the calculating score for variable in reading comprehension had been searched from 64 students. Based on 64 students have been researched 82 was the highest score, 48 was the lowest score, sum or all the score of students was 4.175, class classify was 7, class interval was 5, mean score was 65.2 mode score was 65.1, median score was 68.6 and range was 34.

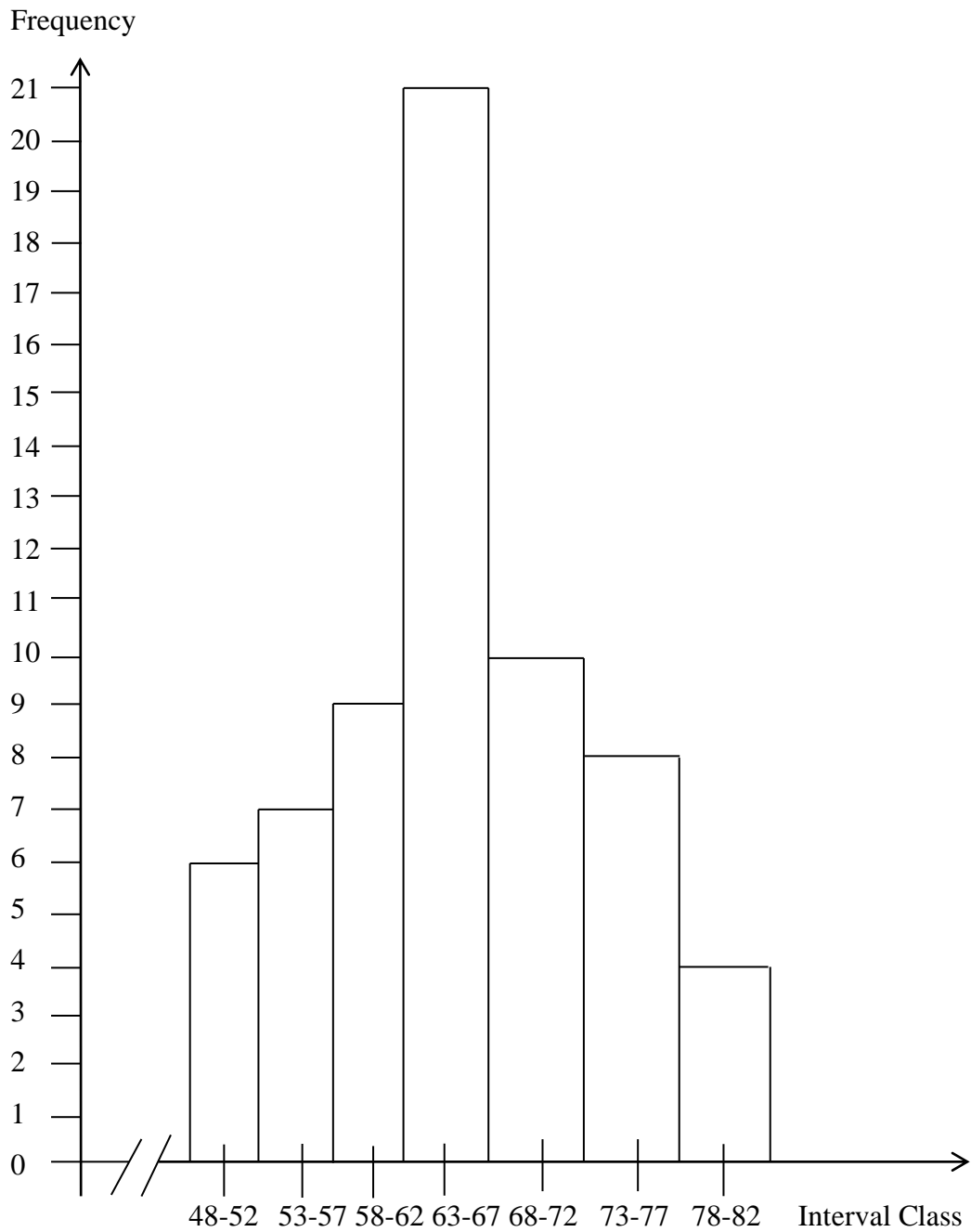
Based on calculated mean score was 65.2 so application reading comprehension was enough. It can be known by the table interpretation mean score in chapter III. Then, to know the description about the students' reading comprehension at third semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan classification or the criteria of mean score, look the following table:

**Table IV.4**  
**The Frequency of Students Score in Distribution of the Students' Score in Reading Comprehension**

| No                  | Interval Class | Frequency Absolute | Frequency Relative |
|---------------------|----------------|--------------------|--------------------|
| 1.                  | 48-52          | 6                  | 9%                 |
| 2.                  | 53-57          | 7                  | 10%                |
| 3.                  | 58-62          | 9                  | 14%                |
| 4.                  | 63-67          | 21                 | 33%                |
| 5.                  | 68-72          | 10                 | 16%                |
| 6.                  | 73-77          | 8                  | 12%                |
| 7.                  | 78-82          | 4                  | 6%                 |
| <b><i>i = 5</i></b> |                | 64                 | 100%               |

Based on the table of frequency score in distribution , it was known that the variable relevation of students' reading comprehension shown that the respondent in 48-52 were 6 students (9%), interval 53-57 were 7 students (10%), interval 58-62 were 9 students (14%), interval 63-67 were 21 students (33%), interval 68-72 were 10 students (16%). Interval 73-77 was 8 students and from 78-82 were 4 students.

Based on the table , it can be drawn at histogram as below:



**Figure 2: Histogram of The Third Semester of English Department in Reading Comprehension**

Based on the data above, it could be found that formula and the calculating of mean scores as follows:

a. Mean Score

$$X = \frac{4175}{64} = 65,2$$

From the calculating above, the value of mean score could be categories into enough category. It can be said that the students' ability in reading comprehension was enough.

**Table IV.5**  
**Percentage of Students' Frequency Score in Reading Comprehension**

| <b>Students range<br/>Frequency score<br/>(lowest to highest)</b> | <b>Category</b> | <b>Amount of Students</b> |
|---|-----------------|---------------------------|
| 40-59   | Poor            | 16                        |
| 60-69   | Enough          | 28                        |
| 70-79   | Good            | 19                        |
| 80-100  | Very Good       | 2                         |

From the explanation above can be seen, the table of frequency distribution shown that the students' ability in reading comprehension were enough. The tabel showed that, the students that got poor category were 16 students, enough category were 28 students, good category were 19 students and very good category were 2 students. So, the dominant category is enough.

## **B. Discussion**

In this part of research, the researcher would like to discusse the result of the data analysis which are relative with the description of the students' reading comprehension at third semester of English

Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. After analyzing the data, it was known that The Students' Reading Comprehension at Third Semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan was enough category. The categorized enough have gotten from the mean score of the students' reading comprehension at third semester, the mean score was 65.2, so it can be enough categorized.

The result of this research can be compared with previous research that was conducted by Sofyan. Based on the result of the research, researcher got the description of the data was found that mean score was 56.76. It means that the students' reading comprehension of the second year MTs Muhammadiyah 22 Padangsidempuan was categorized into enough ability. Then, from the result of the hypothesis testing, the researcher found that  $Z_{count} = -3.57 < Z_{table} 0.3264$ .<sup>44</sup> It means the hypothesis was rejected. Thus, the result of mean scores the students' ability in enough ability and actually it should be accepted hypothesis, but based on the result of that score it is rejected.

The difficulties that were faced by students between this research and other research. Another research was conducted by Simatupang. Researcher concluded that the ability of the grade VIII

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<sup>44</sup> Walidah Sofyan, The Students' Reading Comprehension at the Second Year MTs Muhammadiyah 22 Padangsidempuan, (UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, 2020), p.53. <http://jurnal-iainpadangsidempuan.ac.id/index.php/iocbtbi/artic;e/view/4135>

students of MTsN 3 Tapanuli Selatan in mastering reading recount text based on the test has done, was categorized into “verygood” category. The mean score of good category was 85,33. After interviewing the students, the researcher concluded that the students’ problems in mastering reading recount text was in vocabulary mastery, low of understanding the grammar and the generic structure of recount text.<sup>2</sup> While, the efforts have done by the English teacher was keep the students learn, review, and explain detailed about the difficulties that the students got.

In conclusion, it can be concluded that The Students’ Reading Comprehension at Third Semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan was got mean score 65.2. It can be categorized into enough category according to this research under title “The Students’ Reading Comprehension at Third Semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan”. So, that is all discussion about the students’ reading comprehension.

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<sup>45</sup> Nurkholila Simatupang, et.al.,” Students’ Reading Recount Text Mastery” vol 8, No 2, 2020 Journal Education of English Program of University of Sumatera Utara <http://repository.ut.ac.id/4732/1/PBIN4102-M1-pdf>

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

After treating the collecting data, the researcher take the conclusion about this research as the following. The result of this research was 65.2 in enough category. So, the students' reading comprehension at third semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan is categorized into enough ability.

#### **B. SUGGESTIONS**

After taking the conclusion, the researcher gives the suggestions above the result of this research. It can be seen as follow :

1. It is suggested to the head of study program, to motivate the lecturer, especially to lecturers who hold reading comprehension.
2. It is suggested to English lecturer especially reading comprehension lecturer to keep teaching, especially in the discussion of reading comprehension.
3. For the students, to keep study hard to get success in their study. Overcome the weakness to get better in reading comprehension.
4. It is important to other researcher, to make the deepest research with the topic of this research, because this research still far from the perfect.

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## **APPENDIX 1**

### **Instrument of The Test**

**Information:** This text just to know your ability in reading comprehension and there is no affect in your appraisal in final examination.

Name :

Reg. Number :

**Introduction** : Read narrative text carefully and answer the questions below. Each one is followed by several questions about it . The questions are 25 items and you have 45 minutes to answer all of the questions. So, you choose the best one answer, a, b, c, or d, to each questions. Give mark (X) on the best your answer.

**Text 1** for the questions number 1-10

#### **The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Sat Catano, or I will kill you!” but the parrot would not say it. Then the man got to so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but the bird would not talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.” In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens

on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?
  - a. London
  - b. Puerto Rico
  - c. Jakarta
  - d. Buenos Aires
2. What is the word that the parrot cannot say?
  - a. Catano
  - b. Tacano
  - c. Canato
  - d. Nacato
3. How often did the owner teach the bird how to say the word?
  - a. Always
  - b. Everyday
  - c. Many times
  - d. Every second
4. Which statement is true according to the text?
  - a. The parrot could say Catano
  - b. At last the parrot could say Catano
  - c. Catano was the name at the parrot
  - d. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place.
  - a. The man ate the bird.
  - b. The sold the bird.
  - c. The man killed the bird
  - d. The man taught the bird
6. It is most likely that ....
  - a. The bird killed the three chickens.
  - b. The three chickens killed the bird.
  - c. The bird played with the chicken
  - d. The bird killed one of the three chickens.
7. What is the story about?
  - a. A parrot and a cat
  - b. A parrot and a chicken
  - c. A parrot and the owner
  - d. A parrot, the owner, and chickens
8. "It was very, very smart"

The underlined word refers to ....

- a. The man
- b. The bird
- c. The chicken
- d. Puerto Rico

9. "The parrot was very, very smart"

The word 'smart' means ....

- a. Stupid
- b. Clever
- c. Stubborn
- d. Beautiful

10. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

- a. Smiling
- b. Crying
- c. Shouting
- d. Laugh

**Text 2** for the questions number 11-13

A Story from The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on

11. What do we learn from the text?

- a. Don't be arrogant
- b. Admit your defeat
- c. Don't give up quickly
- d. Don't be shame

12. What is the main idea of paragraph 3?

- a. A. An eagle watching the rooster from a distance
- b. The loosing rooster came out from its hiding place
- c. The eagle took the winning rooster as its prey
- d. The winning rooster celebrates its winning proudly

13. What can we learn from the story?

- a. There's always a bigger enemy in this life
- c. Always grab an opportunity before you

- b. Your friend can be your enemy                      d. Don't be cocky when we have achieved our goal

**Text 3** questions for number 14-16

### **The Good Stepmother**

The old witch locked Hansel in a cage set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch fell into the oven and the stepmother shut the door.

"Children, I have come to save you," she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take your home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived ever after"

14. The story is about.....

- a. Two children went to school for the first time                      c. A father who begged a witch for money  
b. A witch who is really kind                      d. A stepmother who saved her children from a witch

15. "The witch fell into the oven and the mother stepmother shut the door". (Paragraph 4). The underline word "shut" can be replaced by the word....

- a. Marked                      c. Opened  
b. Painted                      d. Closed

16. How did the stepmother find her children?

- a. She walked into the forest                      c. She peeped through the window of the witch's cottage  
b. She got tired and met her

children

d. She fell into the cliff

**Task 4** questions for number 17-21

A long time ago, very few people lived in the new Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young women followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young women cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood they this was because the women was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the women's baby the wolves were playing with him.

17. How could the wolves catch Ah Tim?

- |                               |                    |
|-------------------------------|--------------------|
| a. He was afraid              | c. He ran slowly   |
| b. He was stumbled by a stone | d. The women cried |

18. The women gave hers on to the wolves because...

- |   |   |
|---|---|
| a. She loved her nephew than her son          | c. She wanted her son was eaten by the wolves |
| b. She thought about how her brother would be | d. She was crazy                              |

19. "all men in the village fetched thick stick..." the word "fetched" has a similar meaning to...

- a. Received
  - b. Caught
  - c. Got
  - d. Hit
20. From the passage we learn that the villages were...
- a. Located in one huge area
  - b. Situated in a large
  - c. Separated by untamed jungles
  - d. Wild and unsafe
21. The brother let her son go with his aunt as she left home because....
- a. Ah Tim wanted to see the wolves
  - b. His aunt wanted him to come long
  - c. Ah Tim was bored to live with his parents
  - d. Ah Tim would be a guardian from them

**Text 5** questions for number 22-25

### **The Lion and The Mouse**

Once when a lion was asleep, a little mouse began running up and down upon him, this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it, perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the little mouse had finished gnawing away the ropes, he asked the lion to run away.

22. What is the purpose of the text?
- a. To entertain the readers
  - b. To persuade the readers that something should or should not be the case
  - c. To inform the readers about the events of the day which are considered newsworthy
  - d. To explain something

23. What is the moral value of the text?

- a. Don't look at someone because of his clothes
- b. It is best for prepare for the days of necessity
- c. Common people may prove great ones
- d. United we stand, divide we fall

24. Paragraph three mainly tells us that...

- a. The little mouse asked for forgiveness
- b. The hunters carried the lion alive to the king
- c. The lion was tied to a tree by the hunters
- d. The little mouse could prove that he could help the lion.

25. What did the little mouse do prove his words?

- a. He would never forget the lion
- b. He tired hard to help the lion free
- c. He ran up and down upon the lion
- d. He asked for apology to the king of the beast

## **APPENDIX 2**

### **Key Answer of the Test**

|      |       |       |       |       |
|------|-------|-------|-------|-------|
| 1. b | 6. a  | 11. a | 16. a | 21. d |
| 2. a | 7. c  | 12. c | 17. b | 22. a |
| 3. c | 8. b  | 13. d | 18. b | 23. a |
| 4. b | 9. b  | 14. d | 19. c | 24. d |
| 5. d | 10. c | 15. d | 20. c | 25. b |

### APPENDIX 3

#### Description of Data The students' score from low score to high score

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 48 | 48 | 49 | 50 | 51 | 51 | 54 | 54 | 55 | 56 |
| 56 | 56 | 57 | 58 | 58 | 58 | 60 | 60 | 61 | 62 |
| 62 | 62 | 64 | 64 | 65 | 65 | 65 | 66 | 66 | 66 |
| 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 |
| 67 | 67 | 67 | 69 | 69 | 70 | 70 | 71 | 72 | 72 |
| 72 | 72 | 72 | 73 | 74 | 75 | 75 | 75 | 76 | 77 |
| 77 | 78 | 79 | 82 | 82 |    |    |    |    |    |

1. The highest score = 82
2. The lowest score = 48
3. Range = (Highest score – Lowest score = 82- 48 = 34)
4. Total of Class =  $1+ 3,3 \log (n)$

$$= 1+ 3,3 \log (64)$$

$$= 1+ 3,3 (1,8)$$

$$= 1+ 5,94$$

$$= 6,97$$

$$= 7$$

5. Interval ( $i$ ) =  $\frac{\text{Range}}{\text{Total of class}}$

$$= \frac{34}{7}$$

$$= 4,8$$

$$= 5$$

6. Mean Score

| Interval Class | F  | X  | x  | Fx  | x <sup>2</sup> | Fx <sup>2</sup> |
|----------------|----|----|----|-----|----------------|-----------------|
| 48-52          | 6  | 50 | 3  | 18  | 9              | 324             |
| 53-57          | 7  | 55 | 2  | 14  | 4              | 196             |
| 58-62          | 9  | 60 | 1  | 9   | 1              | 81              |
| 63-67          | 21 | 65 | 0  | 0   | 0              | 0               |
| 68-72          | 10 | 70 | -1 | -10 | 1              | 100             |
| 73-77          | 8  | 75 | -2 | -16 | 4              | 256             |
| 78-82          | 4  | 80 | -3 | -12 | 6              | 144             |

$$\begin{aligned}
 MX &= M + i \sum \frac{Fx}{n} \\
 &= 65 + 5 \frac{3}{64} \\
 &= 65 + 5 (0.04) \\
 &= 65 + (0,2) \\
 &= 65,2
 \end{aligned}$$

7. Median

$$\begin{aligned}
 \text{Xii (i)} &= 62 + 0,5 = 62,5 \text{ (b)} \\
 n &= 64 \\
 F &= 9 \\
 f &= 21
 \end{aligned}$$

$$\begin{aligned}
 \text{Me} &= b + p \left( \frac{\frac{1}{2}n - f}{f} \right) \\
 &= 62,5 + 5 \left( \frac{\frac{1}{2}64 - 21}{9} \right) \\
 &= 62,5 + 5 (1.2) \\
 &= 62,5 + 6,1 \\
 &= 68,6
 \end{aligned}$$

8. Modus

$$Mo = b + p \left( \frac{b_1}{b^1 + b_2} \right)$$

$$= 62,5 + 5 \left( \frac{12}{12+11} \right)$$

$$= 62,5 + 5 (0,52)$$

$$= 65,5 + 2,6$$

$$= 65,1$$

## APPENDIX 4

### Documentation of Research



**Picture 1. Students are reading the test**



**Picture 2. Researcher is reading the instruction of the test**



**Picture 3. Researcher is collecting the test**



**Picture 4. Researcher is reading the instruction of the test**



**Picture 5. Researcher collecting the test**



**Picture 6. Students are reading the test**

## **CURRICULUM VITAE**

### **A. Identity**

Name : Syuaibatul Aslamiyah  
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Place and Birthday : Padangsidempuan, 04 November 1997  
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### **B. Parents**

1. Father : Abdul Hasim Hasibuan  
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1. Elementary School : SD N 200219 Sitamiang 2004-2010  
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2022



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27 September 2019

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Lamp : -  
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

**1. Rayendriani Fahmei Lubis, M.Ag** (Pembimbing I)  
**2. Fitri Rayani Siregar, M.Hum** (Pembimbing II)

di-Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Syuaibatul Aslamiyah  
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Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris  
Judul Skripsi : **The Students' Ability in Reading Comprehension  
at Third Semester of English Department UIN  
Syekh Ali Hasan Ahmad Addary  
Padangsidempuan**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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5 Januari 2023

**Yth. Kepala MTs Darul Istiqomah Padangsidempuan**

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Suaibatul Aslamiyah  
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Alamat : Jl. Makmur Gg. Maduma 5 Sitamiang Baru

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul **"The Effectiveness of Students' Reading Comprehension at VIII Grade Students of MTs Darul Istiqomah Padangsidempuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan

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