

**A STUDY ON THE STUDENTS' READING COMPREHENSION
OF THE TENTH GRADE MAS K.H. AHMAD DAHLAN
SIPIROK**



A Thesis

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

Written By:

RAMI ESTI SIREGAR

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ENGLISH EDUCATION DEPARTMENT

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

2025

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Seiring dengan hal di atas, maka saudara tersebut sudah dapat menjalani sidang munaqasyah untuk mempertanggungjawabkan skripsi-nya ini.

Demikian kami sampaikan, semoga dapat dimaklumi dan atas perhatiannya diucapkan terima kasih.

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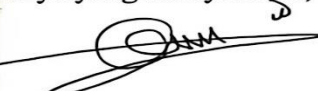
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LEGALIZATION

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ABSTRACT

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Title of Thesis : A Study on The Students' Reading Comprehension of the Tenth Grade MAS KH Ahmad Dahlan Sapirok

This research conducted to measure the students' reading comprehension of the tenth grade students at MAS KH Ahmad Dahlan Sapirok. This research conducted used mixed method. The participant of this research consist of 26 students of tenth grade MAS KH Ahmad Dahlan Sapirok, collected using total sampling technique. The data of this research gathered using reading comprehension test with descriptive text and interview. The result of this research indicates with the mean score or average score 60,31 of the reading comprehension test. The result from the research the students reading comprehension at the tenth grade of MAS KH Ahmad Dahlan Sapirok categorized into "Enough" category. The following result also supported and confirmed thtough the interview result between the researcher and each fo the students.

Keywords: *Reading Comprehension, Mixed method, Descriptive text*

ABSTRAK

Name : Rami Esti Siregar
Reg. Number : 20 203 00015
Title of Thesis : Sebuah Studi tentang Pemahaman Membaca Siswa Kelas Sepuluh
MAS KH Ahmad Dahlan Sapirok

Penelitian ini dilakukan untuk mengukur pemahaman membaca siswa di kelas sepuluh MAS KH Ahmad Dahlan Sapirok. Penelitian ini dilakukan dengan menggunakan metode campuran sebagai jenis penelitian. Partisipan penelitian ini terdiri dari 26 siswa kelas sepuluh MAS KH Ahmad Dahlan Sapirok, dikumpulkan dengan menggunakan teknik total sampling. Data penelitian ini dikumpulkan dengan menggunakan tes pemahaman bacaan dengan teks deskripsi dan wawancara. Hasil penelitian ini menunjukkan dengan skor rata-rata 60,31 dari tes pemahaman bacaan. Hasil dari penelitian pemahaman bacaan siswa di kelas sepuluh MAS KH Ahmad Dahlan Sapirok dikategorikan ke dalam kategori "Cukup". Hasil berikut juga didukung dan dikonfirmasi melalui hasil wawancara antara peneliti dan masing-masing siswa..

Keywords: *Pemahaman Membaca, Metode Campuran, Teks Deskriptif*

ملخص البحث

الاسم :رامي اسني سيرجار
رقم التسجيل :٢٠٢٠٣٠٠٠١٥:
عنوان البحث :دراسة عن الفهم القرائي لدى طلاب الصف العاشر في مدرسة أحمد دحلان سيبيروك
الثانوية للبنين في مدينة ماساتشوستس

أُجري هذا البحث لقياس مدى استيعاب الطلاب للقراءة في الصف العاشر في مدرسة أحمد دحلان سيبيروك التابعة لوزارة التربية والتعليم العالي. تم إجراء هذا البحث باستخدام أساليب مختلطة كنوع من البحث. وقد تألف المشاركون في هذه الدراسة من ٢٦ طالبًا من طلاب الصف العاشر في مدرسة أحمد دحلان سيبيروك التابعة لوزارة التربية والتعليم العالي في مدينة خورفكان أحمد دحلان سيبيروك، وتم جمع البيانات باستخدام أسلوب أخذ العينات الكلية. تم جمع بيانات هذه الدراسة باستخدام اختبارات فهم القراءة والمقابلات. أظهرت نتائج هذه الدراسة متوسط درجات ٦٠,٣١ درجة من اختبار فهم القراءة. وقد صُنفت نتائج بحث الفهم القرائي لطلاب الصف العاشر في مدرسة ماس أحمد دحلان سيبيروك في مدينة خورفكان في ولاية خورفكان في فئة "كافي" ويغلب عليها فهم النصوص السردية. كما تم تأييد النتائج التالية وتأكيدتها من خلال نتائج المقابلات بين الباحثين وكل طالب من الطلاب.

الكلمات المفتاحية فهم المقروء، الفهم القرائي، المنهج المختلط، النص السردية، النص الوصفي

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you myself, may I remain humble, this is just the beginning of life, stay enthusiastic, you can do it.

I realize that there are still many shortcomings in this thesis. Therefore, the researcher would be grateful for correction to level up this thesis.

Padangsidempuan, May 2025

Researcher

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DEDICATION

Motto:

"There is always a price in a process. Just enjoy the tiredness. Expand that patience. Everything you invest to make yourself like what you dream of, may not always go smoothly. But, those waves are what you can tell later"

(Boy Candra)

"God has perfect timing, never early, never late. It takes a little patience and it takes a lot of faith, but it's worth to wait"

"If tomorrow you are better, don't forget your hard times. Tell the world again, how you turned sweat into a smile."

(Andmesh Kamaleng)

Dedication:

"There is no most beautiful page in this thesis report except the dedication page. I dedicate this thesis as proof to my beloved parents, friends, partners and friends who always provide support to complete this thesis."

TABLE OF CONTENTS

	Page
INSIDE TITTLE PAGE	
LEGALIZATION ADVISOR SHEET	
LETTER OF AGREEMENT	
DECLARATION OF SELF THESIS COMPLETION	
AGREEMENT PUBLICATION OF FINAL TASK FOR	
ACADEMIC CIVITY	
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER	
TRAINING FACULTY	
ABSTRACT	i
ABSTRAK	ii
ARABIC ABSTRACT	iii
ACKNOWLEDGEMENT	iv
DEDICATION	vii
TABLE OF CONTENT.....	viii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDIXES	xii
 CHAPTER I: INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	4
C. Focus of the Problems	4
D. Definition of the Problems	4
E. Formulation of the Problem	5
F. Objective of the Research.....	5
G. The Signification of the Study.....	6
H. Outline of the Thesis	6
 CHAPTER II: THEORITICAL REVIEW	
A. Theoretical Description	8
1. The Concept of Reading	8
a. Definitions of Reading	8
b. Importance of Reading.....	11
c. Advantages of Reading.....	12
d. Kinds of Reading	15
2. The Concept of Reading Comprehension.....	17
a. Defenition of Reading Comprehension	17
b. Process of Reading Comprehension	20
c. Materials of Reading Comprehension	22
3. The Concept of Descriptive Text.....	24
a. Defenition of Descriptive Text	24
b. Components of the Descriptive Text	25

c. Advantage and Disadvantages of Descriptive Text	26
d. Example of the Descriptive Text	28
B. Review of Related Finding.....	29
C. Hypothesis	32
CHAPTER III: RESEARCH METHODOLOGY	
A. Place and Time of Research	33
B. The Research Design.....	33
C. Population and Sample	34
D. The Instrument of Collecting Data	34
E. Validity and Reliability	36
F. Techniques of Data Collection	37
G. Technique of Data Analysis	38
H. Check of Data Trustworthiness	41
CHAPTER IV: RESULT OF THE RESEARCH	
A. Data Description.....	42
B. Discussion	52
C. Threats of the Research	55
CHAPTER V: CONCLUSSIONS, SUGGESTIONS AND IMPLICATIONS	
A. Conclusions	56
B. Implication.....	57
C. Suggestions.....	57
REFERENCES	
APPENDIXES	
CURRICULUM VITAE	

LIST OF TABLES

	Page
Table III.1 The Indicators of Reading Comprehension	35
Table III.1 Interpretation of Mean Score	39
Tabel. IV.1 The Score Result in Descriptive Text	43
Tabel. IV.2 Frequency Distribution of Students' Score Descriptive	44
Tabel. IV.3 The Score Description in Descriptive Text.....	45

LIST OF FIGURES

	Page
Figure. IV.1 Students' Descriptive Histogram.....	45

LIST OF APPENDIXES

- Appendix 1 : Validity Test
- Appendix 2 : Reading Comprehension Test
- Appendix 3 : Key Answer of Reading Comprehension
- Appendix 4 : Interview Question
- Appendix 5 : ConclusionTrancript of Students Interview
- Appendix 6 : Students result in Reading Comprehension
- Appendix 7 : Documentation

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading is a cornerstone of education and a fundamental skill necessary for academic success and lifelong learning. It involves the ability to interpret and understand written texts, which forms the basis for acquiring knowledge and engaging with complex ideas. The process of reading encompasses various cognitive and perceptual skills, including decoding, fluency, and comprehension. Each of these components plays a crucial role in how effectively an individual can interact with written material.

Reading speed is a critical aspect of reading fluency. It measures how quickly a person can read text while maintaining comprehension. According to Hakim reading speed is strategy that can handle learning teaching process in reading comprehension.¹ Reading speed plays a vital role in academic and personal success, as it influences a reader's ability to absorb and process information efficiently. According to Richard and Schdmidt reading speed, or in another term called rate of reading means the speed that the readers use when they read a text, the speed which a person reads.² Furthermore, developing reading speed enhances focus and cognitive flexibility, enabling learners to approach diverse reading tasks with confidence.

¹Moh Dzikril Hakim, "The Correlation between Students' Reading Speed and Their Comprehension," *Journal of English Teaching and Learning* 1, no. 1 (2022): 1–9. <https://jurnal.untag-banyuwangi.ac.id>

²Jack C. Richards and Richard Schmidt, , *Proceedings of the 21st Asian Pacific Weed Science Society (APWSS) Conference, 2-6 October 2007, Colombo, Sri Lanka*, Fourth (Edinburgh: Pearson Publisher, 2010). <https://www.pearson.org>

According to Brown³ reading comprehension primary a matter of developing appropriate, efficient comprehension strategies. It means comprehension is ability to understand about the something, in order that, the students are able to answer and understand a descriptive question forms. According to Broek in Hakim reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text.⁴ Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn. So, reading comprehension is productive and expressive psychic that is used by the writer as a way to extend the ideas to the reader.

Based on interviews with students who felt that their comprehension is hard enough so many ways takes to understand the reading. Ahmad, one of the students said that he usually understand the content of the reading well.⁵ I often make notes or summaries to make sure on understand the content in depth. Otherwise, interviews also revealed that students with good reading comprehension often have different methods in reading texts and prefer to read

³H. Douglas Brown, *Language Assessment Principles and Classroom Practices, Sustainability (Switzerland)*, vol. 11, 2006.

⁴ Hakim, "The Correlation between Students' Reading Speed and Their Comprehension."

⁵ Ahmad, interview by Rami Esti, November 2, Padangsidempuan.

several kinds of text. Farah⁶, one of the students, stated that she likes to read if the reading material or the text was interesting and the favourite reading according to her was the narrative or the story one.

From this, it appears that there is variation in how students' process information, which affects their reading comprehension results. These results found that the reading comprehension between students may vary and it can be caused by the reading text that they are possessed for.

Teacher of MAS K. H. Ahmad Dahlan Sapirok, Fauzi, also said that, the reading comprehension of the students may vary.⁷ This appears when in the learning activity some students reading the text fluently and another students seem to be confused about what the text is about. In conclusion, the interview results show that tenth grade students have varying reading comprehension. The main influencing factors include vocabulary knowledge, and overall reading skills.

The anticipated results of this study are expected to provide actionable insights for educators at MAS K. H. Ahmad Dahlan Sapirok. By understanding the student reading comprehension, educators can develop more targeted interventions to improve reading skills. This might include strategies to enhance reading fluency while maintaining or improving comprehension levels.

Based on the background description above, it encourages researchers to raise the title of this research, namely **“The Students’ Reading**

⁶Farah, interview by Rami Esti, November 2, Padangsidempuan.

⁷ Fauzi, interview by Rami Esti, November 2, Padangsidempuan.

Comprehension of the Tenth Grade Students MAS K. H Ahmad Dahlan Sipirop”.

B. Identification of the Problem

The students reading comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. So it is necessary to indicates and describe how is the students reading comprehension in learning activity, especially in reading comprehension.

C. Focus of the Problems

The researcher had focused on analysing the students’ reading descriptive text ability of the tenth grade students MAS K. H. Ahmad Dahlan Sipirop.

D. Defenition of Key Terms

1. Students’ Reading Comprehension

Students’ reading comprehension refers to the ability of the learners of grade X at MAS K. H. Ahmad Dahlan Sipirop to understand, interpret, derive meaning from written text and interesting through searching a textual content and connecting it to the reader’s background knowledge in getting understanding.

2. Descriptive Text

Descriptive Text is one of the language learning materials that purpose is to giving the details about something, person, thing, or place. The text will give the imagination of the appearance of what is described in the text.

So, the students' reading comprehension of the tenth grade MAS K. H. Ahmad Dahlan Sapirok means that the learners reading ability to understand, interpret and derive meaning from written text that was precisely in narrative and descriptive text.

E. Formulation of the Problem

This research three questions that will be answered. The questions are:

1. How is the students' comprehension of the tenth grade students MAS K. H. Ahmad Dahlan Sapirok?
2. What are the students' of the tenth grade students MAS K. H. Ahmad Dahlan Sapirok difficulties in reading comprehension?
3. How did the teacher overcomes the students' difficulties in reading comprehension?

F. Objectives of the Research

The objectives of this research is to describe how is the students' reading comprehension precisely reading comprehension in Narrative and Descriptive Text at the tenth grade students MAS K. H Ahmad Dahlan Sapirok, with following description:

1. To describe the students' reading comprehension in reading Descriptive text of the tenth grade students MAS K. H. Ahmad Dahlan Sapirok

2. To describe the students' reading comprehension overall of the tenth grade students MAS K. H. Ahmad Dahlan Sapirok
3. To examine the students' of the tenth grade students MAS K. H. Ahmad Dahlan Sapirok difficulties in reading comprehension of descriptive and narrative text.

G. The Significances of the Study

The significances of the study are:

1. For headmaster

To supervise and to give the significant theory and practice contribution to English teaching in learning process.

2. For the English teacher

As input in teaching and learning process especially in teaching reading speed and reading comprehension.

3. For researcher

Who want to do research the same problem as information about the topics or as references for another researcher in the next time.

H. Outline of the Thesis

This research consisted of several chapters that represent all requirements from background to findings of this research. This research contained in five chapters as follows: Chapter one: consisted of background of the problem, focus of the problem, definition of key term, formulation of the problem, objectives of the research, significances of the study and outline of the thesis.

Chapter two: consisted of the theoretical description of the variable and theory in this research. Chapter two also consisted of the review related findings and hypothesis of this research. Chapter three: consisted about the place and time of the research, research methodology of this research that equip about the sample, population, instrument and all the procedure of data collection, data analysis and data trustworthiness of this research. Chapter four: consisted of the findings in this research that represented the result of the data and the conclusion of this research. Chapter four also consisted of the discussion to elevate the result of this research comparing to other researches. Chapter five: contained in about conclusion, implication, and suggestion

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Concept of Reading

a. Definition of Reading

Reading is a crucial skill in human life, especially in education. According to Cline in Windi et al reading is the process of decoding and comprehending written materials.⁸ Decoding entails converting written symbols (including Braille) into the spoken words that they stand for. The goals of reading, the setting, the type of material, and the readers' methods and background knowledge all affect understanding. Reading. In this process, the reader uses prior knowledge and experience to interpret what is being read. Reading is not merely about seeing written words but also understanding and integrating them with the knowledge already present in the reader's mind.

According to Siregar and Harida reading is one of skills that very important in teaching and learning English.⁹ It is one of skills that students should learn and care of. Reading is more beneficial to them during their study

⁸Windi Windi, Nasriandi Nasriandi, and Syahrir Syahrir, "Correlation Between Reading Speed and Reading Comprehension," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 11, no. 2 (2023): 11, <https://doi.org/10.24256/ideas.v11i2.3676>.

⁹Walidah Sofyan Siregar and Eka Sustris Harida, "Students' Reading Comprehension in Descriptive Text," *English Education: English Journal for Teaching and Learning* 9, no. 01 (2021): 10, <https://doi.org/10.24952/ee.v9i01.4104>.

because it enables them to acquire many things about the knowledge of language and to understand different subject areas.

According to Rayner et al reading is typically defined as the processing of textual information so as to recover the intended meaning of each word, phrase, and sentence.¹⁰ Of course, there are some forms of literature in which the author intentionally provides some level of ambiguity. For the most part, though, authors would like their readers to understand what they intend to communicate and to understand all of the words in the text. Effective reading also demands attention to detail and the ability to infer meaning beyond the surface level, especially when encountering unfamiliar words or intricate sentence structures. Furthermore, readers must adapt their approach depending on the type and purpose of the material, whether for entertainment, education, or analysis. Reading is a multifaceted skill aimed at extracting and understanding the intended meaning of a text while occasionally navigating through intentional ambiguity.

Meanwhile, Pertiwi and Sujarwati state that reading is the language you need to know. Reading increases your intelligence and allows you to acquire new knowledge and understanding so that you can learn new information more easily.¹¹ Reading also broadens one's understanding of various cultures, perspectives, and life experiences. Through reading, we

¹⁰ Keith Rayner et al., *So Much to Read, so Little Time: How Do We Read, and Can Speed Reading Help?*, *Psychological Science in the Public Interest, Supplement*, vol. 17, 2016, <https://doi.org/10.1177/1529100615623267>.

¹¹ Lia Pertiwi and Iis Sujarwati, "The Correlation Between Reading Speed and Reading Comprehension" 13, no. 3 (2023): 7.

can explore the world without traveling, enriching our imagination and enhancing critical thinking skills. Additionally, regular reading keeps the brain active and sharp, while improving focus and concentration. Beyond academic benefits, reading provides educational entertainment and serves as a way to relax the mind. Therefore, reading is an essential activity that not only boosts intelligence but also opens doors to countless learning opportunities and personal growth.

Furthermore, Siregar et al state that reading is one of the most important language skills to be learned since reading is a window of knowledge.¹² By reading, readers can get much information and become knowledgeable. Reading also helps the readers to enrich their vocabulary by knowing some new words from the book they read, improving writing skill and also speaking by remembering every new words and information they have got. Reading is exactly very beneficial not only for increasing reader's knowledge but also entertain them, such as when they read a comic, novel or funny short story.

According to Nurdiana and Amelia reading is a complex cognitive process of decoding symbols in order to construct or derive meaning.¹³ Reading is a means of language acquisition, communication, and of sharing information and ideas. Reading is one of the subjects to get information and knowledge about everything readers need from the written

¹² Fitri Rayani Siregar et al., "The Implementation of REAP Strategy to Improve Students Reading Comprehension of Analytical Exposition Text in Digital Era," *KnE Social Sciences* 2023 (2021): 9, <https://doi.org/10.18502/kss.v8i4.12901>.

¹³ Nurdiana and Rizki Amaelia, *Interpretive Reading* (Pekanbaru: Kreasi Edukasi Publishing and Consulting Company, 2017).

form. Reading is very important, and it is one of the four language skills that should be mastered by student for all level.

From the various definitions discussed, it can be concluded that reading is not merely a mechanical process but a complex cognitive process. This process involves the active participation of the reader in interpreting and understanding the text. Prior experience, predictive abilities, and linguistic knowledge all play important roles in determining how well a person can read and comprehend a text.

b. Importance of Reading

Reading is important, Goodman in Zikriatul stated that it is important to learn reading since it (1) helps people learn to think new language, (2) helps people build better vocabulary, (3) helps people more comfortable with written English, (4) can also helps people plan to study in English.¹⁴ Importance of reading is not only related to the development of knowledge but also related to people thinking capability. This capability will be the basic development of emotional, moral, and verbal intelligence. Moreover, these developments determine what kind of person people would be. Therefore, reading is important for students both to develop their knowledge and develop the way they think related to the development of moral, emotion, as well as verbal intelligence.

¹⁴ Masyitithah Zikriatul, "Correlation Between Students' Reading Speed and Their Reading Comprehension At State Senior High School 8 Mandau" (State Islamic University of Sultan Syarif Kasim Riau, 2023).

According to Nunan¹⁵ there are eight Principles for teaching reading:

- 1) Exploit the reader's background knowledge.
- 2) Build a strong vocabulary base.
- 3) Teach for comprehension.
- 4) Work on increasing reading speed or reading rate.
- 5) Teach reading strategies.
- 6) Encourage readers to transform strategies into skills.
- 7) Build assessment and evaluation into your teaching.
- 8) Strive for continuous improvement as a reading teacher.

Reading is vital for knowledge and developing emotional, moral, and verbal intelligence. Nunan outlines eight principles for teaching reading, including using background knowledge, building vocabulary, improving comprehension and speed, teaching strategies, and emphasizing continuous improvement. These principles aim to enhance students' reading skills and overall growth.

c. Advantages of Reading

There are some advantages of reading. According to Pradani¹⁶ here are some advantages of reading:

- 1) Can stimulate mentally

The brain is one of the organs in the body that requires exercise to stay strong and healthy like any other organ in the body.

¹⁵ David. Nunan, *Practical English Language Teaching*, ed. David Nunan, First Edit (New york: McGraw-Hill/Contemporary, 2003).

¹⁶ Anindhita Pradani, "The Importance of Reading to Expand Knowlwdge," *Sepuluh Nopember Intitute of Technology* 02, no. (2021): 10.<https://researchgate.share.google/WY8jIh5SW9IJZHxYM>

Reading can keep the brain active so that it can perform its functions properly.

2) Can reduce stress

After a tiring day doing a daily routine, it is not uncommon for this to trigger stress. By doing reading activities that can be done for a few minutes can help suppress the development of stress hormones such as the hormone cortisol. Reading can make the mind more relaxed so that it can help reduce stress levels by up to 67%.

3) Can increase vocabulary

The more we read, the more we will get explanations about things we don't know, and can increase the amount of vocabulary that we can use in our daily lives. This of course can help us express opinions in straightforward language, and can increase self-confidence when talking to other people.

4) Can improve memory quality

By reading we contribute to improving the quality of our brains in the process of remembering, various kinds of things that we have read. For example, characters, backgrounds, ambitions, history, as well as various elements or plots of each storyline. Each memory can help to forge brain pathways and strengthen them.

5) Train thinking and analyzing skills

The benefits of read can train the brain to be able to think more critically and analyze the problems presented in what we read. We like

getting access or a way to get into the storyline and help in the completion of the story.

6) Can improve focus and concentration

When reading, we can train the brain to focus more and concentrate on what we read. This will train us to be able to focus more on carrying out various kinds of activities or daily routines.

7) Train to be able to write well

With the increase in the vocabulary we have from reading, it can automatically help us to be able to make our own written works in language that is as good as or even better than what we have read before.

Reading offers numerous benefits, including mental stimulation to keep the brain healthy and active, stress reduction by lowering cortisol levels, and vocabulary expansion to improve communication and confidence. It also enhances memory by helping the brain retain and connect information, sharpens critical thinking and analytical skills, improves focus and concentration, and trains individuals to write better by exposing them to a variety of language styles and structures. These advantages highlight the importance of reading for personal and cognitive development.

d. Kinds of Reading

According to Macleod reading can be categorized into different types based on purpose, method, and engagement level.¹⁷ Here are several common kinds of reading:

1) Skimming

This involves quickly moving through text to get a general idea of its content. Skimming is useful for identifying main ideas, key points, and overall structure without focusing on every detail. It's often used for reviewing materials or deciding if a text is worth a deeper read.

2) Scanning

Scanning is used to locate specific information or details within a text. Readers quickly search for keywords, phrases, or data without reading the entire content. This technique is helpful for finding particular facts or answers to specific questions.

3) Intensive Reading

This type of reading involves a thorough and detailed examination of a text. Readers focus on understanding every aspect, including vocabulary, grammar, and content. Intensive reading is often used for studying academic materials, learning new concepts, or deepening comprehension.

¹⁷ Maija Macleod, "Types of Reading Overview :," vol. 21, 2017, 1–17.

4) Extensive Reading

Extensive reading emphasizes reading large amounts of text for overall understanding and enjoyment. The goal is to improve reading fluency and comprehension through exposure to diverse genres and topics. It's often used for recreational reading or language development.

5) Critical Reading

Critical reading involves analyzing and evaluating the text's arguments, evidence, and underlying assumptions. Readers assess the validity, reliability, and relevance of the information presented, and consider different perspectives. This approach is crucial for academic analysis, research, and informed decision-making.

6) Speed Reading

Speed reading techniques aim to increase reading speed while maintaining comprehension. Methods may include minimizing subvocalization (silent reading aloud), using peripheral vision, and practicing efficient eye movements. Speed reading is often used to enhance productivity and manage large volumes of reading material.

In conclusion, reading can be categorized into various types based on purpose and method, including skimming for general ideas, scanning for specific details, intensive reading for deep comprehension, extensive reading for fluency and enjoyment, critical reading for analysis and

evaluation, and speed reading for efficiency. Each type serves different needs, enhancing overall reading skills and adaptability in processing diverse texts.

2. The Concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension refers to the ability to understand, interpret, and derive meaning from written text. . Reading comprehension by Brown¹⁸ refers to the process which reader and the message in a given text develop the meaning of a written concept through an exchange of ideas. Reading comprehension is the capacity to read, comprehend and process the content. According to Siregar et al¹⁹ reading comprehension is making sense of what you read and connecting the thoughts with inside the textual content to what you already know. It additionally means remembering what you've got examine. In conclusion, reading comprehension is interesting through searching a textual content and connecting it to the reader's background knowledge in getting understanding.

According to Siregar et al²⁰ reading comprehension is a mental process in which the readers try to understand the meaning in text by interpreting what has been read in order to find the idea given by the

¹⁸ Brown H Douglas and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Fourth Edi (New York: Pearson Education, 2015).

¹⁹ Zamila Fitriani Siregar, Eka Sustri Harida, and Zainuddin Zainuddin, "Small Group Discussion For The Students' Reading Comprehension Of The Senior High School Students," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 6, no. 1 (2020): 12, <https://doi.org/10.24952/tazkir.v6i1.2714>.

²⁰ Siregar et al., "The Implementation of REAP Strategy to Improve Students Reading Comprehension of Analytical Expository Text in Digital Era."

writers. Further, reading comprehension means the process of mental concerning the ability of the readers trying to get the meaning, then trying to interpret it due to find the new information stated by the writers. Therefore, to get the idea from the text we read, we have to interpret the text appropriately, although it is not as easy as we think. So, reading comprehension is the act of understanding or getting information from the outside, processing in mind and try to interpret it.

According to Siregar and Harida²¹ reading comprehension is a good way to develop and understand English. In reading comprehension, the students are not only understanding ideas, but also recognizing the relationships and structures among ideas. So, the students get the information and message from the written text that they have read. In reading comprehension, the students should have the particular purpose of their mind before they interact with the text. The students should have attention, memory, and motivation in reading text. So, the teacher should help them not only to read the text but also help them how to find the meaning or the content of text. It means the students need to learn and have the background knowledge about the text that they will read.

Durkin in Azan²² focuses on the instructional aspects of reading comprehension, defining it as the ability to use various strategies to understand text. She highlights that effective comprehension involves

²¹ Siregar and Harida, "Students' Reading Comprehension in Descriptive Text."

²² Muhammad Azan, "The Effect Of Contextual Teaching And Learning On Students' Reading Comprehension," *JLEET (Journal of Language Education and Educational Technology)* 2, no. 1 (2017), <https://doi.org/e-ISSN: 2502-3306>.

skills such as summarization, questioning, and making inferences. Durkin emphasizes the importance of teaching these strategies to improve comprehension.

According to Lubis²³ reading comprehension is an important language skill. By having a good skill in reading comprehension, the students will be easy to get information from many sources, such as books, magazines, newspapers, brochures, handbooks, repots a.t.c. If the students have a good ability in reading comprehension they will be successful in their studies in the future. Of course, the students who have good reading skills will more easily find ideas in the text, because they know the techniques of reading comprehension, types and purpose of reading texts, and also the process of reading comprehension activities itself.

Finally, Rahmawati et al²⁴ stated that reading comprehension is also about understanding instructions thru texts. A writer expressed his or her thoughts, ideas, and feeling through the written words. The readers' understanding of the reading text materials will be affected by the apprehend strategies and techniques. Reading comprehension goes beyond understanding words; it involves analyzing the writer's intent, context, and ideas. Effective strategies like skimming and critical thinking help readers connect with the text and gain deeper insights. Reading comprehension is a

²³ Fitriadi Lubis, "Hints of Teaching Reading Comprehension" 14, no. 2 (2023): 9.

²⁴ Yeni Rahmawati et al., "Students' Reading Comprehension of English Textual Literacy among Zillennial Generation," *Jo-ELT (Journal of English Language Teaching)* 11, no. 1 (2024): 82–95, <https://doi.org/10.33394/jo-elt.v11i1.10985>.

skill that bridges the writer's message and the reader's understanding through thoughtful strategies.

In summary, reading comprehension is a multifaceted skill involving the decoding of text, the integration of linguistic and cognitive processes, and the application of various strategies. It requires active engagement with the text, the construction of mental representations, and the interaction of several factors to derive meaning effectively.

b. Process of Reading Comprehension

According to Sally in Lubis²⁵ there are many steps that can be used in reading comprehension presentation, namely:

- 1) Introduction or explain of text. Here the teachers introduce the text to the class and then explain it shortly to raise the students' interest in the lesson being discussed.
- 2) Word study. This step include asking the meaning of words, phrases, and idiom; The teachers ask the students to study the words, phrases, and idiom which occur in the text. If any words are not understood by the students or unfamiliar with them they may ask their teachers and "the teachers have to explain their meaning because some of the words will be new to the class while others will be familiar words in new ways.
- 3) Asking the students to number the paragraphs of the passage. This is very important because through this activity the students will find

²⁵ Lubis, "Hints of Teaching Reading Comprehension."

certain words, phrases, and idiom, which are being explained or discussed by the teachers, for instant the teachers tell the students to find the words similar in the second paragraph, or look at the word simulate in the third paragraph and so on.

- 4) Read the passage fairly quickly to get the general idea. The teachers request the students to read the passage quickly. The students do not look for any specific information, but to get a good general overall understanding of the passage, such as; how many people there are in the passage, what is the relationship among the paragraph, etcetera.
- 5) Read again a little slowly so as to know the details. After the students read the passage quickly, the students are asked to read again to know the detail of the passage.
- 6) Underlining the topic sentence. The students are asked to underline the topic sentence of every paragraphs. This is very important in the activity of reading comprehension because the topic sentence usually states the main idea of the paragraph.
- 7) Oral comprehension. Here, the teachers test the students' understanding of the passage by asking oral comprehension question. This is an important part of reading comprehension class to know whether the students understand the passage or not.
- 8) Study questions thoroughly. The teachers ask the students to study the questions at the end of the passage. If any of the students do not

understand the questions, the teachers have to explain and make the questions clear to the students.

- 9) Written work. This written work can be answering the comprehension questions of the passage, taking some points or ideas from the passage, translating the passage into Indonesian and summarizing the passage. This work should be written in their exercise books.

In conclusion, reading comprehension presentation involves steps like introducing the text, studying vocabulary, numbering paragraphs, skimming for general ideas, rereading for details, and identifying topic sentences. Teachers assess understanding through oral and written tasks to enhance students' reading skills in Narrative and Descriptive text..

c. Materials of Reading Comprehension

There are common topics in English book²⁶ that used for tenth grade Senior High School, it divides into fourteen units. Such as: I Have Finished The Project , Let Me Tell You a Story , I Have Been Studying For Two Hours , What Will Happen ? , Let It Go , The Report Is Well Written , What's Your Favorite Game ? , If I Were You , Discussions, Job Interview , Important Person , If I Had Known , I Hope So , Be Happy Not Perfect. Based on the syllabus curriculum for tenth grade, this research took Let Me Tell You a Story about Narrative Text on unit 2 and What's Your Favorite Game ? for the Descriptive text on unit 7.

²⁶ Lanny K., A. Mahdi, and Kenneth W. Amment, *Talk Active 1*, 1st ed. (Bogor: Yuishtira, 2022).

A. Read

1. Ready the narrative text below.

The Smartest Animal

Once there was a farmer from Laos. Every morning and every evening, he plowed his field with his buffalo. One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal being commanded by a small animal. The tiger wanted to know more about the big animal and the small animal. After the man went home, the tiger spoke to the buffalo, "You are so big and strong. Why do you do everything the man tells you?" The buffalo answered, "Oh, the man is very intelligent." The tiger asked, "Can you tell me how intelligent he is?" "No, I can't tell you," said the buffalo, "but you can ask him." So, the next day, the tiger asked the man, "Can I see your intelligence?" The man answered, "It is at home." "Can you go and get it?" asked the tiger. "Yes," said the man, "but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to the tree, he didn't go home to get his intelligence. He told his friend to get a zoo-keeper, so he could sell the tiger to a zoo. Then he said, "Now you know about my intelligence even when you haven't seen it."

(Adapted from freeenglishcourse.info/the-smartest-animal-a-narrative-text/)

Figure 1 Reading Comprehension in Narrative Text On The Textbook²⁷

2. Answer the questions correctly.

- Why did the tiger think that the farmer was also an animal?
- Why do you think the buffalo didn't want to answer the tiger's question, but told the tiger to ask himself?
- How did the farmer show his intelligence?
- If you were the farmer, what would you do with the tiger?

B. Vocabulary

1. Fill in the blanks with the words from the box. They are taken from the text.

intelligent tie plow intelligence hit

- Having a good brain should be accompanied by having emotional _____ as well. It is necessary to balance actions and feelings.
- Before getting the seed buried deep in the ground, he had to _____ hard. He was then exhausted.
- Don't _____ animals. Although they are not human, they can be good friends.
- A good leader doesn't only need good character and leadership, but also a personal touch. Not to mention, one should be _____, as well.
- Boy Scouts must be skilled enough to _____ knots since they are trained to do it.

Figure 2 Reading Comprehension Exercise in Narrative Text on The Textbook²⁸

²⁷ K., Mahdi, and Amment.

²⁸ K., Mahdi, and Amment.

3. The Concept of Descriptive Text

a. Definition of Descriptive Text

Descriptive text is the text that presents the ideas about providing the details or information about characteristics of the people or animals, places, and things.²⁹ Descriptive text usually allows the reader to imagine how the visual of the object or where a place is located.³⁰ Descriptive text make the reader as feels or see the object characteristics, visual, smell and other just by reading the text given by the author. Descriptive text despite of describing the things or place it can also to describe an activity such a hobby or the daily activity as the writer wish to describe it to the reader.³¹ Based on several descriptions descriptive text deals with the text that aimed to describing the visually, practically, or the location of the things, activities or the place.

Descriptive text gives the readers the visual or detailed to imagine the things or anything describing by the text. Descriptive text also comes in describing single location and engage all five of the reader's sense to feel the right feeling of the text's subject.³² Descriptive text often used in daily activities. Descriptive text usually used when someone asked the information about or the reason of the place you can describe the things or place by giving them the information that requires the representation of

²⁹ Nurdiana and Amaelia, *Interpretive Reading*.

³⁰ Yenny Sukhriani, *Modul Pembelajaran SMA Bahasa Inggris* (Direktorat Jenderal PAUD, DIKDAS dan DIKMEN, 2020).

³¹ Nida Husna, "Teaching Reading Using Contextual Teaching and Learning Approach" (Syarif Hidayatullah State Islamic University, 2009).

³² Puji Astuti et al., *Bahasa Inggris English for Change*, ed. Kristine Ann Manreal Capa (Jakarta Selatan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

it.³³ So, descriptive text is the text that is aimed to tell reader about how the appearance or the things is described in words. Descriptive text gives the illustration come to readers' mind through the words using the specific description about something.

b. Components of the Descriptive Text

Descriptive text as it known as the text to describe about something or some place in written expression requires several components in order to build the complete text. Several components of the descriptive text described as follows:

1. Generic structure

Generic structure of the descriptive text consists of two parts:

Identification: identification is the process of recognising the phenomenon that needs to be explained.

Description: description entails breaking down the phenomenon into its component elements, attributes, and features.³⁴ These two parts of structure is the body that consisted in descriptive text which the identification comes at the first paragraph of the text.

2. Language features

Language features of the descriptive text contains: the use of simple present tense, attribute and identification processes, adjectives, and

³³ Sukhriani, *Modul Pembelajaran SMA Bahasa Inggris*.

³⁴ Nurdiana and Rizki Amelia, *Interpretive Reading* (Pekanbaru: Kreasi Edukasi Publishing and Consulting Company, 2017).

classifiers in nominal groups.³⁵ This language features used in making descriptive text in order to build the proper descriptive text.

The components of the descriptive text above meant as pathway to the instruction in building the complete text of the descriptive text and to achieve the purpose of the descriptive text. The components of the descriptive text give the overview of the entire text in descriptive text and the materials provide in the textbook such as What's Your Favorite Game ? for the Descriptive text on unit 7.

c. Advantage and Disadvantages of Descriptive Text

Descriptive text has several advantages according to it is constructing in forming the text. The description text must have the ability to engage the reader's senses and imagination. By using vivid and sensory language, descriptive text can create a powerful and memorable impression on the reader.³⁶ This also leads to the effective role of descriptive understanding in forming or creating poetry or fiction story, where the goal is to create a specific atmosphere for the readers.

However, besides of the advantage descriptive text also have some difficulties or disadvantages in forming or in understanding the text. One of the main difficulties is that the text can lead to the ambiguity interpretation of the reader. The text can be overly interpreted and dramatically confusing words combination that makes it difficult for the

³⁵ Nurdiana and Amelia.

³⁶ Li Jilin, *The Theory and Practice for Children ' s Contextualized Learning of Their First Language* (Nantong: Springer Nature, 2018), <https://doi.org/DOI.10.1007/978-3-662-55604-7>.

reader to follow or understand the main point. Additionally descriptive text can be subjective or reflecting the writer's personal opinion or biases.³⁷ Another disadvantage of descriptive text that it can be challenging and difficult to write effectively.³⁸

Some students difficult writing the descriptive due to the lack of vocabulary they got. Another find it very difficult to express the idea they got in the right sentence due to the lack of their understanding in different atmosphere and lack of knowledge about the object the authors provide in the text. This is also refers to the cultural gap to the origin of the English descriptive text that come from which can make students misunderstanding on the metaphors or simile contain in the text. It requires a great deal of skill and practice to create a vivid and engaging description that does not feel forced or artificial.

Despite of those challenges, descriptive text can be powerful tool for writers who want to create a specific atmosphere or mood. By using five sensory language writer can share the exactly feeling and the situation or the visual imagine of the object just through by the text provide. Descriptive text is a valuable tool for writers, but it requires careful consideration and skill to use effectively.

³⁷ Syahban Mada Ali, *Reading Must Be Fluent* (Purbalingga: Eureka Media Aksara, 2022).

³⁸ Ag. bambang Setiyadi, *Teaching English as a Foreign Language*, 2nd Editio (Yogyakarta: Graha Ilmu, 2020).

d. Example of the Descriptive Text

Venice

Identification

Venice is a magical place to explore and experience unique environment to enjoy the day with an atmosphere so romantic in the evening.

Description:

In the evenings, in that mysterious silence that is only possible in Venice, the city becomes even more extraordinary and dreamlike, leaving us time to abandon ourselves to romance, poetry, and melancholy. Venice needs to be visited day and night to get the real unforgettable feeling. Find your Venice's hotels, search for them on the Venice Italy map, and make your reservation before you leave.³⁹

In order several discussion about the reading comprehension precisely in Narrative and Descriptive text, several struggle may face by the students in comprehending those text. Moreover, for students with English as a foreign language several struggles may find more faced by students in English learning. The difficulties may occur because students are not familiar with English due to the vocabulary, tenses, pronunciation and structure difference.⁴⁰ Other inspect that reading comprehension difficulties faced by

³⁹ Sukhriani, *Modul Pembelajaran SMA Bahasa Inggris*.

⁴⁰ Siti Nurhalimah, Ahmad Talib, and La Sunra, "Exploring Students' Difficulties in Comprehending English Reading Texts at SMP Muhammadiyah Limbung," *ARRUS: Journal of Social Sciences and Humanities* 3, no. 5 (2023).

the students can be from vocabulary, grammar knowledge and reading interest.⁴¹

Other sources stated that students may face struggle on reading comprehension because lack of vocabulary, working memory, lack of the understanding in cultural circumstances with the text, misunderstanding about the metaphor and simile, absence of extensive reading and the type of text.⁴² Oberholzer in Satriani⁴³ stated that the difficult in reading can bring increasing negative effect to students' schoolwork. That is leads to the reason that students need to mastered the aspects within the reading and reading comprehension.

Based on the several struggles the students may face in comprehending the descriptive text in learning English language, teacher applied several interactive and collaborative activities to make students understand. To achieve the understanding teacher can use picture or videos as visual media for students to enrich their background knowledge and to force them to know about the circumstances of the source origin different descriptive text.

B. Review of Related Findings

Some studies were conducted by the researcher related to the correlation between students' reading speed and students' reading comprehension. First

⁴¹ Sujunya Wilawan, "Fostering Main Idea Comprehension among EFL Learners through Cognitive and Metacognitive Strategies," *International Journal of Humanities and Social Science* 2, no. 1 (2012).

⁴² Irene Shehu, "Reading Comprehension Problems Encountered by Foreign Language Students," *Journal of Interdisciplinary Studies MCSER Publishing* 4, no. 1 (2015).

⁴³ Estika Satriani, "Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau," *J-SHMIC: Journal of English for Academic* 5, no. 2 (2018), [https://doi.org/DOI: 10.25299/jshmic.2018.vol5\(2\).1885](https://doi.org/DOI: 10.25299/jshmic.2018.vol5(2).1885).

was conducted by Ritmawati ⁴⁴. This research aimed to find out how is the students' reading comprehension in narrative text of the ninth grade of SMP Negeri 3 Kampar Kiri Hilir. This research conducted use qualitative descriptive method to find out and to describe the students reading comprehension score or category. The result of this was conclude that the students' reading comprehension of narrative text is can be qualified as Good with the average score is 78.5. This also indicates that the teaching and learning activity in the ninth grade of SMPN 3 Kampar Kiri Hilir especially in reading comprehension of narrative text is already on the right track.

Second was conducted by Wulandari.⁴⁵ This research diagnose and analyze the students' reading comprehension on narrative text especially at the first semester students in English Department of University of Muhammadiyah Mataram. In this research, the researcher described the students reading comprehension on narrative text used descriptive method. The result of this result shows that the students reading comprehension on narrative text was in the various categories. There are some categories used in this research, the highest categories gotten by the students was fair category with 33% of the students.

⁴⁴ Ritmawati, "An Analysis of Students' Reading Comprehension on Narrative Text at The Ninth Grade of SMP Negeri 3 Kampar Kiri Hilir" (Universitas Islam Riau, 2021).

⁴⁵ Tri Wulandari, "Students' Reading Comprehension on Narrative Text at the First Semester Students of English Department of UMMAT in Academic Year 2019/2020" (Muhammadiyah University of Mataram, 2020).

Third was conducted by Nanda.⁴⁶ This research employed the quantitative description method to describe the Students' Reading Comprehension of Descriptive Text at SMAIT Al Fityah Pekanbaru. The result of this research found that the students' comprehension in reading descriptive text at SMAIT Al Fityah Pekanbaru categorized as "Good" level based on the mean score gotten was 73.2. Based on the response of the students, their reading comprehension of descriptive text categorized into "strong" category.

Lastly was conducted by Nurhaliza.⁴⁷ This research conducted by using descriptive qualitative method in analysing students reading comprehension in descriptive text at the eight grade of SMP Ma'arif 03 Labuhan Maringgai. The conclusion of this research showed that five causing the students difficulties in comprehending English reading descriptive text. There are: Many students' do not like English lessons and do not interest English reading text. Students find it difficult to concentrate while reading. The students have difficulty in reading comprehension in long sentence, Students' lack vocabulary skills.

Based on the previous studies, several studies show that students' reading comprehension in narrative text and descriptive text categorized into good category. The previous studies only show the analysis of the students' reading

⁴⁶ Rahmi Putri Nanda, "An Analysis of Students' Reading Comprehension of Descriptive Text at SMAIT Al-Fityah Pekanbaru" (State Islamic University of Sultan Syarif Kasim Riau, 2020).

⁴⁷ Reza Nurhaliza, "An Analysis of Students' Reading Comprehension Iin Descriptive Text at SMP Ma'arif 03 Labuhan Maringgai in the Academic Year of 2022/2023" (Raden Intan State Islamic University, 2023).

comprehension of both text in separate section. This leads to the difference between those previous study to this research. This research will bring both text (narrative and descriptive text) into one research. This research also seem different in choosing the method use to the research, which most of the previous study used descriptive method meanwhile this research use mixed method to make further and deeper explanation about students' reading comprehension in narrative and descriptive text.

C. Hypothesis

The hypothesis from this research is “The Tenth Grade Students MAS K. H Ahmad Dahlan Sapiro reading comprehension in narrative and descriptive text categorized into good ability”

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research has been conducted at MAS K. H Ahmad Dahlan Sipirok. That is located in Lobu Tanjung Barangin Street, Kampung Setia Village, Sipirok sub-district, District Tapanuli Selatan, North Sumatera Province. It was done from February 2025 up to November 2025

B. The Research Design

The researcher used mixed method as the method to gain the goal of this research. Mixed method is the method that used to collect both qualitative and quantitative data. Procedures for gathering, evaluating, and combining quantitative and qualitative data in a single study or in a multiphase series of investigations are known as mixed methods designs.⁴⁸ The type of mixed method design used in this research is Explanatory sequential design, where it the research starts with quantitative data collection and analysis, followed by qualitative data collection to help explain the quantitative findings. A mixed method design's core claim is that combining both types of data yields a more comprehensive grasp of a study problem than either quantitative or qualitative data alone.

⁴⁸John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, ed. Christina Robb, Matthew Buchholtz, and Karen Mason, 4th editio (Boston: Pearson Education, Inc., 2012).

The qualitative and quantitative data collected in the same time and one of the form data would play a supportive role as the supports to main data (could be qualitative or quantitative) or this is called as embedded parallel design.⁴⁹ Therefore, the researcher used this design for to do research entitled Students' Reading Comprehension of the Tenth Grade Students MAS K. H Ahmad Dahlan Sapirok

C. Population and Sampel

1. Population

Population is a unit individual or subject in the region and time a certain quality that observed/researched. So, population is the overall object of research determined by the researcher. The population of this research was grade tenth students of MAS K.H Ahmad Dahlan Sapirok. It consists of 1 class that consist of 26 students.

2. Sample

This research used the total sampling for the sampling technique. Sugiyono⁵⁰ said that "total sampling is all members of the population are used as samples". This research used all the population as sample. It is because the sample taken includes all elements of the population. The sample of this research is 26 students or all the population from tenth class.

D. The instrument of Collecting Data

In collecting the data, the researcher used reading comprehension test and interview.

⁴⁹ Creswell.

⁵⁰ Sugiyono, "Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R & D.," 2008, 20.

1. Reading Comprehension Test

The researcher used multiple choice test. In this case, the student was asked to answer 25 questions in each narrative text and descriptive text used in the test.

Table. III. 1 The Indicators of Reading Comprehension

No	Indicators	Items in Narrative
1	Finding Main Ideas	1,10,11,21
2	Finding Inference	2,3,12,13,22
3	Understanding the Vocabulary	4,5,14,15,23
4	Finding Factual Information	6,7,16,17,18,24,25
5	Generic Structure	8,9,19,20
Total items		25
Score		25 x 4 = 100

The scoring is obtained using the following formula:

$$\text{Score} = \frac{B}{N} \times 100 = \frac{1}{20} \times 100 = 5$$

B = number of question answers correctly

N = number of question ⁵¹

If all questions (25 question) are answered successfully the score is 100.

The students' minimum mastery criteria (kkm) is 75. Therefore, to achieve the completeness each student must be able to answer at least 19.

2. Interview

The interview instrument consists of 5 questions that delivered to the subject. The interview done with the subject with the open-ended

⁵¹ Asrul, Rusydi Ananda, and Rosinta, *Evaluasi Pembajalaran, Ciptapustaka Media* (Bandung: Ciptapustaka Media, 2014).

interview, that the subject freely answer the interview question based on their truly experiences. The interview was about how the student perception about the reading comprehension materials, difficulties in reading comprehension and some related question. The interview instrument use to strengthen the data gotten from the quantitative way or test.

E. Validity and Reliability

Validity and reliability were the important things toward the research. In this research there are two instruments that identify the validity and reliability, as follow:

1. Validity

This research used content validity to establish validity of the instrument. Content validity is the validity obtained from testing the feasibility of the contents of the question items through rational analysis by English Teacher of MAS K.H Ahmad Dahlan Sapirok. Content validity concerns the qualities that the task measures, how far it actually represents reading comprehension.

So in this research, the researcher initially created 25 questions per kind of text then the overall calculation would be 50 questions (see appendix 1) and validated them by checking the questions with the English Teacher MAS K.H Ahmad Dahlan Sapirok. These questions would be used as test instruments.

2. Reliability

Reliability need to create a good test because a test must be reliable as a measuring instrument. The instrument is said reliable when the instrument is believable to use as an instrument of collecting data because the instrument is good.

F. Techniques of Data Collection

This research did two data collection with two instruments, test and interview. This research used test as the main data that supported by interview data. The data would be collected in the same time between test and interview. Both instrument data collection is to gather the complete and enough evidence to this research. The following steps were:

a. Test

In the test instrument, data collection done by these following steps:

- The test shared to students to answered the questions,
- The researcher told the students about the instruction to do the test,
- Gave the students time to answer the test around 30 minutes,
- The researcher watch the students while working on the paper sheet,
- After that, researcher collected the sheet that was answered by the students,
- The researcher did the scoring to the students' answer sheet.

b. Interview

The interview collected with following steps:

- Researcher asked the teacher to do interview.
- Chose participant to do interview (students)
- Researcher gathering the students to do interview and meet them one by one.
- The researcher started the interview with the student,
- Researcher record and take note to the students answer while doing interview.

G. The Technique of Data Analysis

Analysis data means the process of calculation and arrangement systematically of the data is done by the researcher. After the process of data collection, the researcher analysed the data by using quantitative analysis and qualitative analysis. Which the test analysed by using quantitative method and the interview use the qualitative method.

a. Data analysis of Test

In quantitative research the most suitable analysis is using the statistical process. The following formula as below:

- 1) Identify and correct the answer the subject research from the test.
- 2) Identify mean, median, and modus using descriptive statistic to arrange and categorize the data. Descriptive statistic is the way of presenting the data analysed by the following formula:

a) Mean (Average)

The formula is:

$$M_e = \frac{\sum fixi}{\sum fi}$$

Description:

M_e : Mean (Average)

$\sum fi$: Number of students

$\sum fixi$: the sum of multiplication⁵²

b) Median

The formula is:

$$M_d = b + p \left(\frac{\frac{1}{2n} - F}{f} \right)$$

Description:

M_d : Median

b: lower limit of the real containing median score

p: Class interval

n: Number of students

F: Cumulative frequency lies below the median score containing

f: Median class frequency⁵³

c) Modus

The formula is :

$$M_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

⁵² Sugiyono, “Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R & D.”

⁵³ Sugiyono.

Description:

M_o : Mode

b : lower limit of the interval containing the real mode

p : Class interval

b1 : frequency located at the interval that contains the mode

b2 : frequency at below the interval containing mode.⁵⁴

Table. III. 2 Interpretation of Mean Score⁵⁵

No	Interval	Predicate
1	80-100	Very Good/ very high
2	70-79	Good/high
3	60-69	Enough
4	50-59	Less/low
5	0-49	Fail/very low

More over the researcher delivered the data in score percentage using pie chart to visualize the students score in each predicate. The formulas above would be done by the help of the Excel software as the tool to calculate the statistical analysis. Table above showed the criteria of the students scoring in order to classify the students' score in each Narrative and Descriptive text test.

b. Data analysis of Interview

Interview instrument analysed with qualitative method, as follows:

1. Transcribed the recording of the interview done before.
2. Analyse the transcription by making code or marking the

⁵⁴ Sugiyono.

⁵⁵ Andrea Gideon, *Metode Penelitian Pendidikan* ((Demangan: : CV. Pradina Pustaka Grup, 2023).

points of the answer in transcription.

3. Explaining the result from the transcription analysis before and obtaining the final conclusion about the whole interview of the students reading comprehension.

H. Check of Data Trustworthiness

The research in this research used member checking to check the data trustworthiness. In member checking researcher check their findings with the participants in the study to determine if their finding was already accurate enough. “Member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account”⁵⁶. This check conducts taking the findings back to the participants and asking them about the accurateness of the report (in writing or in interview).

⁵⁶ Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presented research result in order to find the students' reading comprehension of the tenth grade students in MAS KH Ahmad Dahlan Sapirok. This chapter presented the whole description from the analytical side of quantitative and qualitative method.

A. Data Description

This research presented the data and the result in the presentation of data analysis and interview analysis. Where, the description from the test result of the students in the reading comprehension test delivered in statistical or quantitative form. The data from the interview delivered as the supporting statement to strengthen the result of the data quantitative.

1. The Students' Reading Comprehension

The reading test that consist of Descriptive text delivered in the result data description. The result of reading comprehension test described and analysed to get the whole conclusion of the students' reading comprehension and to get the conclusion of the students' difficulties in the range of reading comprehension. The final conclusion of the students' reading comprehension result delivered on part c with the presentation of histogram and the several conclusions. Below the description of

students' ability in presenting Reading comprehension. The description as follows:

In this part of data description delivered especially the data result from the students' reading comprehension Descriptive Text. The data description of the students score in the Descriptive part in the reading comprehension test presented as follows:

Table. IV. 1 The Score Result in Descriptive Text

NO	NAME	DESCRIPTIVE		SCORE CRITERIA	PERCENTAGE
		ITEMS CORRECT	TOTAL SCORE		
1	AK	13	52	average	50%
2	AM	12	48	average	50%
3	AK2	11	44	average	50%
4	AZ	12	48	average	50%
5	EM	11	44	average	50%
6	FN	18	72	high	38%
7	HS	15	60	average	50%
8	JA	16	64	high	38%
9	KF	20	80	high	38%
10	KHF	12	48	average	50%
11	MR	11	44	average	50%
12	MK	20	80	high	38%
13	MZ	9	36	low	12%
14	MF	13	52	average	50%
15	NS	18	72	high	38%
16	NA	15	60	average	50%
17	RPN	18	72	high	38%
18	R	10	40	low	12%

19	RA	12	48	average	50%
20	SR	11	44	average	50%
21	S	16	64	high	38%
22	SP	10	40	low	12%
23	SM	12	48	average	50%
24	FM	19	76	high	38%
25	WRA	20	80	high	38%
26	WAM	20	80	high	38%

The table above showed the result answer gotten from the students' reading comprehension test. The criteria score of average was the highest criteria in the result and the second is high and the last is low with the lowest percentage. The data above consisted of items correct that means the items answered correctly by the students from all 25 Description text items. The total score showed the final calculation of the students' items correct and multiple by two, as it the values for each item correct.

Table IV. 2 Frequency Distribution of Students' Score Descriptive

No	Interval	Mid-Point	Frequency	Percentages
1	36-43	39,5	3	12%
2	44-51	47,5	9	35%
3	52-59	55,5	2	8%
4	60-67	63,5	4	15%
5	68-75	71,5	3	12%
6	76-83	79,5	5	19%
	I= 8		26	100%

Based on the table above it can be seen that the highest percentage of the students result was at the class interval number one and two. This indicates that the lower score was dominated the result of the students reading comprehension test on Descriptive Text part. According to the calculation the students' result indicates the domination of the low score with 54% from interval class 1 and 2.

For the whole view about the students' ability in Descriptive text, the following histogram below delivered the visual review from the table above:

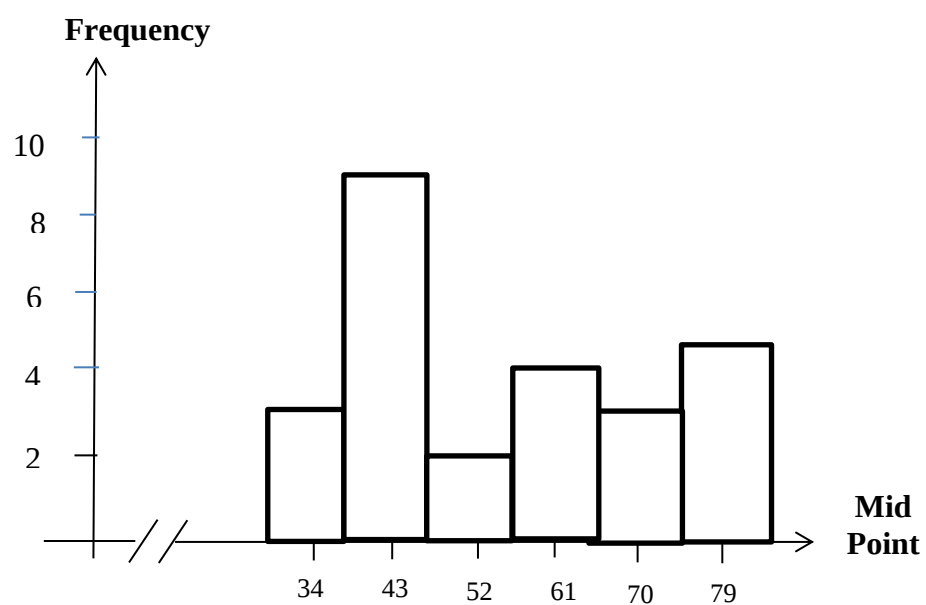


Figure IV.1 Students' Descriptive ability Histogram

The data IV.4 distributed to get the data description as it shows in the table below:

Table. IV. 3 The Score Description in Descriptive Text

No	Description	Score
1	The lowest score	36
2	The highest score	80
3	Mean score	57.54
4	Median	52
5	Mode	48

Based on the table above, data description above showed the value result of the students' reading comprehension test on Descriptive text part. Based on the data above it can be seen that the mean score was in the 57.54 and the highest score that students got in this part was 80 that means the students got the 20 items correct as the highest. The lowest score showed that the students achieve in this Descriptive text part was 36 which means 9 items incorrect of the students' answer as the lowest score. From the mean score in the table above 57.54 showed that the students' ability in reading Descriptive text categorized into "Less" category (see table III. 2).

The Students Reading Difficulties and Comprehension

In this research, the researcher conducted the interview as the secondary data to support the result from the quantitative data or the result from the students' reading comprehension test. The result from the interview delivered into 5 parts as the conclusion the researcher got from the students and from the questions that delivered from the students. The following explanation and description delivered as follows:

1. The students understanding on reading comprehension.

From all samples the researcher got the conclusion that in theoretically students already understand about what is the meaning of reading comprehension. Several students got the points of reading comprehension leads to the art of understanding the words and learning to understand emotions without experiencing them directly. They also stated that reading can bring them to learn from other peoples' experience to make it as the lesson. Other students said that reading and reading comprehension is hearing voices in silence and communicates with message from the author and got the knowledge of life.

Other students defined reading comprehension as the deals to the activities that purposed to find out more deeply about the topic presented by the author. Those statements from the students indicates that in theoretically they do aware of what is reading comprehension. This statement was hoped to get the better understanding in the reading comprehension test.

2. The students' willingness or interest to read English text.

In this question parts, researcher found that the answer divided into a half. A half of the students are likely to read or to try to read English text. And a half more does not have any interest in reading English Text. Those statements seems to be in line with the result of the students reading comprehension test that as a whole

picture it can be said that a half of the students has low reading comprehension. This also indicates to the relation that several students does not have interest in reading English text.

Based on the students answer in the interview also provided an information that the interest of the students in reading was not equally even to whole students. Several of them do not have interest in reading. That worsen with the implementation of the English text in learning English language

3. The students' reading comprehension on reading English text

The students answer in this part seems similar for all the students. The students stated that in reading English text they do not really understand the meaning because of the several or many words they are rarely to hear. This also influence their willingness to read English text, moreover the sound is different from what is written. But for several texts that they already concern about or they are interested in they just sometimes find it difficult. The reason of this incomprehension comes because the words or vocabulary that new to them.

So, the students' reading comprehension in comprehending English text was really influenced by their vocabulary mastery and the lack of vocabulary they have. Where the answer of the students were consistently the same as they preferred to answer

sometimes, it consider that several times and based on several text the students get the understanding to the text they are reading.

4. The difficulties students faced during reading English text and comprehending the text

In comprehending the English text several difficulties faced by the students. As it stated from the interview result that the students mainly faced difficulties in comprehending English text was by the lack of the vocabulary. Some students also added that they faced difficult in comprehending English text by the grammatical features that sometimes make different meaning, such as in joining words like phrasal verb, idiom, or the sentence that seems confused to them when they translated it per words. Students have more difficult in understanding language features in Descriptive text.

5. Students prefer text in reading comprehension.

In this part the researcher got the result that more than a half of the students stated that they are more or likely have interested in other text than Descriptive text. Among 26 of all samples 15 of them are suggest or explain their interested in other text. The reason of their choice was because other text becomes an entertainment for them during the learning routine. Other text such as narrative or fictional story text seems to boost their imagination through the story it is delivered.

Some students that choose Descriptive text were consisted of 11 students from all 26 samples. Those students stated that they preferred to choose Descriptive text consider of the amount of words contain in the text. They also stated that the Descriptive text is picturing something right to the main point of the description.

For the conclusion of the interview result, the main picture of the students' statement seems to be in line with the result of the data from reading comprehension test result. The first main point was about the category of the students' reading comprehension that labelled as "Enough". This is stated that the reading comprehension of the students at the tenth grade of MAS KH Ahmad Dahlan Sipirok was at the middle range, where it categorized not fail or bad and not good or excellent but enough. This also considered in the result of the interview that stated several students do not really interest in reading moreover in reading English text.

So, above all the result showed in the data description from reading comprehension test and the interview, students reading comprehension categorized as "enough" predicate. This leads to the interest and the difficulties stated by the students that the students may have more abilities in the kind of text they preferred.

Teacher Overcomes the Students' Difficulties in Reading Comprehension

Teacher describe the specific difficulties that students face were struggling with unfamiliar vocabulary, difficult in inferring implied meanings ; as descriptive texts often rely on subtle cues rather than explicit statements; students often misinterpret in visualization skills or metaphors. Through the interview, the teacher illustrates that the students who could not visualize because they lacked the experiential context, so it can leads to literacy and sentence build struggles.

To overcome these difficulties, teacher applied some ways and strategies with pre-reading activities designed to activate prior knowledge and build anticipation. Teacher also provide students with visual aid such as image or videos. For the students who categorized into lack of vocabulary the teacher asked them to bring dictionary for the translational tools and asked them to memorize vocabulary.

Teacher consisted that the students comprehension through the text improves when students connect emotionally and cognitively with the text. Beside that the transforming passive reading into active reasing and imaginative process also consider as an improvement matter for the teacher to applied in the learning reading comprehension. according to the teacher descriptive text possibly improve when students have the experience about the object they want to describe into the text.

B. Discussion

Reading comprehension was always as a part of language learning content. In English language learning reading comprehension also become one aspect that deals with the text and the understanding of the meaning in the text. Reading comprehension related to the text or written words in learning, which in this research the researcher conducted genre of the text that is Descriptive text.

After examining the data, the researcher got the result of the students reading comprehension at the tenth grade of MAS KH Ahmad Dahlan Sipirok categorized into “Low” category. This research was conducted used mixed method, the quantitative and qualitative way used to measure the data. The result of this result also showed the synchronized between quantitative findings and qualitative findings.

In order to have further discussion about this research, the researcher brought up some research from another researcher as the comparison. First was conducted by Ritmawati⁵⁷. This research aimed to find out how is the students’ reading comprehension in narrative text. This research conducted use qualitative descriptive method to find out and to describe the students reading comprehension score or category. The result of this was concluded that the students’ reading comprehension of narrative text is can be qualified as Good with the average score is 78.5. This also indicates that the teaching and learning activity especially in reading comprehension of narrative text is

⁵⁷ Ritmawati, “An Analysis of Students’ Reading Comprehension on Narrative Text at The Ninth Grade of SMP Negeri 3 Kampar Kiri Hilir” (Universitas Islam Riau, 2021).

already on the right track. The result of this result showed the different category where the research from Rahmawati showed the “Good” category, this research showed “Enough” category. This indicates the different circumstances and background of the research showed the different result.

Second was conducted by Wulandari.⁵⁸ This research diagnosed and analysed the students’ reading comprehension on narrative text especially at the first semester students in English Department of University of Muhammadiyah Mataram. The researcher described the students reading comprehension on narrative text used descriptive method. The result of this result shows that the students’ reading comprehension on narrative text was in the various categories. There are some categories used in this research, the highest categories gotten by the students was fair category with 33% of the students. This leads the different categorization to this research that used the “enough” as the category rather than “fair”.

Third was conducted by Nanda⁵⁹. This research employed the quantitative description method to describe the Students’ Reading Comprehension of Descriptive Text. The result of this research found that the students’ comprehension in reading descriptive text categorized as “Good” level based on the mean score gotten was 73.2. Based on the response of the students, their reading comprehension of descriptive text categorized into

⁵⁸ Tri Wulandari, “Students’ Reading Comprehension on Narrative Text at the First Semester Students of English Department of UMMAT in Academic Year 2019/2020” (Muhammadiyah University of Mataram, 2020).

⁵⁹ Rahmi Putri Nanda, “An Analysis of Students’ Reading Comprehension of Descriptive Text at SMAIT Al-Fityah Pekanbaru” (State Islamic University of Sultan Syarif Kasim Riau, 2020).

“strong” category. Where in this research the students’ reading comprehension in descriptive was categorized into “Less” predicate where it brought the difference to the research.

Lastly was conducted by Nurhaliza⁶⁰. This research conducted by using descriptive qualitative method in analysing students reading comprehension in descriptive text. The conclusion of her research showed that five causing the students difficulties in comprehending English reading descriptive text. There are: Many students’ do not like English lessons and did not interest English reading text. Students find it difficult to concentrate while reading. The students have difficulty in reading comprehension in long sentence, Students’ lack vocabulary skills. Meanwhile this research brought some difference result according to the interview, the students’ difficulties in reading comprehension was not because they are not interested in English lesson but they had different interest and understanding in constructing descriptive text. The struggle also appears not only from the other factor such concentration as in Nurhaliza’s result but because they had struggle in comprehend the language features.

The results from the other research was related to this research from the topic and the final result that showed the degree or category of the students’ reading comprehension. Several differences can be seen from those researches to this research, such as the method used in the research, the topic chosen, the participant, the place taken and others. Instead of using one aspect

⁶⁰ Reza Nurhaliza, “An Analysis of Students’ Reading Comprehension Iin Descriptive Text at SMP Ma’arif 03 Labuhan Maringgai in the Academic Year of 2022/2023” (Raden Intan State Islamic University, 2023).

like other research, this research used Descriptive text in reading comprehension test. The conclusion of this research indicates that the students' reading comprehension of the tenth grade MAS KH Ahmad Dahlan Sapirok categorized into "Enough" category.

C. Threat of the Research

In conducting this research, the researcher has found several threats in this research as follow:

1. The limit of time and fund was considered as one threat in conducted the research in order to find out more possibility about students reading comprehension.
2. The students seriousness and truthful in answering the test were out of reach of the researcher. But several instructions conducted to prevent this situation to produce the bias.
3. The data measured by researcher was conducted in contribution of students and the researcher, so the consequent fall to both sides or likely to the researcher. To prevent this situation the researcher implemented careful order in measuring the data.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

A. Conclusion

This chapter presented the data result and summary of the students' reading comprehension test at the tenth grade of MAS KH Ahmad Dahlan Sapirok. Based on the results of the study that was carried out, it can be concluded that:

1. The students' reading comprehension in Descriptive text categorized into "Low" category with mean score 57.54.
2. The difficulties that students faced in comprehending descriptive text appears when they face the grammatical features that sometimes make different meaning, such as in joining words like phrasal verb, idiom, or the sentence that seems confused to them when they translated it per words. This case also refers to the lack of vocabulary of the students, so they have more struggle in comprehending English text. Most of the students prefer to read another text than descriptive and this influence their comprehension.
3. Teacher overcome the students difficulties by applied some ways and strategies with pre-reading activities designed to activate prior knowledge and build anticipation. Teacher also provide students with visual aid such as image or videos. For the students who categorized into lack of vocabulary the teacher asked them to bring dictionary for the translational tools and asked them to memorize vocabulary.

B. Implication

Based on the result of this study, the implication provided the consideration of the students' reading comprehension become the references to boost the reading willingness of the students. The result of this study hoped to become a whole picture about the condition of the students reading comprehension nowadays. This leads to the support for learners and teacher to improve and achieve learning goals through reading comprehension enhancement. The result of this research also implies that the efforts in reading comprehension still need an improvement. Considering the effort the application and implementation of several sources that considered as the authentic source of text could be more interest to the students.

This research also implies that the kind of the text can affected the students' interest in reading. Moreover, reading comprehension in the field of education has several strategies that may increase the students' interest in boosting their deeper understanding about the text. The result of this research implies that kinds of the text can provided with several clear instruction and fun work to avoid boring learning.

C. Suggestions

After finishing the research, the researcher got lots of information about reading comprehension of the students. The researcher also gain knowledge about the students' point of view through the reading comprehension, the struggle they faces, the kinds of text they prefer or like, the difficulties to understand the text moreover in the foreign language and many other. The researcher found that even kinds of text can influence the students reading

comprehension or the way the students comprehending the text. This must be an important consideration on how to increase the students' reading comprehension related to the statement that this aspect connected to many other aspect in learning, especially language learning. In order to that experience, the researcher hoped some things need to be considered. The researcher gives some suggestion and aspiration, as follow:

- a. From the research result it is expected to the teaching roles that the students' interest in reading comprehension needs to improve and increased. The students' interest can be related to the providing of learning source. So, the authentic material can increase the students' willingness to read and give them more valuable experience in learning.
- b. From the research result it is also expected to the English teacher to prevent the students from boredom by applying several strategies in reading to get the deeper comprehension.
- c. To the other researcher, it is suggested that this result can be useful information to gather the wider information about students reading comprehension..

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APPENDIXES

APPENDIX 1 Validity Test

Narrative Text:

The Mysterious Forest

Once upon a time, in a small village near a dense forest, there lived a young girl named Clara. Clara was curious, brave, and loved exploring new places. The villagers often warned her about the mysterious forest, saying it was enchanted and filled with secrets. However, Clara could not resist the allure of the unknown.

One sunny morning, Clara decided to venture into the forest despite the warnings. She packed a small bag with bread, water, and a map her grandfather had once drawn of the forest. As she entered the woods, she felt a mix of excitement and fear. The towering trees whispered with the wind, and the sunlight barely pierced through the thick canopy.

After walking for an hour, Clara stumbled upon a hidden path. It was overgrown with moss and flowers, as if no one had walked on it for years. She followed the path and soon found herself in front of a crystal-clear lake. Beside the lake stood a strange old man with a long beard and a staff.

"Hello, young one," the old man greeted her. "What brings you here to the enchanted forest?"

Clara hesitated but then replied, "I'm exploring. I've always been curious about this place."

The old man smiled. "Curiosity is a gift, but it can also lead to danger. This forest holds many secrets, and not all of them are friendly."

He handed Clara a glowing stone. "Take this with you. It will guide you when you are lost and protect you from harm. But remember, not all paths are meant to be taken."

Clara thanked the old man and continued her journey. As she ventured deeper, the forest seemed to change. The trees grew taller, the air became cooler, and the sounds of animals grew louder. Suddenly, she saw a fox trapped in a net. Without hesitation, she freed the fox, who looked at her gratefully before running away.

Hours later, Clara realized she was lost. She pulled out the glowing stone, which began to emit a faint light. She followed its guidance, which led her back to the village. As she stepped out of the forest, she turned back and saw the old man and the fox watching her from a distance.

From that day on, Clara knew the forest was not just a place of mystery but also of lessons and magic. She learned to respect its secrets and the wisdom it held.

Questions:

Finding Main Idea

1. What is the main idea of the story?
 - a. Clara's bravery and curiosity led her to explore a magical forest
 - b. The old man was the true guardian of the forest.
 - c. Clara wanted to prove the villagers wrong about the forest.
 - d. The fox helped Clara find her way home.

Finding Inference

2. Why did the old man give Clara the glowing stone?
 - a. To help her find treasure.
 - b. To guide and protect her.
 - c. To warn her about the fox.
 - d. To test her curiosity.
3. What can be inferred about the forest?
 - a. It was dangerous but full of wisdom.
 - b. It was abandoned by the villagers.
 - c. It had no magical elements.
 - d. It was controlled by the old man.

Understand the Vocabulary

4. What does "enchanted" mean in the context of the story?
 - a. Magical and mysterious.
 - b. Dangerous and scary.
 - c. Peaceful and safe.
 - d. Ordinary and dull
5. What is the meaning of "hesitated"?
 - a. To act quickly.
 - b. To pause before speaking or acting.

- c. To ignore someone.
- d. To decide immediately.

Finding Factual Information

6. What did Clara bring with her to the forest?
- a. Bread, water, and a glowing stone.
 - b. Bread, water, and a map.
 - c. A map and a fox.
 - d. Water and a staff.
7. Who did Clara meet by the lake?
- a. A fox.
 - b. The villagers.
 - c. An old man with a staff.
 - d. Her grandfather.

Generic Structure

8. What is the orientation of the story?
- a. Clara decided to explore the forest.
 - b. Clara freed a fox from a net.
 - c. The glowing stone led her back home.
 - d. Clara met the old man.
9. What is the resolution of the story?
- a. Clara realized the forest held lessons and magic.
 - b. Clara freed the fox from the net.
 - c. Clara ignored the old man's warning.
 - d. Clara lost her way in the forest.

Finding Main Idea

10. What is the key theme of the story?
- a. Curiosity leads to trouble.
 - b. Respect for nature and its mysteries.
 - c. The importance of bravery over wisdom.
 - d. A young girl defies the villagers.

11. What lesson can be learned from Clara's journey?

- a. Always follow maps carefully.
- b. Help others, and you may receive help in return.
- c. Be cautious of old strangers.
- d. Never enter unknown places.

Finding Inference

12. Why did the fox and the old man watch Clara at the end?

- a. To check if she respected the forest.
- b. To ensure she didn't return.
- c. To thank her for freeing the fox.
- d. To test the glowing stone.

13. What can we infer about the glowing stone?

- a. It was a magical item meant to test Clara's bravery.
- b. It symbolized the guidance of the forest's spirits.
- c. It could only work for kind-hearted people.
- d. It was a tool used by the old man to scare people.

Understand the Vocabulary

14. What does "ventured" mean in the sentence: Clara decided to venture into the forest despite the warnings?

- a. To leave a place permanently.
- b. To take a risky or daring journey.
- c. To avoid entering a dangerous place.
- d. To casually explore.

15. What is the meaning of "allure" in the sentence: Clara could not resist the allure of the unknown?

- a. A strong fear.
- b. An irresistible attraction.
- c. A persistent warning.
- d. A magical force.

Finding Factual Information

16. How did Clara find her way back home?
- a. She used the map her grandfather gave her.
 - b. She followed the glowing stone
 - c. The old man led her back.
 - d. The fox guided her.

17. What did Clara do to help the fox?
- a. She fed it bread.
 - b. She freed it from a net.
 - c. She guided it out of the forest.
 - d. She protected it from the old man.

18. How did Clara feel when entering the forest?
- a. Fearful but excited
 - b. Calm and determined.
 - c. Confident and carefree.
 - d. Angry and reckless.

Generic Structure

19. What event marks the complication of the story?
- a. Clara deciding to enter the forest.
 - b. Clara finding herself lost in the forest.
 - c. Clara meeting the old man by the lake.
 - d. Clara freeing the fox from the net.

20. What is the climax of the story?
- a. Clara freeing the fox.
 - b. Clara being guided home by the glowing stone.
 - c. Clara meeting the old man by the lake.
 - d. Clara packing her bag and entering the forest.

Finding Main Idea

21. How did Clara change by the end of the story?

- a. She became fearful of the forest.
- b. She learned to respect the forest and its secrets.
- c. She vowed never to explore again.
- d. She decided to return to the forest immediately.

Finding Inference

22. Why did the old man warn Clara about the forest?
- a. To test if she would leave immediately.
 - b. To show her that bravery must be paired with wisdom.
 - c. To protect the fox from harm.
 - d. To discourage her from taking the glowing stone.

Understand the Vocabulary

23. What does the phrase "not all paths are meant to be taken" imply?
- a. Some paths are dangerous or unsuitable.
 - b. All paths eventually lead to the same place.
 - c. Every path should be explored with caution.
 - d. Some paths are invisible to ordinary people.

Finding Factual Information

24. What did Clara feel when the old man gave her the glowing stone?
- a. Grateful and curious.
 - b. Confused and scared.
 - c. Angry and determined.
 - d. Skeptical and doubtful.
25. What did the old man say about curiosity?
- a. It was a curse for young adventurers.
 - b. It was a gift but could lead to danger.
 - c. It was unnecessary in the forest.
 - d. It always brought good fortune.

Narrative Text 2:

The Legend of Tangkuban Perahu

Long ago in West Java, there lived a beautiful woman named Dayang Sumbi. She was intelligent, kind-hearted, and skilled in weaving. One day, while weaving on her veranda, her spinning wheel fell to the ground. Too tired to pick it up, she vowed that whoever retrieved it for her would become her husband. Surprisingly, a handsome dog named Tumang, who was actually a cursed god, picked it up. Honoring her vow, Dayang Sumbi married Tumang.

Dayang Sumbi and Tumang lived happily, and soon they had a son named Sangkuriang. Sangkuriang grew up to be a strong and adventurous boy. However, he was unaware that Tumang was his father. One day, Dayang Sumbi asked Sangkuriang to hunt a deer for their meal. Sangkuriang, eager to prove his hunting skills, went into the forest with Tumang. After a long day of unsuccessful hunting, Sangkuriang grew frustrated and killed Tumang, thinking he could present Tumang as a substitute.

When Sangkuriang returned home with Tumang's heart, Dayang Sumbi immediately recognized it. Heartbroken and furious, she hit Sangkuriang with a spoon and banished him from their home.

Years later, Sangkuriang grew into a handsome and powerful man. Unknowingly, he met Dayang Sumbi, who had not aged due to a blessing from the gods. Sangkuriang fell deeply in love with her and proposed marriage. Dayang Sumbi, recognizing him as her son, was horrified. To prevent the marriage, she set an impossible condition: Sangkuriang must build a massive boat and a lake to sail it in, all in one night.

With his supernatural strength, Sangkuriang summoned spirits to help him. They worked tirelessly, and by dawn, the lake and boat were nearly complete. Dayang Sumbi, realizing her plan was failing, tricked Sangkuriang by spreading red cloth in the east, mimicking the sunrise. Thinking it was already morning, the spirits fled, leaving the work unfinished.

Enraged, Sangkuriang kicked the boat, flipping it upside down. The boat became Mount Tangkuban Perahu, which remains a prominent landmark in West Java to this day.

Finding Main Idea

26. What is the main idea of the text?

- a. The creation of Tangkuban Perahu.
- b. Dayang Sumbi's intelligence and beauty.
- c. Sangkuriang's hunting adventures.
- d. The supernatural powers of Sangkuriang.

27. What does the story highlight about family relationships?

- a. Respect for elders.

- b. Importance of forgiveness.
- c. Conflict and misunderstanding.
- d. True love conquers all.

Finding Inference

28. Why did Sangkuriang fail to finish the boat?

- a. He lacked determination.
- b. He was tricked by Dayang Sumbi.
- c. The spirits abandoned him out of fear.
- d. He ran out of time naturally.

29. What can be inferred about Dayang Sumbi's feelings for Sangkuriang?

- a. She admired his strength.
- b. She loved him but prioritized morality.
- c. She wanted to marry him to maintain power.
- d. She feared him entirely.

Understanding Vocabulary

30. What does "banished" most likely mean in the context of the story?

- a. Accepted.
- b. Forgiven.
- c. Expelled.
- d. Hidden.

31. What is the meaning of "summoned" in the text?

- a. Gathered.
- b. Destroyed.
- c. Convinced.
- d. Transported.

Finding Factual Information

32. Who was Tumang in reality?

- a. Dayang Sumbi's servant.
- b. A cursed god.
- c. A supernatural spirit.
- d. A prince in disguise.

33. What task did Dayang Sumbi give to prevent the marriage?

- a. Build a massive boat and lake overnight.

- b. Hunt a deer in the forest.
- c. Climb Mount Tangkuban Perahu.
- d. Retrieve her spinning wheel.

Generic Structure

34. What part of the text introduces the characters and setting?

- a. Orientation.
- b. Complication.
- c. Resolution.
- d. Coda.

35. Which paragraph contains the resolution?

- a. The first paragraph.
- b. The second to last paragraph.
- c. The last paragraph.
- d. The middle paragraphs.

Finding Main Idea

36. What is the main conflict in the story?

- a. Sangkuriang's inability to hunt a deer.
- b. Dayang Sumbi's rejection of Sangkuriang's proposal.
- c. Sangkuriang's supernatural strength.
- d. Tumang's transformation into a human.

37. What moral value can be derived from the story?

- a. Honesty is the best policy.
- b. The consequences of one's actions are inevitable.
- c. Love conquers all challenges.
- d. Never make promises you cannot keep.

Finding Inference

38. Why did Dayang Sumbi ask Sangkuriang to perform an impossible task?

- a. To test his abilities.
- b. To delay the marriage.
- c. To show her superiority.
- d. To see if he had supernatural powers.

39. What does Sangkuriang's reaction to failure reveal about his personality?

- a. He is patient and calm.
- b. He is quick-tempered and impulsive.

- c. He is forgiving and understanding.
- d. He is determined and relentless.

Understanding Vocabulary

41. What is the meaning of "furious" in the sentence "Dayang Sumbi was furious"?
- a. Calm.
 - b. Angry.
 - c. Pleased.
 - d. Curious.
42. What does the word "supernatural" refer to in the context of the story?
- a. Natural abilities.
 - b. Mystical or extraordinary powers.
 - c. Skills acquired through training.
 - d. Physical strength.

Finding Factual Information

43. How did Dayang Sumbi trick Sangkuriang?
- a. By hiding his tools.
 - b. By pretending it was sunrise.
 - c. By asking Tumang for help.
 - d. By destroying the boat.
44. Why did Dayang Sumbi banish Sangkuriang?
- a. He disrespected her.
 - b. He killed Tumang.
 - c. He lied about his hunting.
 - d. He wanted to leave on his own.
45. What became of the massive boat Sangkuriang tried to build?
- a. It turned into a lake.
 - b. It was destroyed by spirits.
 - c. It became Mount Tangkuban Perahu.
 - d. It vanished into thin air.

Generic Structure

46. Which part of the text contains the problem Sangkuriang faced?
- a. Orientation.
 - b. Complication.

- c. Resolution.
- d. Reorientation.

47. In which part of the story is the climax?
- a. When Sangkuriang killed Tumang.
 - b. When Dayang Sumbi set the condition.
 - c. When Sangkuriang kicked the boat.
 - d. When Dayang Sumbi married Tumang.

Finding Inference

48. Why did Dayang Sumbi receive a blessing to remain young?
- a. To allow her to find another husband.
 - b. To maintain her beauty and wisdom.
 - c. To fulfill her role in the legend.
 - d. To make the story more mysterious.

Understanding Vocabulary

49. What is the meaning of "mimicking" in the sentence "She tricked him by mimicking the sunrise"?
- a. Copying.
 - b. Ignoring.
 - c. Enhancing.
 - d. Replacing.

Generic Structure

50. Which part of the story serves as the complication?
- a. Dayang Sumbi marrying Tumang.
 - b. Sangkuriang killing Tumang.
 - c. Sangkuriang meeting Dayang Sumbi after many years.
 - d. Sangkuriang being tricked by Dayang Sumbi.

Descriptive Text

Teks 1: The Eiffel Tower

The Eiffel Tower is one of the most famous landmarks in the world. It is located in Paris, France, and was built in 1889 by Gustave Eiffel. The tower stands at 330 meters tall and attracts millions of tourists every year. At night, the tower is beautifully illuminated, making it a breathtaking sight. Visitors can take an elevator to the top to enjoy a spectacular view of Paris.

Finding Main Idea:

1. What is the main idea of the text?
 - a. The Eiffel Tower is the tallest building in the world.
 - b. The Eiffel Tower is an iconic landmark in Paris.
 - c. The Eiffel Tower was built for tourists to visit.
 - d. The Eiffel Tower is made of gold.

Finding Inference:

2. Why do many tourists visit the Eiffel Tower?
 - a. Because it is the only tower in France.
 - b. Because it is beautifully illuminated at night.
 - c. Because it is a historical site.
 - d. Because it is the tallest building in Europe.
3. What can be inferred about Paris from the text?
 - a. Paris is a city known for its architecture.
 - b. Paris does not have many landmarks.
 - c. Paris is not a tourist-friendly city.
 - d. Paris is a small village.

Understanding Vocabulary:

4. What does "illuminated" mean in the text?
 - a. Destroyed
 - b. Lit up with lights
 - c. Painted with bright colors

d. Covered with flowers

5. What is the meaning of "spectacular" in the text?

- a. Boring
- b. Ordinary
- c. Amazing
- d. Tiny

Finding Factual Information:

6. Who built the Eiffel Tower?

- a. Napoleon Bonaparte
- b. Gustave Eiffel
- c. Leonardo da Vinci
- d. Thomas Edison

7. When was the Eiffel Tower built?

- a. 1800
- b. 1889
- c. 1900
- d. 2000

Generic Structure:

8. What is the orientation of the text?

- a. The text describes how the Eiffel Tower was built.
- b. The text introduces the Eiffel Tower as a landmark.
- c. The text tells a story about someone visiting the Eiffel Tower.
- d. The text gives a personal opinion about the Eiffel Tower.

Teks 2: The Amazon Rainforest

The Amazon Rainforest is the largest tropical rainforest in the world. It covers parts of nine countries in South America, with the majority located in Brazil. The rainforest is home to millions of species of plants and animals, many of which cannot be found anywhere else in the world. The Amazon River, one of the longest rivers, flows through this dense forest.

Unfortunately, deforestation has become a major threat to the Amazon, causing loss of habitat for many species.

Finding Main Idea:

9. What is the main idea of the text?

- a. The Amazon Rainforest is the largest rainforest in the world.
- b. The Amazon River is the longest river in the world.
- c. The Amazon Rainforest is in Africa.
- d. The Amazon Rainforest is safe from deforestation.

Finding Inference:

10. Why is the Amazon Rainforest important?

- a. Because it is the smallest rainforest in the world.
- b. Because it is home to unique plants and animals.
- c. Because it is made of gold.
- d. Because no one lives there.

11. What can be inferred about deforestation in the Amazon?

- a. It helps animals survive.
- b. It causes harm to the rainforest and its species.
- c. It is beneficial for the environment.
- d. It increases the number of trees.

Understanding Vocabulary:

12. What does "species" mean in the text?

- a. Groups of animals and plants
- b. Large trees
- c. Waterfalls
- d. Rocks and soil

13. What is the meaning of "deforestation"?

- a. Planting more trees
- b. Cutting down trees
- c. Protecting wildlife
- d. Building new houses

Finding Factual Information:

14. Where is the Amazon Rainforest located?

- a. Europe
- b. South America
- c. North America
- d. Africa

15. What is the name of the river that flows through the Amazon Rainforest?

- a. Nile River
- b. Amazon River
- c. Mississippi River
- d. Yangtze River

Generic Structure:

16. What is the orientation of the text?

- a. It introduces the Amazon Rainforest as the largest rainforest.
- b. It tells a story about a visit to the rainforest.
- c. It gives opinions about the Amazon Rainforest.
- d. It describes the history of the Amazon River.

Additional Questions for Both Texts:

17. What is the purpose of the Eiffel Tower text?

- a. To describe a famous landmark
- b. To tell a personal story
- c. To explain how to build a tower
- d. To compare different buildings

18. What is the purpose of the Amazon Rainforest text?

- a. To persuade people to visit the rainforest
- b. To describe the rainforest and its importance
- c. To tell a legend about the rainforest
- d. To explain how to grow trees

19. What do the two texts have in common?

- a. Both describe famous places

- b. Both tell historical stories
- c. Both explain scientific processes
- d. Both discuss fictional events

20. Which of these sentences best summarizes both texts?

- a. They describe well-known places in the world.
- b. They talk about ancient civilizations.
- c. They focus on historical figures.
- d. They explain how buildings are constructed.

Teks 3: The Great Wall of China

The Great Wall of China is one of the most famous structures in the world. It was built over 2,000 years ago to protect China from invaders. The wall stretches for more than 21,000 kilometers across mountains, deserts, and grasslands. Made of stone, brick, and wood, the wall is a symbol of China's rich history. Today, millions of tourists visit the Great Wall every year to explore its ancient pathways and enjoy the breathtaking views.

Finding Main Idea:

21. What is the main idea of the text?

- a. The Great Wall of China is the longest wall in the world.
- b. The Great Wall of China was built for defense.
- c. The Great Wall of China is a new tourist attraction.
- d. The Great Wall of China is made of gold.

Finding Inference:

22. Why was the Great Wall built?

- a. To divide China into regions
- b. To protect China from invaders
- c. To connect different cities in China
- d. To serve as a trade route

23. What can be inferred about the Great Wall today?

- a. It is no longer standing.

- b. It is a popular place for tourists.
- c. It is still used for military defense.
- d. It is only visited by Chinese citizens.

Understanding Vocabulary:

24. What does "breathtaking" mean in the text?

- a. Dangerous
- b. Ordinary
- c. Amazing
- d. Ugly

25. What is the meaning of "invaders"?

- a. People who attack a place
- b. People who build houses
- c. People who protect an area
- d. People who plant trees

Finding Factual Information:

26. How long is the Great Wall of China?

- a. 1,000 km
- b. 10,000 km
- c. 21,000 km
- d. 30,000 km

27. What materials were used to build the Great Wall?

- a. Stone, brick, and wood
- b. Metal and plastic
- c. Sand and clay
- d. Water and cement

Generic Structure:

28. What is the orientation of the text?

- a. The text introduces the Great Wall as a historical structure.
- b. The text explains how to build a wall.
- c. The text tells a story about soldiers on the wall.
- d. The text describes modern buildings in China.

Teks 4: Mount Everest

Mount Everest is the highest mountain in the world, standing at 8,848 meters. It is located in the Himalayas, on the border between Nepal and China. Many climbers from around the world attempt to reach its peak each year, but the journey is extremely dangerous due to harsh weather and lack of oxygen at high altitudes. Despite the risks, Mount Everest remains a symbol of adventure and determination.

Finding Main Idea:

29. What is the main idea of the text?

- a. Mount Everest is the most dangerous place in the world.
- b. Mount Everest is the highest mountain in the world.
- c. Mount Everest is easy to climb.
- d. Mount Everest is a small hill.

Finding Inference:

30. Why do people climb Mount Everest?

- a. Because it is a symbol of adventure and determination.
- b. Because it is a safe and easy climb.
- c. Because there are no other mountains to climb.
- d. Because it has the best food in the world.

31. What can be inferred about climbing Mount Everest?

- a. It is a simple and quick journey.
- b. It is dangerous and requires preparation.
- c. It is only possible for local villagers.
- d. It is the cheapest trip for tourists.

Understanding Vocabulary:

32. What does "altitudes" mean in the text?

- a. The height of a place above sea level
- b. The speed of the wind
- c. The temperature of a mountain
- d. The width of a mountain

33. What is the meaning of "determination" in the text?

- a. Fear of trying something new
- b. Strong will to achieve something
- c. Lack of interest in a goal
- d. A feeling of boredom

Finding Factual Information:

34. Where is Mount Everest located?

- a. In the Alps
- b. In the Andes
- c. In the Himalayas
- d. In the Rocky Mountains

35. How high is Mount Everest?

- a. 7,500 meters
- b. 8,848 meters
- c. 10,000 meters
- d. 15,000 meters

Generic Structure:

36. What is the orientation of the text?

- a. It introduces Mount Everest as the highest mountain.
- b. It tells a story about a climber's experience.
- c. It gives instructions on how to climb a mountain.
- d. It explains the history of the Himalayas.

Additional Questions for Both Texts:

37. What is the purpose of the Great Wall of China text?

- a. To describe a historical landmark
- b. To tell a personal story
- c. To compare different walls
- d. To persuade people to visit China

38. What is the purpose of the Mount Everest text?

- a. To explain how to climb mountains
- b. To describe Mount Everest and its challenges
- c. To tell a fictional story about Mount Everest
- d. To persuade people to climb mountains

39. What do the two texts have in common?

- a. Both describe famous places in Asia.
- b. Both talk about European landmarks.
- c. Both discuss modern technology.
- d. Both explain scientific discoveries.

40. Which of these sentences best summarizes both texts?

- a. They describe natural and man-made wonders.
- b. They talk about modern cities.
- c. They focus on famous athletes.
- d. They explain how to travel safely.

Validator

Santi Pertiwi Pane, S.Pd

APPENDIX 2 : Reading Comprehension Test

Narrative Text:

The Mysterious Forest

Once upon a time, in a small village near a dense forest, there lived a young girl named Clara. Clara was curious, brave, and loved exploring new places. The villagers often warned her about the mysterious forest, saying it was enchanted and filled with secrets. However, Clara could not resist the allure of the unknown.

One sunny morning, Clara decided to venture into the forest despite the warnings. She packed a small bag with bread, water, and a map her grandfather had once drawn of the forest. As she entered the woods, she felt a mix of excitement and fear. The towering trees whispered with the wind, and the sunlight barely pierced through the thick canopy.

After walking for an hour, Clara stumbled upon a hidden path. It was overgrown with moss and flowers, as if no one had walked on it for years. She followed the path and soon found herself in front of a crystal-clear lake. Beside the lake stood a strange old man with a long beard and a staff.

"Hello, young one," the old man greeted her. "What brings you here to the enchanted forest?"

Clara hesitated but then replied, "I'm exploring. I've always been curious about this place."

The old man smiled. "Curiosity is a gift, but it can also lead to danger. This forest holds many secrets, and not all of them are friendly."

He handed Clara a glowing stone. "Take this with you. It will guide you when you are lost and protect you from harm. But remember, not all paths are meant to be taken."

Clara thanked the old man and continued her journey. As she ventured deeper, the forest seemed to change. The trees grew taller, the air became cooler, and the sounds of animals grew louder. Suddenly, she saw a fox trapped in a net. Without hesitation, she freed the fox, who looked at her gratefully before running away.

Hours later, Clara realized she was lost. She pulled out the glowing stone, which began to emit a faint light. She followed its guidance, which led her back to the village. As she stepped out of the forest, she turned back and saw the old man and the fox watching her from a distance.

From that day on, Clara knew the forest was not just a place of mystery but also of lessons and magic. She learned to respect its secrets and the wisdom it held.

Questions:

Finding Main Idea

1. What is the main idea of the story?
 - a. Clara's bravery and curiosity led her to explore a magical forest
 - b. The old man was the true guardian of the forest.
 - c. Clara wanted to prove the villagers wrong about the forest.
 - d. The fox helped Clara find her way home.

Finding Inference

2. Why did the old man give Clara the glowing stone?
 - a. To help her find treasure.
 - b. To guide and protect her.
 - c. To warn her about the fox.
 - d. To test her curiosity.
3. What can be inferred about the forest?
 - a. It was dangerous but full of wisdom.
 - b. It was abandoned by the villagers.
 - c. It had no magical elements.
 - d. It was controlled by the old man.

Understand the Vocabulary

4. What does "enchanted" mean in the context of the story?
 - a. Magical and mysterious.
 - b. Dangerous and scary.
 - c. Peaceful and safe.
 - d. Ordinary and dull
5. What is the meaning of "hesitated"?
 - a. To act quickly.
 - b. To pause before speaking or acting.
 - c. To ignore someone.
 - d. To decide immediately.

Finding Factual Information

6. What did Clara bring with her to the forest?

- a. Bread, water, and a glowing stone.
- b. Bread, water, and a map.
- c. A map and a fox.
- d. Water and a staff.

7. Who did Clara meet by the lake?

- a. A fox.
- b. The villagers.
- c. An old man with a staff.
- d. Her grandfather.

Generic Structure

8. What is the orientation of the story?

- a. Clara decided to explore the forest.
- b. Clara freed a fox from a net.
- c. The glowing stone led her back home.
- d. Clara met the old man.

9. What is the resolution of the story?

- a. Clara realized the forest held lessons and magic.
- b. Clara freed the fox from the net.
- c. Clara ignored the old man's warning.
- d. Clara lost her way in the forest.

Finding Main Idea

10. What is the key theme of the story?

- a. Curiosity leads to trouble.
- b. Respect for nature and its mysteries.
- c. The importance of bravery over wisdom.
- d. A young girl defies the villagers.

11. What lesson can be learned from Clara's journey?

- a. Always follow maps carefully.
- b. Help others, and you may receive help in return.
- c. Be cautious of old strangers.
- d. Never enter unknown places.

Finding Inference

12. Why did the fox and the old man watch Clara at the end?

- a. To check if she respected the forest.

- b. To ensure she didn't return.
 - c. To thank her for freeing the fox.
 - d. To test the glowing stone.
13. What can we infer about the glowing stone?
- a. It was a magical item meant to test Clara's bravery.
 - b. It symbolized the guidance of the forest's spirits.
 - c. It could only work for kind-hearted people.
 - d. It was a tool used by the old man to scare people.

Understand the Vocabulary

14. What does "ventured" mean in the sentence: Clara decided to venture into the forest despite the warnings?
- a. To leave a place permanently.
 - b. To take a risky or daring journey.
 - c. To avoid entering a dangerous place.
 - d. To casually explore.
15. What is the meaning of "allure" in the sentence: Clara could not resist the allure of the unknown?
- a. A strong fear.
 - b. An irresistible attraction.
 - c. A persistent warning.
 - d. A magical force.

Finding Factual Information

16. How did Clara find her way back home?
- a. She used the map her grandfather gave her.
 - b. She followed the glowing stone
 - c. The old man led her back.
 - d. The fox guided her.
17. What did Clara do to help the fox?
- a. She fed it bread.
 - b. She freed it from a net.
 - c. She guided it out of the forest.
 - d. She protected it from the old man.
18. How did Clara feel when entering the forest?
- a. Fearful but excited
 - b. Calm and determined.

- c. Confident and carefree.
- d. Angry and reckless.

Generic Structure

19. What event marks the complication of the story?

- a. Clara deciding to enter the forest.
- b. Clara finding herself lost in the forest.
- c. Clara meeting the old man by the lake.
- d. Clara freeing the fox from the net.

20. What is the climax of the story?

- a. Clara freeing the fox.
- b. Clara being guided home by the glowing stone.
- c. Clara meeting the old man by the lake.
- d. Clara packing her bag and entering the forest.

Finding Main Idea

21. How did Clara change by the end of the story?

- a. She became fearful of the forest.
- b. She learned to respect the forest and its secrets.
- c. She vowed never to explore again.
- d. She decided to return to the forest immediately.

Finding Inference

22. Why did the old man warn Clara about the forest?

- a. To test if she would leave immediately.
- b. To show her that bravery must be paired with wisdom.
- c. To protect the fox from harm.
- d. To discourage her from taking the glowing stone.

Understand the Vocabulary

23. What does the phrase "not all paths are meant to be taken" imply?

- a. Some paths are dangerous or unsuitable.
- b. All paths eventually lead to the same place.
- c. Every path should be explored with caution.
- d. Some paths are invisible to ordinary people.

Finding Factual Information

24. What did Clara feel when the old man gave her the glowing stone?

- a. Grateful and curious.
- b. Confused and scared.
- c. Angry and determined.
- d. Skeptical and doubtful.

25. What did the old man say about curiosity?

- a. It was a curse for young adventurers.
- b. It was a gift but could lead to danger.
- c. It was unnecessary in the forest.
- d. It always brought good fortune.

Descriptive Text Test

Teks 1: The Eiffel Tower

The Eiffel Tower is one of the most famous landmarks in the world. It is located in Paris, France, and was built in 1889 by Gustave Eiffel. The tower stands at 330 meters tall and attracts millions of tourists every year. At night, the tower is beautifully illuminated, making it a breathtaking sight. Visitors can take an elevator to the top to enjoy a spectacular view of Paris.

Finding Main Idea:

1. What is the main idea of the text?

- a. The Eiffel Tower is the tallest building in the world.
- b. The Eiffel Tower is an iconic landmark in Paris.
- c. The Eiffel Tower was built for tourists to visit.
- d. The Eiffel Tower is made of gold.

Finding Inference:

2. Why do many tourists visit the Eiffel Tower?

- a. Because it is the only tower in France.
- b. Because it is beautifully illuminated at night.
- c. Because it is a historical site.
- d. Because it is the tallest building in Europe.

3. What can be inferred about Paris from the text?

- a. Paris is a city known for its architecture.
- b. Paris does not have many landmarks.

- c. Paris is not a tourist-friendly city.
- d. Paris is a small village.

Understanding Vocabulary:

- 4. What does "illuminated" mean in the text?
 - a. Destroyed
 - b. Lit up with lights
 - c. Painted with bright colors
 - d. Covered with flowers
- 5. What is the meaning of "spectacular" in the text?
 - a. Boring
 - b. Ordinary
 - c. Amazing
 - d. Tiny

Finding Factual Information:

- 6. Who built the Eiffel Tower?
 - a. Napoleon Bonaparte
 - b. Gustave Eiffel
 - c. Leonardo da Vinci
 - d. Thomas Edison
- 7. When was the Eiffel Tower built?
 - a. 1800
 - b. 1889
 - c. 1900
 - d. 2000

Generic Structure:

- 8. What is the orientation of the text?
 - a. The text describes how the Eiffel Tower was built.
 - b. The text introduces the Eiffel Tower as a landmark.
 - c. The text tells a story about someone visiting the Eiffel Tower.
 - d. The text gives a personal opinion about the Eiffel Tower.

Teks 2: The Amazon Rainforest

The Amazon Rainforest is the largest tropical rainforest in the world. It covers parts of nine countries in South America, with the majority located in Brazil. The rainforest is home to millions of species of plants and animals, many of which cannot be found anywhere else in the world. The Amazon River, one of the longest rivers, flows through this dense forest. Unfortunately, deforestation has become a major threat to the Amazon, causing loss of habitat for many species.

Finding Main Idea:

9. What is the main idea of the text?

- a. The Amazon Rainforest is the largest rainforest in the world.
- b. The Amazon River is the longest river in the world.
- c. The Amazon Rainforest is in Africa.
- d. The Amazon Rainforest is safe from deforestation.

Finding Inference:

10. Why is the Amazon Rainforest important?

- a. Because it is the smallest rainforest in the world.
- b. Because it is home to unique plants and animals.
- c. Because it is made of gold.
- d. Because no one lives there.

11. What can be inferred about deforestation in the Amazon?

- a. It helps animals survive.
- b. It causes harm to the rainforest and its species.
- c. It is beneficial for the environment.
- d. It increases the number of trees.

Understanding Vocabulary:

12. What does "species" mean in the text?

- a. Groups of animals and plants
- b. Large trees
- c. Waterfalls
- d. Rocks and soil

13. What is the meaning of "deforestation"?

- a. Planting more trees
- b. Cutting down trees

- c. Protecting wildlife
- d. Building new houses

Finding Factual Information:

14. Where is the Amazon Rainforest located?

- a. Europe
- b. South America
- c. North America
- d. Africa

15. What is the name of the river that flows through the Amazon Rainforest?

- a. Nile River
- b. Amazon River
- c. Mississippi River
- d. Yangtze River

Generic Structure:

16. What is the identification of the text?

- a. It introduces the Amazon Rainforest as the largest rainforest.
- b. It tells a story about a visit to the rainforest.
- c. It gives opinions about the Amazon Rainforest.
- d. It describes the history of the Amazon River.

Teks 3: The Great Wall of China

The Great Wall of China is one of the most famous structures in the world. It was built over 2,000 years ago to protect China from invaders. The wall stretches for more than 21,000 kilometers across mountains, deserts, and grasslands. Made of stone, brick, and wood, the wall is a symbol of China's rich history. Today, millions of tourists visit the Great Wall every year to explore its **ancient** pathways and enjoy the breathtaking views.

Finding Main Idea:

17. What is the main idea of the text?

- a. The Great Wall of China is the longest wall in the world.
- b. The Great Wall of China was built for defense.
- c. The Great Wall of China is a new tourist attraction.

d. The Great Wall of China is made of gold.

Finding Inference:

18. Why was the Great Wall built?

- a. To divide China into regions
- b. To protect China from invaders
- c. To connect different cities in China
- d. To serve as a trade route

19. What can be inferred about the Great Wall today?

- a. It is no longer standing.
- b. It is a popular place for tourists.
- c. It is still used for military defense.
- d. It is only visited by Chinese citizens.

Understanding Vocabulary:

20. What does "breathtaking" mean in the text?

- a. Dangerous
- b. Ordinary
- c. Amazing
- d. Ugly

21. What is the meaning of "invaders"?

- a. People who attack a place
- b. People who build houses
- c. People who protect an area
- d. People who plant trees

22. What is the meaning of "ancient"?

- a. something that is very new or modern
- b. something that is temporary
- c. something that is very old, historical or antique
- d. something that is commonly used in everyday life

Finding Factual Information:

23. How long is the Great Wall of China?

- a. 1,000 km

- b. 10,000 km
- c. 21,000 km
- d. 30,000 km

24. What materials were used to build the Great Wall?

- a. Stone, brick, and wood
- b. Metal and plastic
- c. Sand and clay
- d. Water and cement

Generic Structure:

25. What is the orientation of the text?

- a. The text introduces the Great Wall as a historical structure.
- b. The text explains how to build a wall.
- c. The text tells a story about soldiers on the wall.
- d. The text describes modern buildings in China.

APPENDIX 3 Key Answer of Reading Comprehension

Narrative Text

1. A. Clara's bravery and curiosity led her to explore a magical forest
2. B. To guide and protect her
3. A. it was dangerous but full of wisdom
4. A. magical and mysterious
5. B. to pause before speaking or acting
6. B. bread, water, and map
7. C. an old man with a staff
8. A. Clara decided to explore the forest
9. A. Clara realized the forest held lessons and magic
10. B. respect for nature and its mysteries
11. B. help others, and you may receive help in return
12. A. to check if she respected the forest
13. B. it symbolized the guidance of the forest's spirits
14. B. to take a risky or daring journey
15. B. an irresistible attraction
16. B. she followed the glowing stone
17. B. she freed it from a net
18. A. fearful but excited
19. B. Clara finding herself lost in the forest
20. B. Clara being guided home by the glowing stone
21. B. she learned to respect the forest and its secrets
22. B. to show her that bravery must be paired with wisdom
23. A. some paths are dangerous or unsuitable
24. A. grateful and curious
25. B. it was a gift but could lead to danger

Descriptive Text

Teks 1: The Eiffel Tower

1. b. The Eiffel Tower is an iconic landmark in Paris.
2. b. Because it is beautifully illuminated at night.
3. a. Paris is a city known for its architecture.
4. b. Lit up with lights.
5. c. Amazing.

- 6. b. Gustave Eiffel.
- 7. b. 1889.
- 8. b. The text introduces the Eiffel Tower as a landmark.

Teks 2: The Amazon Rainforest

- 9. a. The Amazon Rainforest is the largest rainforest in the world.
- 10. b. Because it is home to unique plants and animals.
- 11. b. It causes harm to the rainforest and its species.
- 12. a. Groups of animals and plants.
- 13. b. Cutting down trees.
- 14. b. South America.
- 15. b. Amazon River.
- 16. a. It introduces the Amazon Rainforest as the largest rainforest.

Teks 3: The Great Wall of China

- 17. b. The Great Wall of China was built for defense.
- 18. b. To protect China from invaders.
- 19. b. It is a popular place for tourists.
- 20. c. Amazing.
- 21. a. People who attack a place.
- 22. c. something that is very old, historical or antique
- 23. c. 21,000 km.
- 24. a. Stone, brick, and wood.
- 25. a. The text introduces the Great Wall as a historical structure.

Appendix 4: Interview Question

1. Bagaimana menurutmu tentang memahami bacaan? Apa yang kamu ketahui tentang memahami bacaan?

.....

.....

2. Mana yang lebih kamu sukai diantara dua jenis teks ini? Apa alasannya?
 - a. Narrative text
 - b. Descriptive text

.....

.....

3. Dalam membaca teks bahasa inggris, apakah kamu selalu memahami teks yang kamu baca ?

.....

.....

4. Kesulitan-kesulitan apa saja yang kamu temui dalam memahami bacaan terutama dalam teks bahasa inggris?

.....

.....

5. Apakah kamu suka membaca? Buku atau bacaan apa saja yang pernah kamu baca?

.....

.....

Appendix 5 : Conclusion Transcript of Students Interview

1. Reading is the art of understanding words and learning to understand emotions without experiencing them directly. We can learn from other people's experiences to prepare ourselves better. Every page read is a small step towards awareness, understanding and change. Reading is hearing voices in silence, messages from the author or your own deepest voice. Start reading, with the knowledge of life becoming more prosperous and advanced.
2. Narrative text, because can entertain readers with interesting stories, convey moral messages, develop imagination, and explain phenomena or traditions.
3. Sometimes I feel it's difficult because there are so many words that I rarely hear.
4. New vocabulary, Grammatical features and less motivation in reading the text
5. Yes, Expanding Insights and Knowledge

Other students stated (half of them):

1. The most important process in reading activities is to find out more deeply about the topic presented by the author
2. Descriptive text, give the reader a clear picture of the characteristics or attributes of the thing being described
3. Sometimes I feel it's difficult because there are so many words that I rarely hear
4. Grammar, Writing

5. Students like reading but it is only some times. Students do not have specific books to be their favourite or their collection but they only read the passages in workbook and so on.

Appendix 6: Students result in Reading Comprehension

N O	NAM E	CORRECT		SCORE		SU M	REAL SCOR E
		NARRATIV E	DESCRIPTI VE	NARRATIV E	DESCRIPTI VE		
1	AK	14	13	28	26	27	54
2	AM	12	12	24	24	24	48
3	AK2	15	11	30	22	26	52
4	AZ	14	12	28	24	26	52
5	EM	16	11	32	22	27	54
6	FN	17	18	34	36	35	70
7	HS	10	15	20	30	25	50
8	JA	17	16	34	32	33	66
9	KF	14	20	28	40	34	68
10	KHF	17	12	34	24	29	58
11	MR	12	11	24	22	23	46
12	MK	22	20	44	40	42	84
13	MZ	11	9	22	18	20	40
14	MF	14	13	28	26	27	54
15	NS	16	18	32	36	34	68
16	NA	17	15	34	30	32	64
17	RPN	18	18	36	36	36	72
18	R	19	10	38	20	29	58
19	RA	13	12	26	24	25	50
20	SR	12	11	24	22	23	46
21	S	15	16	30	32	31	62
22	SP	17	10	34	20	27	54
23	SM	18	12	36	24	30	60
24	FM	20	19	40	38	39	78
25	WRA	18	20	36	40	38	76
26	WAM	22	20	44	40	42	84
				820	748		1568

Appendix 7 Documentation

1. Preliminary researach and validation



2. Reading comprehension test



3. Interview



4. Member checking



CURRICULUM VITAE



A. Identity

Name : Rami Esti Siregar
Reg. Num : 2020300015
Place/ Date of Birthday : Bulupayung, 6th Novembre 2002
Gender : Female
Religion : Islam
Address : Bulupayung, Kec. Sipirok, Kab Tapanuli Selatan
Phone number : 085182737753
Email : Siregarramiesti@gmail.com

B. Parents

Father's Name : Bincar Siregar
Job : Self Employed
Mother's Name : Efi Leliani Harahap
Job : Housewife

C. Educational Background

1. SDN 102180	2008-2014
2. SMP MAS KH Ahmad Dahlan Sipirok	2014-2017
3. SMA N 1 Sipirok	2017-2020
4. UIN Syekh Ali Hasan Ahmad Addary	2020-

Padangsidempuan



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Hal : Izin Riset

5 Mei 2025

Yth. Kepala MAS K.H Ahmad Dahlan Sipirok

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Rami Esti Siregar
NIM : 2020300015
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul " **The Students Reading Comprehension of the Tenth Grade Students MAS K.H Ahmad Dahlan Sipirok**"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan

Wakil Dekan bidang Akademik dan
Kelembagaan



Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A. /
NIP. 19710424 199903 1 004



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Provinsi Sumatera Utara Kode Pos 22742 e-mail. maskha.dahlan@yahoo.co.id



SURAT KETERANGAN

Nomor: 131/KET/III.4.AU/F/2025

Yang bertanda tangan dibawah ini :

Nama : Ikhsan Bonar Pratama, S. Pd
NIP : -
Pangkat/Golongan : -
Jabatan : Kepala MAS KH. Ahmad Dahlan Sipirok

Dengan ini menerangkan bahwa :

Nama : RAMI ESTI SIREGAR
NIM : 2020300015
Program Studi : Tadris Bahasa Inggris
Fakultas : FTIK UIN SYAHADA Padangsidempuan

adalah benar telah melakukan Riset di MAS KH. Ahmad Dahlan Sipirok mulai April 2025 sampai dengan Mei 2025 dalam rangka menyelesaikan skripsi yang berjudul: "The Students Reading Comprehension of the Tenth Grade Students MAS KH Ahmad Dahlan Sipirok".

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan seperlunya.



2025

