



**STUDENTS' READING COMPREHENSION
OF MADRASAH ALIYAH AND BOARDING SCHOOL
ENGLISH DEPARTMENT OF IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Degree of Islamic Educational (S.Pd)
in English.*

BY:

**BORKAT SIHOMBING
Reg. Number: 11 340 0049**

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN PADANGSIDIMPUAN
2018**



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Degree of Islamic Educational Scholar (S.Pd.I)
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Assalamu'alaikum Wr.Wb.

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Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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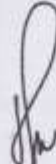
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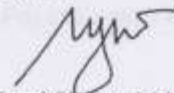
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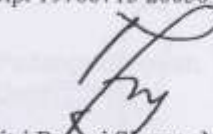


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ABSTRACT

This research discussed about students' reading comprehension of Madrasah Aliyah and Boarding School English Department of IAIN Padangsidimpuan. The researcher did the pre-research at Second year students 2016/ 2017 academic year of English Education Department at IAIN Padangsidimpuan whether the students apply the important things of reading or not based on the students' reading comprehension categories score. The researcher's aims are to describe the students' reading comprehension of Madrasah Aliyah graduation and Boarding School of the second year English Department IAIN Padangsidimpuan and to find the significant differences between the students' Madrasah Aliyah and Boarding School graduation of the second year English Department IAIN Padangsidimpuan.

The research was conducted by descriptive analysis in quantitative approach. The population of the research was all of the students of English Education Department, while, because the population is not from the larger group, so the researcher takes all population as the sample. Then, there was only one instrument in collecting data, it was test. The last, the hypothesis was "Reading comprehension of students from Madrasah Aliyah is better than reading comprehension of students from Boarding School" was examined by z-test.

After calculating the data to show the description of the data was found that the significant differences between the students' Madrasah Aliyah and Boarding School graduation of the second year English Department IAIN Padangsidimpuan was based on the calculating, it can be concluded that $Z_{count} = -0.36 < Z_{table} = 0.08$ by level of significant 0.05 or 5 % or $Z_{count} < Z_{table}$. So, from the result above, the researcher concludes that the hypothesis is rejected. Therefore, the researcher's thinking is not accepted. The evidence got that reading comprehension of students from Boarding School is better than reading comprehension of students from Madrasah Aliyah. It is because the zcount is minus than z table. It is $-0.36 < 0.08$. Therefore, the researcher's thinking was rejected. It could be also showed from the students' mean score, it was $66.6 < 70$.

Key Words: *Reading Comprehension, Madrasah Aliyah, Boarding School, and English Department*

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CHAPTER I

INTRODUCTION

A. The Background of Problems

Reading has an important role in language skill. People find much information by reading. Reading is the readers' activities to get meaning or message from an author. An author gives the meaning or message to reader in printed or written material. It means reading as the process of communication between the readers and writer so that's why reading as a very important skill in education of language and the process where the readers and writer make a transactional and communicative interaction. The following illustration will present some significance in understanding of reading.

First, people can get knowledge through reading. A lot of information are gotten by reading such as from books, journals, newspaper, magazines, tabloids, manuals, and even pamphlets, Short Message Services or called by SMS, or memos. Then, people can not get information from those sources without reading them. The more people read, the more people know. The lesser people read, the lesser people know. In short, the extent of somebody's reading relates to the extent of his/ her knowledge and wisdom.

Second, reading activates people's brain for thinking and problem solving. In the process of reading, people's brain is activated to remember, analyze, and synthesize information. Brain gives images of the knowledge's

applications in the people's real world and helps people who likes reading whenever they find the problems or difficulties in the next situation.

Third, reading is a good way to develop and understand English. The acquisition of the reading skill in the second language learning is considered as a priority. This idea is supported by the fact that reading has become a part of our daily activities, we read many texts, ranging from holiday brochures to academic books. Therefore, the ability to read English texts in any form will give a great number of advantages to our lives.

Finally, being able to read in English is very important as it is known that success in reading is the most necessary because it is a basic tool of education. All the subjects from Elementary School to Senior High School such as mathematics, science, language subject and others depend on the ability to read. In college, reading ability becomes even more important. Through reading, students acquire new ideas, obtain needed information seek support for our ideas and broaden our interest. We can also get the message that the writer had expressed. The ability to read helps to distinguish human being from other animal.

Because of reading is so important and influent, so the researcher did the pre-research at Second year students 2016/ 2017 academic year of English Education Department at IAIN Padangsidimpuan whether the students applicate the important things of reading or not based on the students' reading comprehension categories score. The actual fact is revealed from "Daftar Nilai

Ujian Mahasiswa Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan” (Score List of Students’ Examination English Education Department), it is known that the students’ average score is 78.16 or categorized into good categories; it is from 126 students of PBI 1 to 4.¹ It means that the students’ reading comprehension achievement has not gotten the very good category. Their category is in the good categories.

In addition, the researcher exactly just wanted to focus analyzing how was the students’ Madrasah Aliyah graduation and Boarding School graduation in reading comprehension at second year students 2016/ 2017 academic year of English Education Department at IAIN Padangsidempuan. As known that Madrasah Aliyah (MA) and Boarding School (Pesantren) is similar with High School or Senior High School or called by SMA “Sekolah Menengah Atas” in Indonesia. Madrasah Aliyah (MA) means the formal school managed by The Ministry of Religion which provides both islamic and general subjects.

While, Boarding School means a private school that managed by The Ministry of Religion in which most or all of the students live during the part of the year that they go to lessons. The word 'boarding' is used in the sense of "bed and board," i.e., lodging and meals. Some boarding schools also have day students who attend the institution by day and return off-campus to their families in the evenings. So, the different point is focused in private and formal school.

¹“Daftar Nilai Ujian Mahasiswa Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan”, (Score List of Students’ Examination English Education Department), *Private Document*, on February 12th, 2017.

Private school is for Boarding School and formal school is for Madrasah Aliyah (MA) school.

Based on the explanation above, the researcher was interested in conducting a descriptive quantitative research which purpose is to describe numerically both Madrasah Aliyah and boarding school students' graduation in reading comprehension to find out how the students from both graduations were in comprehending reading and what problems that the students found in reading comprehension entitled **“Students' Reading Comprehension of Madrasah Aliyah and Boarding School English Department of IAIN Padangsidempuan”**.

B. The Identification of Problems

Based on the above background of the problems, here the researcher identified that students' mean score at Second year students 2016/ 2017 academic year of English Education Department at IAIN Padangsidempuan based on Score List of Students' Examination English Education Department was 78.16 or categorized into good categories; it is from 126 students of PBI 1 to 4. It means that the students' reading comprehension achievement has not gotten the very good category. Their category was in the good categories.

Then, the researcher exactly just wanted to focus describing how were the both students' Madrasah Aliyah (MA) or islamic formal school graduation and Boarding School (private school graduation which ask the students to stay in a

dorm) in comprehending reading at Second year students 2016/ 2017 academic year of English Education Department at IAIN Padangsidempuan. Finally, the researcher also found out the problems they found in reading comprehension.

C. The Limitation of Problem

Based on the above identification of the problem, the researcher limited the discussion into describing how were the both students' Madrasah Aliyah (MA) or islamic formal school graduation and Boarding School (private school graduation which ask the students to stay in a dorm) in comprehending reading at Second year students 2016/ 2017 academic year of English Education Department at IAIN Padangsidempuan. Then, to describe what the problems that the both graduation found in reading comprehension.

D. The Formulations of Research

In conducting the research, the researcher described the formulation of the problem as follows;

1. How was students' reading comprehension of Madrasah Aliyah graduation of the second year English Department IAIN Padangsidempuan?
2. How was students' reading comprehension of Boarding School graduation of the second year English Department IAIN Padangsidempuan?
3. Are there any significant differences between the students' Madrasah Aliyah and Boarding School graduation of the second year English Department IAIN Padangsidempuan?

E. The Aims of Research

Aim of the research was to examine the formulation of the problem above. So that, the researcher determined the aim of the research is:

1. To describe the students' reading comprehension of Madrasah Aliyah graduation of the second year English Department IAIN Padangsidempuan.
2. To describe the students' reading comprehension of Boarding School graduation of the second year English Department IAIN Padangsidempuan.
3. To find the significant differences between the students' Madrasah Aliyah and Boarding School graduation of the second year English Department IAIN Padangsidempuan.

F. The Significances of Research

Significances of the research are the large contributions depending on where and whoever a result of the research being useful in terms of education. The significances of the research were useful for:

1. Institution of IAIN; to give advanced information about the problems that students have in reading comprehension and it will be useful for the progress of the institution in English Education Department.
2. Lecturers; to have practical and theoretical information about reading comprehension problems that student had in reading comprehension, and try to solve them.

3. The leader of English Education Department; to know the problems and its solving ways in developing students' reading comprehension in the field of English Education Department.
4. Further researchers; expected to develop information and knowledge for those who would be interested in doing research related to further the same study with this research.

G. The Definition of Terminologies

1. Reading Comprehension of Madrasah Aliyah Graduated Students

Reading comprehension of Madrasah Aliyah Graduated Students are the process of describing the students' power understanding about the text a set of schemata where the readers and writer do the interaction in its text of second year English Education Department IAIN Padangsidempuan graduated from Madrasah Aliyah. The students here means the people who are studying in university of Second year at IAIN (The State Institute of Islamic Studies) Padangsidempuan that was graduated from Madrasah Aliyah which the school does not ask the students to stay in its school itself.

2. Reading Comprehension of Boarding School Graduated Students

Reading comprehension of Madrasah Aliyah Graduated Students are the process of describing the students' power understanding about the text a set of schemata where the readers and writer do the interaction in its text of second year English Education Department IAIN Padangsidempuan

graduated from Madrasah Aliyah. The students here means also the people who were studying in university of Second year at IAIN (The State Institute of Islamic Studies) Padangsidempuan that was come from Boarding school or said by “Pesantren” in Indonesian language which students are ordered to stay in its school itself.

H. The Outline of Thesis

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

Chapter I discussed about Introduction; consists of the background of problems explores the phenomenon in the school or the problems faced by the students and the teacher, the identification of problems is the limit of the problems from the background of problems, limitation of the problem explains about the very limit study related to the research, the objective of research is the research questions and what the researcher’s objective to apply the research, the significances of the research is for whoever this study doing, and the definition of terms defines each variables to make the researcher and the readers easier to understand this study. The last is the outline of thesis explains what are the contains of the research.

Chapter II contained about theoretical description with some sub theory about guided questions, reading comprehension, related findings, and conceptual framework.

Chapter III, Research Methodology, and it consists of the time and the place of the research, this research plans from August 2016 until finish on December 2017. Then research design; the kind of research is quantitative and approach of the research is experimental research, further population and sample, instrument of research, procedures of the research, the techniques of data collection and the last the techniques of data analysis.

Chapter IV, The Result of the Research. The result of the research consists of the description of the data. The result of the research talks about the analysis of data. This chapter consists of description of data, hypothesis testing, discussion and the threats of research.

Finally, *Chapter V, Conclusion and Suggestions*. This chapter is is talking about the result of the research conclusion, and suggestions are research wishing in teaching learning progress of reading comprehension.

CHAPTER II

THEORETICAL REVIEW

Review or related literature involves the systematic identification of documents containing information related to the research problems. It proposes to determine what has already been done that relates to the topic of the research. This research reviews the theories of Reading Comprehension as in the following.

A. Reading Comprehension

1. Definition of Reading

Reading is a way to get information from something that was written. Reading involves the introduction of symbols that make up a language. Read and Hear is the second most common way to get information. As Brown said, “Reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it take is the product of that interaction”.¹ Then, according to Douglas Brown that reading is a process negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it is take the product of that interaction.² Marilyn considers also,

Reading is one of the principal means of obtaining information. The information may be in printed form, such us a book magazine, or in

¹H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Pearson education Inc, 2004), p. 189.

²*Ibid.*

electronic form on a computer screen. Reading is an efficient way to learn because it allows you to control the flow of information”.³

It means that reading as the printed material that is efficient way to learn because the reader can control the flow of information in it. In conclusion, reading is an activity which must be focused to attend, get information from printed or written message or text and process of obtaining meaning through the readers and writer’s interaction.

2. Definition of Comprehension

Talking about the definition of comprehension. Here are some expert explain about it. Richard states, ”Comprehension is the process by which a person understanding the meaning of written or spoken language clearly”.⁴ Next, comprehension is the ability to understand the meaning from the writer or spoken language. While, according to Oxford’s Dictionary “comprehension is the power of understand”.⁵ Further, according to Webster’s Dictionary “Comprehension is the act of grasping with the mind, understanding or knowledge, the capacity for understanding ideas, facts”.⁶

Further, David Nunan says “Comprehension is essential to succeed the reading, for succeeding the comprehending, the reader must use

³Sue C. Camp. Marilyn L. Satterwhite, *Collage and English Communication*, (New York: Mc. Green- Hill, 2003), p. 68.

⁴Richard A. Renandya, *Language Teaching Methodology*, (Cambridge university, 2006) p. 54

⁵A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2000), p. 235.

⁶Victoria Newfeldt, *Webster’s New World College Dictionary*, (USA: Macmillan, 1991), p. 286.

cognitive and meta cognitive skills, cognition can be defined as thinking and meta cognitive skills”.⁷

Whereas, Jack C. Richard states “Comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising students awareness of main ideas in the mind and exploring the organization of a text are essential for good comprehension.”⁸ Thus, from those definitions; it can be concluded that comprehension is the process of ability/ power for improving knowledge or testing to understand of language (written and spoken) and comprehension is needed on reading and listening. Also, reading as the activities that students’ capacity requirement to demonstrate an understanding of the material (written or spoken form) through some type of manipulation or alternation of the material before answering a question.

3. Definition of Reading Comprehension

As have been explained above about reading and comprehension, Golden Wainwright explains also, “The complex process which takes part of useful of good and poor ability”.⁹ In other word, reading comprehension is

⁷David Nunan, *Practical English Language Teaching*, (New York: Mc. Graw Hill, 2003), p. 67.

⁸Jack C. Richard, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 277.

⁹Golden Wainwright, *Speed Reading Better Recalling*, (Jakarta: PT. Gramedia, 2007), p. 42.

the ability of the reader to understand the text and comprehend the implicit and explicit meaning of the text.

Then, Jeremy Harmer states “Reading comprehension is not stopping for every word, not analyzing everything that the reader or speaker includes in the text”.¹⁰ It means that readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the details. Next, “The main goal of reading is comprehension”.¹¹ It means people can define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Whereas, Catherine Snow states that generally the comprehension entails three elements:

- 1) The *reader* who doing the comprehending.
- 2) The *text* that to be comprehend.
- 3) The *activity* in which comprehension is a part.¹²

It can be concluded that a reader can be a good reader if three elements is engaged each other. The reader haves wide range capacities and abilities. The text can be extract and construct by the reader, and the reader done a related activities.

¹⁰Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2003), p. 202.

¹¹David Nunan, *Practical English*, p. 68.

¹²Catherine Snow, *Reading for Understanding*, (USA: RAND, 2002), p. 11.

Finally, from the explanation above, the researcher concludes that in considering the reader, students include all the capacities, abilities, knowledge, and experiences that a person bring to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, students include the purposes, the processes, and consequences associated with the act of reading. Additionally, reading comprehension is the ability to understand the written material. So that, readers must be able to remember and understand about the text, because reading not just saying the words but reading is a processe of getting information. Readers also must be able to get the information from what they reads, to get the comprehension the reader must be able to combine the text, fluency, and strategies.

4. Kinds of Reading

Most researchers like to make difference between extensive and intensive reading. Whereas the former suggest reading at extensive often for pleasure and in a leisurely way, the intensive reading tends to be more concentrated, less relaxed, and often dedicated not so much to pleasure as to pleasure as to the achievement of a study goal. There are 2 kinds of reading that will be explained as follows:

a. Extensive Reading

Extensive reading is the best possible way for students to develop automatically—that is automatic recognition of words. One of the fundamental conditions of a successful extensive reading program is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly be for pleasure—the main of this activity.¹³ Extensive reading is for leisure reading.

The reading activity like survey reading and skimming, are sometimes grouped together and called *extensive reading*. The object of such reading is to cover the greatest possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant—as is the case for example with newspaper reports.¹⁴ Students read on several ways like just read the first sentence on each paragraphs, find the main idea, and read the conclusion.

¹³*Ibid.*, p. 204.

¹⁴Geoffrey Broughton, *Teaching English as a Foreign Language: Second Edition*, (USA: Routledge, 1980), p. 92.

b. Intensive Reading

Intensive reading used to gain a deep understanding of the text, which is important for reader. Intensive reading is usually accompanied by study activity. It refers to detail focus on the contraction of reading which takes place usually (but not always) in classroom. The students look at extract for magazine, poem, internet website, and so on.¹⁵ The remaining two kinds of reading activity such as content study reading and linguistic study reading are also often grouped together and called *intensive reading*. Once again the term indicates that it is not the nature of the skills involved that is of most interest but the results, in this case a deep and through understanding. The objective is to achieve full understanding of the logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his ends.¹⁶ Intensive reading needs the deep comprehending on the text.

Based on the both of kinds of Reading, researcher concludes that the different between extensive and intensive reading is about meaning and structure of the text. Extensive reading has the goal for pleasure. It is just looking the specific information on the text. It means that reader

¹⁵*Ibid.*, p.213.

¹⁶Geoffrey Broughton, *Teaching English* , p. 93.

take the meaning from the text. It is frequently take place for develop students' language. In other side, intensive reading should take the grammatical and structural. It needs for knowing the intonation, vocabulary, stressing for gaining the deep understanding of the text. So, reading narrative text by using story mapping is included intensive reading. It caused read a narrative text by using story mapping would find the information about character, setting, and coda on the story.

5. The Goals of Reading

The main goals of reading are to get and find information include content and meaning of the text based on the purpose.¹⁷ Tarigan stated that there are some goals of reading such as:

1. Reading is for identifying important information.
2. Reading is for main ideas.
3. Reading is for finding the specific information.
4. Reading is for underlining the important information.
5. Reading is to classify the difficult word.
6. Reading is to evaluate.
7. Reading is to compare or contrast.

In this research, the purpose of reading is identifying important information, finding specific information, and to evaluate reading. It have

¹⁷Henry Guntur Tarigan, *Membaca Sebagai Sebuah Keterampilan Berbahasa*, (Bandung: Agkasa, 2005), p. 9.

talked above that comprehension is ability to construct the language to take the information from the text. while, according to Jeremy Harmer, there are several purposes of reading. He said that the purpose of reading is different in the way. It saw what kind of text will be read. Next, there are the purposes or the reason for reading:

- a. Instrumental: a large amount of the reading takes place because it will help us to achieve some clear aim. Thus, for example, we read the road sign so that we know where to go. We read the instructions on the ticket because we need to know how to operate it.
- b. Pleasurable: the people read magazine or spend hours buried in the Sunday paper, other go to poetry readings, read illustrated cartoon or photo-story.
- c. For General Understanding: good reader is able to take in a stream of discourse and understand the gist of it without worrying too much about the details. Reading for such 'general' comprehension means not stopping for every word, not analyzing everything that the writer includes the text. It can use skimming.
- d. For specific information: in contrast to reading for gist, we frequently go to written text because we want specific detail. Reading in this skill is frequently referred to as scanning.
- e. For detail information: sometimes we read in order to understand everything we are reading in detail. This is usually the case with written instruction or direction, or with the description of scientific procedures, it happens when someone gives us the address and telephone number and we write down all the detail.
- f. Interpreting text: reader is able to see beyond the literal meaning of word on the passage, using a variety of clues to understand what writer implying. Successful interpreting in this kind depends to a large extent on share schemata.¹⁸

Finally, the purpose or reason for reading should be influenced how and what for readers read a piece of material. Different situations require different goal. For example, readers may not need to recall every fact when

¹⁸Jeremy Harmer, *The Practice*, p. 200-202.

leisurely read an article in the newspaper, but they need a high level of comprehension when read a contract that we plan to sign. When reading course assignment their purpose may vary as well. They might read a psychology assignment very closely in preparation for an objective exam. Comprehension can range from the careful, close attention to a very brief, quick reading for only main idea.

6. The Level of Reading Comprehension

Reading with comprehension means reading with understanding the comprehension of written language involves the knowledge of vocabulary, structure and then situation in which language used. In other word, comprehension is the combination of knowledge among structure, vocabulary and the situation on largely comprehension, because the same structure or vocabulary on the combination of them might have the different meaning situation. Next, Smith in Wayne Otto said that there are four level of comprehension, they areas follows:

- a. **Literal Comprehension**
Literal comprehension is generally accepted as the most simple, basic, comprehension skill and one that requires little thinking or reasoning.
- b. **Interpretation**
Definitely involves thinking skill and requires readers to identify ideas and meanings that are not explicitly stated in the written text. Within the interpretive level, reader may make generalization determine cause and effect, identify motives, find relationship, predict ending, and make comparison.

c. Critical Reading

When individuals read critically, they evaluate what is read. That is, they examine critically the thought of the writer, which have been identified through the two lower levels of comprehension and judge their validity or worth.

d. Creative Reading

Creative reading going beyond what the author has written, applying ideas from the text to new situation and recombining the authors' ideas to form new concepts or to expand old ones. Through creative reading the reader creates something new an idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.¹⁹

7. Reading Evaluation

In describing the students' reading comprehension means how far they understand what they are reading, it is necessary to know how far their ability/ comprehension about the lesson they read and learnt, to know their comprehension the teacher gives the test to the students, because testing is tool to measure. There some techniques to make reading test based on Barbara Gross Davis, they are: multiple choice, true – false, conclusion, clozed procedure, matching test and essay tests.²⁰ The detailed as follows:

a. Multiple choice

Arthur Hughes explains that a multiple choice is the candidate provides evidence of successful reading by making a mark against one out of a number of alternatives, the superficial attraction of his technique is out weighed in institutional testing by various problem

¹⁹*Ibid*, p. 152.

²⁰Barbara Gross Davis, *Tools for Teaching*, (USA: Jossey Bass, 2000), p. 365- 366.

enumerated.²¹ Then, Multiple - choice items can be used to measure both simple knowledge and complex concepts. Since students can answer multiple – choice questions quickly, the teacher can assess their mastery of many topics on a fifty – minute exam. In addition, the items can be easily and reliably scored.

So, the researcher concludes that multiple choices are a form of evaluation in which respondents are asked to select the best possible answer out of the choices from a list of alternative.

b. True - false

Athur Hughes explains also;

“Because guessing will produce the correct answer half the time, true -false tests are likely to produce high scores. Place true - false items in a separate section, not interspersed with other types of items. Some faculty adds an “explain” column in which students write a sentence or two justifying their response”.²²

So, true-false is there are 2 section of true-false, first, students must read the text first, then, place true - false items in a separate section, not interspersed with other types of items or this true-false is said by justifying the response.

²¹Arthur Hughes, *Testing for Language Teacher*, (New York: Cambridge University Press, 1989), p. 120.

²²*Ibid.*, hal. 121.

c. Cloze procedure

Cloze procedure test seem to offer the students the ideal indirect but integrative testing item. They can be prepared quickly and if the claims made for them are true, they are an extremely cost effective way of finding out about a testee's overall knowledge. "Cloze, in its purest form, is the deletion of every certain word in a text (somewhere between every fifth or tenth word)".²³

So, Because the procedure is random, it avoids test designer failings. This test is useful for reading test, because after they read, the students have to fill the cloze tests or the missing word that the teacher provide.

d. Matching tests

Barbara Gross states that the matching format is an effective way to test students' recognition of the relationships between words and definitions, events and dates, categories and examples, and so on.²⁴ So, matching test is the students match the words and definitions, events and dates, categories and examples, and so on after the students read a text.

²³Arthur Hughes, *Testing for*,

²⁴Barbara Gross Davis, *Tools for*, p. 365.

e. Conclusion

One of the reading evaluation that is used by the teacher is conclusion. “Conclusion is choosing the best summary of the paragraph of the whole text”.²⁵ so, it is used for analyzing the reading score of the students by asking them by reading first than summarizing or conclusion of what the text tells about.

f. Essay tests

Essay tests require students to organize, integrate, and interpret material, and to express themselves. In Barbara Gross book, “Tools for Teaching”;

“Research indicates that students study more efficiently for essay exams than for multiple - choice tests: students preparing for essay tests focus on broad issues, general concepts, and interrelationships rather than on specific details, and this approach results in somewhat better test performance on all types of exam questions. Essay tests also give instructors an opportunity to comment on students’ progress, the quality of their thinking, the depth of their understanding, and the difficulties they are having. However, because essay tests pose only a few questions, their content validity may be low”.²⁶

In addition, the reliability of essay tests can be compromised by subjectivity or inconsistencies in grading. A variation of an essay test asks students to correct sample essay answers. One faculty member uses the following technique: Two weeks before the exam, he distributes ten

²⁵Barbara Gross Davis, *Tools for*

²⁶*Ibid.*, p. 366.

to twelve essay questions, which he discusses with students in class. For the exam, he selects four of the questions and prepares well - written but intellectually flawed answers for the students to edit, correct, expand, and refute. The sample essays contain common misunderstandings, correct but incomplete responses, and illogical inferences.

g. Short - answer tests

Short - answer questions can call for one or two sentences or a long paragraph. Short - answer tests are easier to write than multiple - choice tests, but they take longer to score.²⁷ In conclusion, short - answer questions is more than one questions that must be answered by the researcher after reading long paragraph and the teacher take longer time to score of short - answer questions.

Here, the researcher wants to describe students' reading comprehension of English Educational Department of IAIN Padangsidempuan by using multiple choice test only. It is based on Barbara Gross Davis' suggestion that multiple choices test is suitable to used in reading test.

²⁷*Ibid.*, p. 120-122.

B. Review of Related Findings

The research is about reading comprehension reserach is not as beginner, but there are the researchers had done many studies and research before. They are as follows:

The first is the thesis that was arranged by Tenty Ernisyah Tanjung entitled “The Ability of the Grade X Students of SMA Negeri 3 Padangsidimpuan in Reading Procedure Text”.²⁸ She analyzed the students’ reading ability about procedure text. The result of this research is that the ability of the grade x students of sma negeri 3 padangsidimpuan in reading procedure text was categorized into good category. It can be seen from the value of the Percentage from mean score gotten by the students, that is 71.05 score.

While, Ummi Kalsum Batubara, the student of STAIN Padangsidimpuan, the title of her script is The Effect of Semantic Mapping to Students’ Reading Comprehension at Grade XI Smk Negeri 1 Batangtoru.²⁹ Her result of studies is that there is a significant effect of using semantic mapping strategy on students’ reading comprehension achievement at grade XI at SMKN 1 Batangtoru. It can be proved from the fact that the pre test score is higher than post test. It was $76.86 \geq 86.43$ score.

²⁸Tenty Ernisyah Tanjung, “The Ability of the Grade X Students of SMA Negeri 3 Padangsidimpuan in Reading Procedure Text”, (*Un-published Thesis*, Padangsidimpuan: IAIN Padangsidimpuan), p. 59.

²⁹Ummi Kalsum Batubara, “The Effect of Semantic Mapping to Students’ Reading Comprehension at Grade XI Smk Negeri 1 Batangtoru”, (*Un-Published Thesis*, Padangsidimpuan: STAIN Padangsidimpuan, 2014), p. 87.

Next, “Improving Students’ Reading Comprehension by Using KWL (Know, Want, Learned) Strategies at Tenth Grade of MAN Sibuhuan” found by Aisyah.³⁰ The conclusion of the research was that the using of KWL strategies in teaching reading comprehension can give positive effect on students’ reading comprehension achievement, especially in reading descriptive text. Based on the result of the classroom action research, it was concluded that KWL strategies improved students’ reading comprehension at tenth grade of MAN Sibuhuan. It was based on the students’ reading comprehension mean score in which was in first cycle test was 62.16 become 81.5 in second cycle test.

So, the researcher hopes that in describing how are the both students’ Madrasah Aliyah (MA) and Boarding School in comprehending reading is not really getting the problems. Finally, the researcher also hopes that the problems they find in reading comprehension is not really the big problem.

C. Hypothesis

The hypothesis was needed to show the research’s thinking and expectation outcomes of the research related to this research. Here, the researcher’s thinking and expectation was “Reading comprehension of students from Madrasah Aliyah is better than reading comprehension of students from Boarding School”.

³⁰Aisyah, “Improving Students’ Reading Comprehension by Using KWL (Know, Want, Learned) Strategies at Tenth Grade of MAN Sibuhuan”, (*Un-Published Thesis*, Padangsidempuan: STAIN Padangsidempuan, 2014), p. 69.

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of Research

This research was conducted at IAIN Padangsidimpuan located on Jl. H. T. Rizal Nurdin Km. 4,5 Sihitang Padangsidimpuan. This subject of research was at the third semester of English Education Department students in 2016/2017 academic years. While, This research was conducted from arranging proposal to finishing thesis. It was started on August 2016 till finish on December 2017. The researcher did the research in the field right after this proposal being accepted.

B. The Research Design

Research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively and economically.¹ It means that through a research design you propose to use, how you are going to collect information from your respondents, how you are going to select your respondents, how the information you are going to collect is to be analyzed and how you are going to communicate your findings.

Then, the researcher uses quantitative research. Quantitative method is “A method which describe condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices or

¹Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners*, 3rd ed, (India: SAGE Publication, 2011), p. 94.

interest some group of people.² Underlying quantitative research method is the belief or assumption that we inhabit a relatively stable, uniform, and coherent world that can be measured, understood, and generalized about.³ So, the researcher uses a method of quantitative descriptive approach.

From the above quotations, the researcher concludes that this research is the quantitative descriptive research that is describing the students' ability in reading comprehension by measuring the students' score in numeral data from Madrasah Aliyah and Boarding School of English Department in IAIN Padangsidempuan.

C. Population and Sample

1. Population

Population is generalization area that consists of objects or subject who has specific quality and characteristics that chosen by the researchers to be studied and then to be concluded.⁴ Then, L. R. Gay and Airasian said that population is the group of interest to the researcher, the group to which would like the result of the study to be generalizable.⁵ From the above statements, the researcher concludes that population is generalization area that has characteristic and quality who want to be studied and want to be

²L. R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (USA: New Jersey, 2000), p. 279.

³*Ibid.*, p. 9.

⁴Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 1994), p. 45.

⁵L. R. Gay and Peter Airasian, *Op. Cit.*, p. 14.

concluded by the researcher. In this research, the researcher chooses the entire of the third semester students of English Education Department; they have three classrooms (PBI 1, 2, and 3). They are 126 students from Senior High School, Madrasah Aliyah, Boarding School, and Vocational School. Because of researcher's focus is only for Madrasah Aliyah and Boarding School, so the population is only 87 students are from Madrasah Aliyah and Boarding School.

2. Sample

A *sample* is any subset of the population of individuals or things under study. Then, according to Gay and Airasian stated that sample was a number of individuals for a study in such a way that they represent the larger group from they were selected.⁶ In this research, because the population is not from the larger group, so the researcher takes all population as the sample. Students are from Madrasah Aliyah are 20 students, while 15 students are from Boarding school.

D. The Instruments of the Data

Suharsimi Arikunto says that the instrument of the research is the facility which is used by the researcher in collecting data.⁷ To get the data in this research, the researcher uses test. Brown defines that test is a method of

⁶L. R. Gay & Peter Airasian, *Educational Research*, (USA : Prentice Hall, Inc.,2000), p. 121.

⁷Suharsimi Arikunto, *Procedure Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT.Rineka Cipta, Cet. Ke 12, 2002), p. 106.

measuring a person's ability; knowledge or performance in a given domain.⁸ Then, the test is used for analyzing the students' reading comprehension of Madrasah Aliyah and Boarding School in order to know the students' score objectively and measured learning out come directly. Next, the researcher measured students' reading comprehension in reading 2 descriptive texts, 2 narrative texts, 2 discussion texts, 2 hortatory exposition texts and 2 analytical text. The test was 25 items.

Then, the indicators of students' test in reading comprehension can be seen as table below:

Table 1
The Indicators of Reading Comprehension

No	Indicators	Number of Item	Score	Total Score
1	Ability to state topic	1, 7, 13, 19	4	16
2	Ability to find main idea	2, 8, 14, 20	4	16
3	Ability to find out supporting ideas	3, 9, 15, 21, 25	5	20
4	Ability to understand the function of structure	4, 10, 16, 22	4	16
5	Ability to organize what is read	5, 11, 17, 23	4	16

⁸H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 3.

6	Ability to find out the organization of idea/ conclusion	6, 12, 18, 24	4	16
Total of score				100

E. The Techniques for Collecting Data

After preparing the test, the researcher gives the test to the sample of the research, than tries to find out the result. There are some steps to collect the data:

1. The researcher made preparation of the tests for the students which were all the items of the tests related to the material, procedure text test.
2. The researcher made validity of the test by checking it to the reading lecturer and legalized by the headmaster. It was content validity.
3. After the researcher made the item test valid, the researcher gave students the tests and the time to do the tests.
4. The researcher collected the item of students' answer.
5. The researcher came again to the school to get the observation data from the faculty includes places, facilities, subject of research, event, time and experience.
6. The researcher gave the list of interview to both of the students and English teacher.
7. The researcher analyzed the data from the test.
8. The researcher discussed the data to the expert people to make sure the result data was in a systematic way.

F. The Techniques of Data Analysis

After collecting the data, the researcher analyzes the data by quantitative data; it is presented in statistic formula. Data were analyzed by statistical analysis with following steps:

1. Identifying and correcting the answer of the subject research from the test.
2. Using mean score to analyze the test result:

$$x = \frac{\sum x}{N} \times 100\%$$

Explanation: X : The mean of the student.

$\sum x$: The total scores.

N : The students' size.

3. Then, the result should be appropriated with the interpretation to the index of means score. The interpretation of the result could be seen in the following table.⁹

Table 2
The Table Interpretation of Means Score

Range of Real Score	Category
80-100	Very good
70-79	Good
60-69	Enough
50-59	Poor ¹⁰

⁹Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: Remaja Rosda Karya, 2000), p. 153.

4. Next, students' result with means core was calculated into the classification quality. Then, to test the hypothesis was counted looking at the mean score result whether Madrasah Aliyah is better than Boarding School, or by applying formula as follow:

$$z = \frac{X - M}{\sigma} : \alpha$$

Explanation :

x = Mean score

n = All the data

M = Hypothesis proportion¹¹

5. Taking conclusion from test instrument. It was done to conclude the discussion solidly and briefly.

¹⁰Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan Peneliti Pemula*, (Bandung: Alfabeta, Cet.1, 2005), p. 89.

¹¹Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana, 2014), p. 80.

CHAPTER IV

THE RESULT OF RESEARCH

A. Data Description

1. The Description of Students' Reading Comprehension Graduated from Madrasah Aliyah

Based on the result of the students' reading comprehension of Madrasah Aliyah English Department of IAIN Padangsidempuan based on the test have done, the researcher concluded that the students' reading comprehension achievement was included into enough category. It could be seen in the table below;

Table 3
The Students' Reading Comprehension of Madrasah Aliyah English Department of IAIN Padangsidempuan

No	Students' Initial	Total Score
1	AK	88
2	AP	80
3	AN	60
4	AS	80
5	AD	72
6	ASP	60
7	IN	60
8	MR	60
9	NH	60
10	NP	60
11	RR	60
12	RK	60
13	RM	84
14	SA	80
15	SR	60
16	SM	60
17	WH	60

18	WS	64
19	WY	60
20	ZM	80
Highest Score		88
Lowest Score		60
Sum		1332
Mean Score		66.6
Mode		60
Median		60

So, based on the table above, it shows that the mean score of the students' reading comprehension of Madrasah Aliyah English Department of IAIN Padangsidimpuan was categorized into "enough" category; it was 66.6, the total score of all the students was 1332, the highest score gotten of the students' reading comprehension of Madrasah Aliyah English Department was 88, while, the lowest score was 60. While, mode score was 60 and median score was 60. Next, the calculation of how to get it can be seen in the Appendix 7.

Then, to know the description about classification or the criteria of mean score ability of the students' reading comprehension of Madrasah Aliyah English Department of IAIN Padangsidimpuan, look the following table:

Table 4
The Frequency Distribution of the Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	60-65	62.5	13	65%
2	66-71	68.5	0	0%
3	72-77	74.5	1	5%
4	78-83	80.5	4	20%
5	84-89	86.5	2	10%
Total			20	100%

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

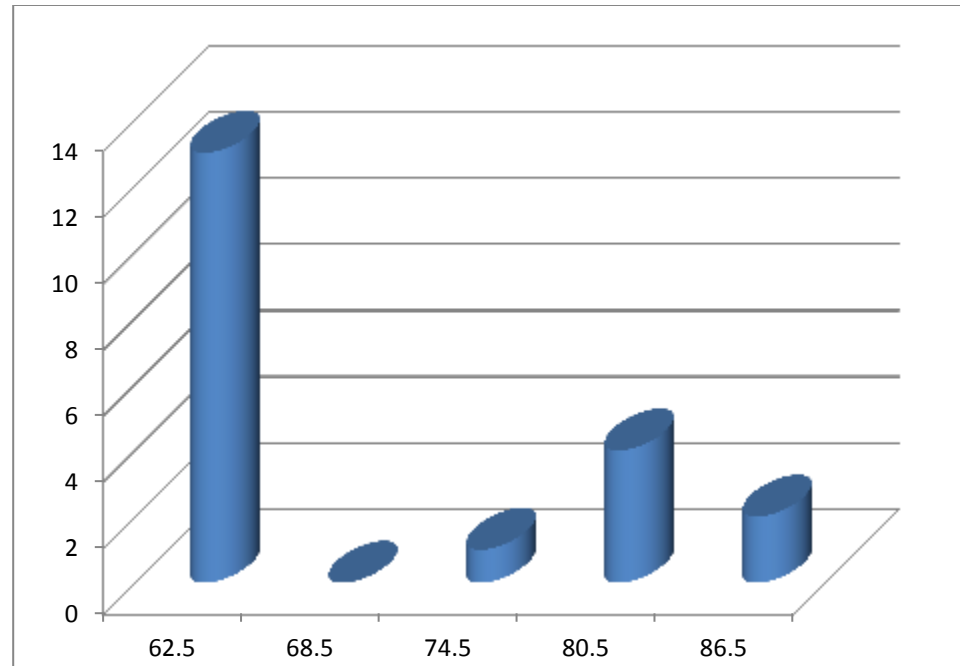


Figure 1: Histogram of students' ability score in reading comprehension of Madrasah Aliyah

2. The Description of Students' Reading Comprehension Graduated from Boarding School

Based on the result of the students' reading comprehension of Boarding School English Department of IAIN Padangsidempuan based on the test have done, the researcher concluded that the students' reading comprehension achievement was included into good category. It could be seen in the table below;

Table 5
The Students' Reading Comprehension of Boarding School
English Department of IAIN Padangsidimpuan

No	Students' Initial	Total Score
1	EYH	72
2	FH	68
3	HR	80
4	IA	68
5	IH	76
6	LW	60
7	MS	64
8	NS	60
9	NI	88
10	NK	80
11	NR	60
12	RW	64
13	RH	68
14	RZ	72
15	SH	72
Highest Score		88
Lowest Score		60
Sum		1050
Mean Score		70
Mode		72
Median		68

So, based on the table above, it shows that the mean score of the students' reading comprehension of Boarding School English Department of IAIN Padangsidimpuan was categorized into "good" category; it was 70, the total score of all the students was 1050, the highest score gotten of the students' reading comprehension of Boarding School English Department was 88, while, the lowest score was 60. While, mode score was 72 and median score was 68. Next, the calculation of how to get it can be seen in the Appendix 8.

Then, to know the description about classification or the criteria of mean score ability of the students' reading comprehension of Boarding School English Department of IAIN Padangsidimpuan, look the following table:

Table 6
The Frequency Distribution of the Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	60-65	62.5	5	33.33%
2	66-71	67.5	3	20%
3	72-77	74.5	4	26.67%
4	78-83	80.5	2	13.33%
5	84-89	86.5	1	6.67%
Total			15	100%

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

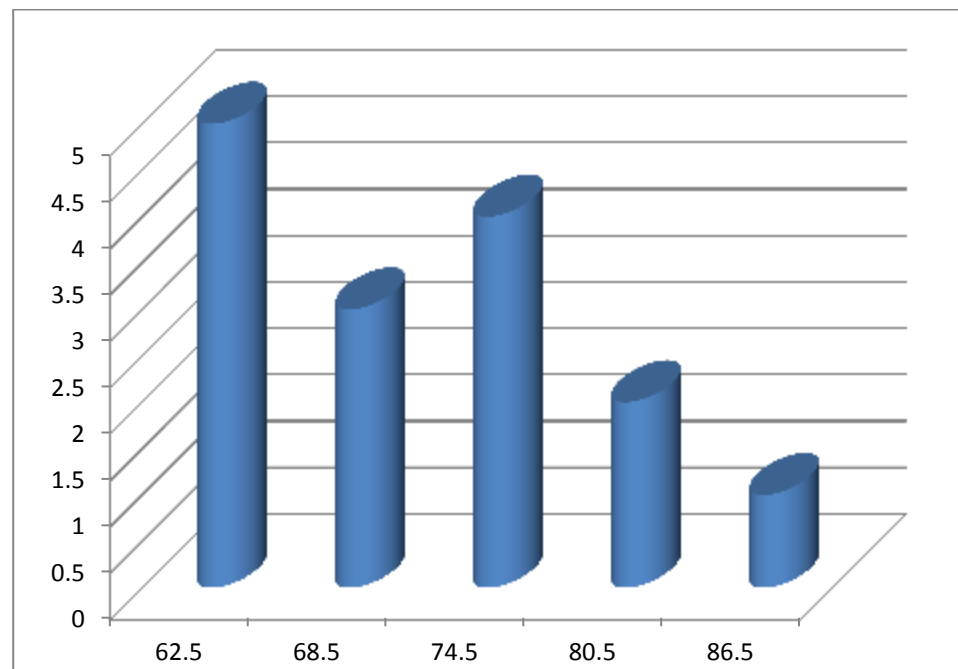


Figure 2: Histogram of students' ability score in reading comprehension of Boarding School students

B. The Data Analysis

The analysis of the data above can be seen on the followings:

1. The Students' Reading Comprehension Graduated from Madrasah Aliyah

$$\text{Mean} = x = \frac{\sum x}{N}, \quad X = \frac{1332}{20} = 66.6$$

Thus, the value of mean score could be categorized into enough category. It could be said that the students' ability the students' reading comprehension of Madrasah Aliyah English Department of IAIN Padangsidempuan was enough. In addition, the description data could be applied into the distribution frequency as follows:

$$\text{Range} = \text{high score} - \text{low score} = 88 - 60 = 28$$

$$\begin{aligned} \text{a. Total of Classes} &= 1 + 3.3 \log (n) \\ &= 1 + 3.3 \log (20) \\ &= 1 + 3.3 (1.301) \\ &= 1 + 4.29 \\ &= 5.29 = 5 \end{aligned}$$

b. Interval (i)

$$i = \frac{28}{BK} = \frac{28}{5} = 5.6 = 5$$

Next, the computed of the frequency distribution of the student's score can be applied in to table frequency distribution as follows:

Table 7
The Criteria Score Interpretation of Mean Score

Range of Real Score	Category
80-100	Very good
70-79	Good
60-69	Enough
50-59	Poor ¹

After the researcher found the mean score of all students, it could be consulted to the criteria *“If the value of mean scores 60-69, it can be categorized into enough ability”*. Here, the researcher is deal to the students’ ability was categorized into enough ability. The proof was 6.66 score gotten based on the test given.

2. The Students’ Reading Comprehension Graduated from Boarding School

$$\text{Mean} = x = \frac{\sum x}{N}, \quad X = \frac{1050}{15} = 70$$

Thus, the value of mean score could be categorized into good category. It could be said that the students’ ability the students’ reading comprehension of Boarding School English Department of IAIN Padangsidimpuan was good. In addition, the description data could be applied into the distribution frequency as follows:

¹Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan Peneliti Pemula*, (Bandung: Alfabeta, Cet.1, 2005), p. 89.

$$\text{Range} = \text{high score} - \text{low score} = 88 - 60 = 28$$

$$\begin{aligned} \text{a. Total of Classes} &= 1 + 3.3 \log (n) \\ &= 1 + 3.3 \log (15) \\ &= 1 + 3.3 (1.176) \\ &= 1 + 3.88 \\ &= 4.88 = 5 \end{aligned}$$

b. Interval (i)

$$i = \frac{28}{BK} = \frac{28}{5} = 5.6 = 5$$

Next, the computed of the frequency distribution of the student's score can be applied in to table frequency distribution as follows:

Table 8
The Criteria Score Interpretation of Mean Score

Range of Real Score	Category
80-100	Very good
70-79	Good
60-69	Enough
50-59	Poor ²

After the researcher found the mean score of all students, it could be consulted to the criteria *“If the value of mean scores 70-79, it can be categorized into good ability”*. Here, the researcher is deal to the students' ability was categorized into good ability. The proof was 70.13 score gotten based on the test given.

²Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan Peneliti Pemula*, (Bandung: Alfabeta, Cet.1, 2005), p. 89.

C. Hypothesis Testing

The hypothesis was needed to show the researcher's thinking and expectation outcomes of the research related to this research. The hypothesis of this research was "Reading comprehension of students from Madrasah Aliyah is better than reading comprehension of students from Boarding School". Then, the proof of hypothesis testing would be analyzed into the z-Test formula. It can be seen as follows:

$$z = \frac{X - M}{\sigma} : \alpha$$

$$z = \frac{66.6 - 70}{\sqrt{88.04}}$$

$$z = -3.4 : 9.38$$

$$z = -0.36$$

Based on calculating above, it can be concluded that $Z_{count} = -0.36 < Z_{table} = 0.08$ by level of significant 0.05 or 5 % or $Z_{count} < Z_{table}$. So, from the result above, the researcher concludes that the hypothesis is rejected. Therefore, the researcher's thinking is not accepted. The evidence got that reading comprehension of students from Boarding School is better than reading comprehension of students from Madrasah Aliyah. It is because the zcount is minus than z table. It is $-0.36 < 0.08$.

While, based on mean score the researcher can be concluded that this research hypothesis was rejected because the students' result of Madrasah was

not better than Boarding School. The proof was also from mean score $66.6 \leq 70$. So, it can be concluded that reading comprehension of students' graduation for Madrasah are not better than students who graduated from Boarding School.

D. Discussion

The researcher was interested in conducting a descriptive quantitative research which purpose is to describe numerically both Madrasah Aliyah and boarding school students' graduation in reading comprehension to find out how the students from both graduations were in comprehending reading and what problems that the students found in reading comprehension. After analyzing the data, it was known that the ability of reading comprehension of students from Madrasah Aliyah is better than reading comprehension of students from Boarding School was categorized into enough < good category or $66.6 < 70$; it was gotten from the result of students' means score in doing about reading test.

In conclusion, the researcher concluded that reading comprehension of students from Boarding School is better than reading comprehension of students from Madrasah Aliyah.

E. Threats of the Research

In conducting this research, the researcher realized that there were so many threats in doing reading comprehension test research. It started from arranging proposal until finishing thesis. The researcher realized that to conduct a quantitative descriptive research needed long time research. Due to the limitation

of time and finance, and materials; this research was conducted in short time which made it far from perfection; it was just one month. It was because of the place of the research where the researcher did the test gave the researcher time limitation, because the students had many final tasks so they did not have a focus in doing test. So, the students can't be disturbed too long. It can disturb the students' focus in learning to prepare themselves in finishing the final tasks semester. It also made students were not serious to do it, they can not move on from their final tasks. Then, to know the students' background whether they were from Madrasah Aliyah or Boarding School were really difficult because the students did not want to be disturbed. They did not want the researcher taking their time longer.

However, the researcher had done the best in this research. The researcher was very aware of the threats that was existed in this paper, but with hard work, this paper could be fully resolved. Therefore, to get a fix for this paper, the researcher expected supports from lecturers, both of the researcher's advisors, friends and readers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After treating the data, the researcher took the conclusions about this research as: The result of this research which the title “Students’ Reading Comprehension of Madrasah Aliyah and Boarding School English Department of IAIN Padangsidempuan” was as follows:

1. The students’ reading comprehension of Madrasah Aliyah graduation of the second year English Department IAIN Padangsidempuan was categorized into enough category. It was 66.6 score gotten from the mean score.
2. The students’ reading comprehension of Boarding School graduation of the second year English Department IAIN Padangsidempuan was categorized into good category. It was 70 score gotten from the mean score.
3. The significant differences between the students’ Madrasah Aliyah and Boarding School graduation of the second year English Department IAIN Padangsidempuan was based on the calculating, it can be concluded that $Z_{count} = -0.36 < Z_{table} = 0.08$ by level of significant 0.05 or 5 % or $Z_{count} < Z_{table}$. So, from the result above, the researcher concludes that the hypothesis is rejected. Therefore, it can be concluded that reading comprehension of students’ graduation for Madrasah are not better than students who graduated from Boarding School.

B. Suggestions

After taking the conclusions, the researcher wants to give the suggestion about the result of this research. It can be seen as bellow:

1. It is suggested to the Dean of Teacher Training and Tarbiyah Faculty; to facilitate books more about the text genre because the genre or kinds of text are really variatif.
2. It is suggested to the chief of TBI (English Education Department); to advise the reading lecturer to force students to make reading as habitual. So they have many strategies about reading. The more the students read, the more they know about the genre of the text.
3. Apply the suitable strategies, methods, ways, or procedures which can improve or help the students in understanding English especially about text and reading skill.
4. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.
5. It is important to other researchers also to discuss first to the experts people about the research related to this research because knowing the knowledge about the research design and topic is bringing the researchers to arrange the more perfect research and better than this research.

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APPENDIX 1

Reading Comprehension Test

Name :

Class :

Petunjuk :

1. Pilihlah jawaban yang benar dari pilihan ganda tersebut (A, B, C, atau D).
2. Test ini hanya bertujuan untuk mengetahui data dari mahasiswa/i tentang kemampuan siswa dalam menguasai dan memahami bacaan.

This descriptive text is for question number 1 – 3:

The Oxford University

The University of Oxford (informally Oxford University, or simply Oxford) is a university in Oxford, England. It is the second oldest surviving university in the world and the oldest in the English-speaking world. Although the exact date of its foundation remains unclear, there is evidence of teaching there as far back as the 11th century. The University grew rapidly from 1167 when Henry II banned English students from attending the University of Paris. In post-nominals, the University of Oxford was historically abbreviated as Oxon. (from the Latin Oxoniensis), although Oxf is nowadays used in official university publications.

After disputes between students and Oxford townsfolk in 1209, some academics fled north-east to Cambridge, where they established what became the University of Cambridge. The two ancient English universities have many common features and are often jointly referred to as Oxbridge. In addition to their cultural and practical associations, as a historic part of British society, they have a long history of rivalry with each other.

Most undergraduate teaching at Oxford is organised around weekly essay-based tutorials at self-governing colleges and halls, supported by lectures and laboratory classes organised by University faculties and departments. League tables consistently list Oxford as one of the UK's best universities; the university regularly contends with Cambridge for first place in the tables. Oxford consistently ranks in the world's top 10. For more than a century, it has served as the home of the Rhodes Scholarship, which brings students from a number of countries to study at Oxford as postgraduates or for a second bachelor's degree. Oxford is a member of the Russell Group of research-led British universities, the Coimbra Group, the G5, the League of

European Research Universities, and the International Alliance of Research Universities. It is also a core member of the Europaeum and forms part of the 'Golden Triangle' of British universities.

1. The topic of the passage is
 - A. University in England
 - B. University around the world
 - C. The Oxford University
 - D. Member of the Russell Group of research-led British universities.

2. What is the main ideas of the second paragraph about descriptive text above?
 - A. The Oxford University is in England.
 - B. The Oxford University as the second oldest surviving university in the world and the oldest in the English-speaking world.
 - C. The Oxford University is a member of the Russell Group of research-led British universities.
 - D. The Oxford University is a core member of the Europaeum and forms part of the 'Golden Triangle' of British universities.

3. What did the Oxford University grow rapidly from 1167?
 - A. Because Henry II banned English students from attending the University of Paris.
 - B. Because it is the the second oldest surviving university.
 - C. Because it is success in making students running well in working.
 - D. Because Henry II forced English students from attending the University of Paris.

This descriptive text is for question number 4 – 6:

The Moon

The Moon is Earth's only natural satellite and the fifth largest satellite in the Solar System. It is the largest natural satellite of a planet in the Solar System relative to the size of its primary, a quarter the diameter of Earth and 1/81 its mass (Charon is proportionally larger in comparison to Pluto, but Pluto has been reclassified as a dwarf planet). The Moon is the second densest satellite after Io. It is in synchronous rotation with Earth, always showing the same face; the near side is marked with dark volcanic maria among the bright ancient crustal highlands and prominent impact craters. It is the brightest object in the sky after the Sun, although its surface is actually very dark, with a similar reflectance to coal. Its prominence in the sky and its regular cycle of phases have since ancient times made the Moon an important cultural influence on language, calendars, art and mythology. The Moon's gravitational influence produces the ocean tides and the minute lengthening of the day. The Moon's current orbital distance, about thirty times the diameter of the Earth, causes it to appear almost the same size in the sky as the Sun, allowing it to cover the Sun nearly precisely in total solar eclipses.

The Moon is the only celestial body on which humans have landed. While the Soviet Union's Luna programme was the first to reach the Moon with unmanned spacecraft in 1959, the United States' NASA Apollo program achieved the only manned missions to date, beginning with the first manned lunar orbiting mission by Apollo 8 in 1968, and six manned lunar landings between 1969 and 1972—the first being Apollo 11. These missions returned over 380 kg of lunar rocks, which have been used to develop a detailed geological understanding of the Moon's origins (it is thought to have formed some 4.5 billion years ago in a giant impact event involving Earth), the formation of its internal structure, and its subsequent history.

After the Apollo 17 mission in 1972, the Moon has been visited only by unmanned spacecraft, notably by the final Soviet Lunokhod rover. Since 2004, Japan, China, India, the United States, and the European Space Agency have each sent lunar orbiters. These spacecraft have contributed to confirming the discovery of lunar water ice in permanently shadowed craters at the poles and bound into the lunar regolith. Future manned missions to the Moon have been planned, including government as well as privately funded efforts. The Moon remains, under the Outer Space Treaty, free to all nations to explore for peaceful purposes.

4. “. the Moon has been **visited** only by unmanned spacecraft, notably by the final Soviet Lunokhod rover.” (in the last paragraph).

The word **visited** has the structure function as.

- A. Verb
- B. Adjective
- C. Adverb
- D. Noun

5. What are ideas from the text above.

- A. The moon is the synchronous rotation with Earth.
- B. The moon is the largest planet.
- C. The moon is the largest natural satellite of a planet in the Solar System relative to the size of its primary, a quarter the diameter of Earth and 1/81 its mass (Charon is proportionally larger in comparison to Pluto, but Pluto has been reclassified as a dwarf planet).
- D. The Moon’s current orbital distance, about thirty times the diameter of the Earth.

6. What can you conclude from the descriptive text above?

- A. Only USA can visit the moon based on the government’s roles.
- B. In 2004, Japan, China, India, the United States, and the European Space Agency have gone to the moon.
- C. In 2004, Japan, China, India, the United States, and the European Space Agency have planned for visiting the moon with the other countries around the world.
- D. Future manned missions to the Moon have been planned, including government as well as privately funded efforts and free to all nations to explore for peaceful purposes.

This narrative text is for question number 7 – 9:

The Ugly Duckling

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey. When the mother duck brought the children to the pond for their first swimming lesson, the huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly. However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked.

The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter. Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. these beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed. He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

7. What is the text topic about?
- A. The duckling.
 - B. The ugly duckling
 - C. The duck.
 - D. The ugly little duckling.

8. The main sentence of the second paragraph is
- A. The largest egg had not cracked.
 - B. The mother duck sat on it for several days.
 - C. Finally, that largest egg cracked and a huge ugly duckling waddled out.
 - D. He was so big and very gray.
9. What did the ugly duckling’s sisters and brothers do to her?
- A. They loved their younger sister.
 - B. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked.
 - C. They made good relationship with their sibling.
 - D. They were not arrogant with the ugly duckling.

This narrative text is for question number 10 – 12:

Queen of Arabia and Three Sheiks

Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some left over food. The second Sheik gave her some unappetizing camel’s tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik’s camp. The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him. This Sheik Hakim’s act finally convinced Queen Maura that he was the man for her. “Without question, Hakim is the most generous of you” she announced her choice to the sheiks. “So it is Hakim I will marry”.

10. “As they were about to have **dinner**, Maura asked them for something to eat.” (in the second paragraph).

What is the structure function of the word **dinner** ?

- A. Adjective
- B. Noun
- C. Verb
- D. Adverb

11. What food does Hakim offer to Maura?

- A. The most tender and tasty meat.
- B. Some left over food.
- C. Some unappetizing camel’s tail.
- D. Some bad taste food.

12. What can we get from the text above?

- A. Maura loved the 3 sheiks.
- B. Maura ate the food from the 3 sheiks happily.
- C. If we do the kind things then we will get the good result.
- D. Hakim refused Maura as his wife.

This narrative text is for question number 13 – 15:

Tourism Benefit on Local People

What is the benefit of tourism for local people? Well, Tourism is now a huge contributor to the economies of most countries. Tourism industries can bring money, job vacancy and advancement especially to developing regions. However, this money often goes into the pockets of foreign investors, and only rarely benefits for local people.

Tourism industries will not give much benefit for local people if, for example, multinational hotel chains don't care about the surrounding nature when they build new hotels. This can cause many social, cultural and geographical problems. Some local people may get job and money from that

International hotel chain. However in case of missing that opportunity, some of them still have their own environment.

Moreover, some facts show that tourists tend to go, visit and spend their money in restaurants, bars and even luxury hotels of that multinational chains. They less go to such places; restaurant, bar, hotel, shop which are owned by local people. This can prevent the local people's business from becoming even larger.

Most important thing, tours or excursions of tourism have little effect on nature. Even it can disrupt or destroy ecosystems and environments, and if it does, the local people will get the risk. So the local government policies should be put in place to ensure that tourism will make the benefit spreading widely. The policies should guarantee that tourism will not cause any harm to any local people or places.

13. From the text above, we know the topic is
 - A. The disadvantages of tourism for local area.
 - B. The advantages of tourism for local people.
 - C. The benefits of going outside country.
 - D. The useful of visiting local people.

14. The main idea of the last paragraph is
 - A. The policies should guarantee that tourism will not cause any harm to any local people or places.
 - B. Even it can disrupt or destroy ecosystems and environments, and if it does, the local people will get the risk.
 - C. So the local government policies should be put in place to ensure that tourism will make the benefit spreading widely.
 - D. Most important thing, tours or excursions of tourism have little effect on nature.

15. What happen if the International hotel chain build the new hotel?
 - A. Multinational hotel chains don't care about the surrounding nature when they build new hotels.

- B. Some local people may get job and money from that International hotel chain.
- C. Some tourists may get job and money from that International hotel chain.
- D. Some local people will open new restaurants or shops.

This discussion text is for question number 16 – 18:

Government should not raise fuel price to solve the problem of economic issues. People were affected severely with the high fuel price hike last year. Obviously they cut their spending. As an example, they had to buy lower quality of rice or palm oil. There were also fewer buyers of secondary commodities like flour, or canned meat or fish.

Furthermore, the condition of low income family will become even worse because their expenses will increase while their salaries will not. Many companies will have to trim the number of employees because they are incapable of managing buying or selling price, standard wages and personal affairs. Finally, government should not raise fuel price to overcome economic problem but the solution should be sought by tapping into the nation's own potential and utilizing it to enhance productivity to its maximum.

16. “. . . . family will become even worse”. (the last paragraph) The underline word worse has the structure function as
- A. Verb
 - B. Noun
 - C. Adjective
 - D. Adverb
17. What do you think about the suitable title of the discussion text above?
- 1. Why Should Wearing a Helmet when Motorcycling
 - 2. Mobile Phones in the School
 - 3. Solve the problems of pollution
 - 4. Solve the Problem of Economic Issues

18. In summary, what problem has been discussed in the text above?

- A. The factor of issues about global warming
- B. Effects of smoking
- C. Floods hit Jakarta
- D. The ways how to solve an economic issues

This discussion text is for question number 19 – 25:

When a person old enough to be responsible for a crime? This question needs to be investigated because the current law is not good enough. The law at present protects children aged between ten years and four years from being punished for committing crimes. It is believed that children under fourteen years are too young to realize the seriousness of their crimes. Mr. Stephen Scarlett, head of the NSW Children's Court, describes how clever young offenders use this defense, saying that they are too young to understand that they have broken the law. Mr. Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this.

Teenagers these days are far more sophisticated than those in the past. The law should recognize this. In a recent survey some people suggested that the age for being responsible for a crime should be dropped to eight years old. This, I feel, is too young. Fourteen, however, is too old. Is there anyone who believes that a fourteen-year-old does not know that it is against the law to steal or vandalize property? By the age of twelve, children are aware of what is legal and what is not.

Public pressure creates change. It is now up to the public to put pressure on the government to change the age at which a person may be held responsible for a crime from fourteen years to twelve years. Out of date laws have no place in a modern society, especially one that needs people to be responsible for their actions.

19. What does the text above talk about?

- A. When a person is old enough to be responsible for a crime.
- B. When a person is being punished for committing crimes.
- C. When children are too young to be responsible for a crime.
- D. When a person is too old to be responsible for a crime.

20. What is the main sentence told in the last paragraph?
- A. Public pressure creates change.
 - B. It is now up to the public to put pressure on the government to change the age at which a person may be held responsible for a crime from fourteen years to twelve years.
 - C. Out of date laws have no place in a modern society.
 - D. Especially one that needs people to be responsible for their actions.
21. In what age are the children protected by the present law from being punished for committing crimes?
- A. Ten years old
 - B. Fourteen years old
 - C. Ten to fourteen years old
 - D. Eight years old
22. “Teenagers these days are far more sophisticated than **those** in the past. The word “**those**” refers to.....
- A. Days
 - B. Children
 - C. Laws
 - D. Teenagers
23. What does Mr. Stephen Scarlett describe?
- A. He describes that the age should be dropped from fourteen to twelve years. I agree with this.
 - B. He describes that teenagers these days are far more sophisticated than those in the past.
 - C. He describes that the law should recognize nowadays.

D. He describes how clever young offenders use this defense, saying that they are too young to understand that they have broken the law.

24. What is the summary that we can get from the text above?

- A. Public pressure creates change of the children's roles about their protection.
- B. It is now up to the public to put pressure on the government to change.
- C. The age at which a person may be held responsible for a crime from fourteen years to twelve years.
- D. Out of date laws have no place in a modern society, especially one that needs people to be responsible for their actions.

25. Why does public disagree with the law system?

- A. Because law system has been fixed.
- B. Because the law system is too young. Fourteen, however, is too old. By the age of twelve, children are aware of what is legal and what is not.
- C. Because law system made by the government.
- D. Because law system has been legalized.

APPENDIX 3

**Students' Name and Initials of Madrasah Aliyah
English Department of IAIN Padangsidempuan**

No	Students' Names	Class	Students' Initials
1	Anggi Kartika	TBI-3	AK
2	Anggia Putra	TBI-3	AP
3	Anisah	TBI-2	AN
4	Anni Sakila	TBI-3	AS
5	Aswandi Daulay	TBI-3	AD
6	Aulia Sylvia Devana Pane	TBI-2	ASP
7	Irliani Nasution	TBI-2	IN
8	Masdayani RJ Rambe	TBI-3	MR
9	Nurdingin Hasibuan	TBI-3	NH
10	Nursaidah Harahap	TBI-3	NP
11	Ramadi Ramadan Pulungan	TBI-1	RR
12	Riski Khairani	TBI-2	RK
13	Rona Masdelima	TBI-2	RM
14	Shiyami Amini Pasaribu	TBI-2	SA
15	Siti Rahana Hasibuan	TBI-2	SR
16	Suci Maharani Siregar	TBI-3	SM
17	Wahyuni	TBI-2	WH
18	Walidah Sofyan Siregar	TBI-2	WS
19	Wilda Yunarti Daulay	TBI-3	WY
20	Zulhan Mukmin Hsb	TBI-3	ZM
Total of students		TBI 1, 2, 3	20 students

APPENDIX 4

Students' Name and Initials of Boarding School English Department of IAIN Padangsidempuan

No	Students' Names	Class	Students' Initials
1	Elva Yuni Hartika	TBI-3	EYH
2	Fatimah Hariyati Hrp	TBI-1	FH
3	Haryanti Rukmana Siregar	TBI-2	HR
4	Ihsania	TBI-3	IA
5	Ihwai Hidayat	TBI-2	IH
6	Lenny Warnisyah Harahap	TBI-2	LW
7	Mardiana Siregar	TBI-2	MS
8	Nirlam Sari	TBI-2	NS
9	Novita Rizky Aulia Srg	TBI-2	NR
10	Nur Khoiria Hasibuan	TBI-3	NK
11	Nuraini	TBI-1	NI
12	Riski Wahyuni	TBI-2	RW
13	Rismawati Hrp	TBI-1	RH
14	Rizky	TBI-1	RZ
15	Siti Hodijah	TBI-2	SH
Total of students		TBI 1, 2, 3	15 students

APPENDIX 5

The Detailed Description of Students' Reading Comprehension of Madrasah Aliyah English Department of IAIN Padangsidimpuan

No	Students' Initial	Correct Items	Incorrect Items	Total Score
1	AK	22	3	88
2	AP	20	5	80
3	AN	15	10	60
4	AS	20	5	80
5	AD	18	7	72
6	ASP	15	10	60
7	IN	15	10	60
8	MR	15	10	60
9	NH	15	10	60
10	NP	15	10	60
11	RR	15	10	60
12	RK	15	10	60
13	RM	21	4	84
14	SA	20	5	80
15	SR	15	10	60
16	SM	15	10	60
17	WH	15	10	60
18	WS	16	9	64
19	WY	15	10	60
20	ZM	20	5	80
Highest Score		22 items correct	3 items incorrect	88
Lowest Score		15 items correct	10 items incorrect	60
Sum				1332
Mean Score				66.6
Mode				60
Median				60

APPENDIX 6

The Detailed Description of Students' Reading Comprehension of Boarding School English Department of IAIN Padangsidempuan

No	Students' Initial	Correct Items	Incorrect Items	Total Score
1	EYH	18	7	72
2	FH	17	8	68
3	HR	20	5	80
4	IA	17	8	68
5	IH	19	6	76
6	LW	15	10	60
7	MS	16	9	64
8	NS	15	10	60
9	NI	22	3	88
10	NK	20	5	80
11	NR	15	10	60
12	RW	16	9	64
13	RH	17	8	68
14	RZ	18	7	72
15	SH	18	7	72
Highest Score		22 items correct	3 items incorrect	88
Lowest Score		15 items correct	10 items incorrect	60
Sum				1050
Mean Score				70
Mode				72
Median				68

APPENDIX 7

Description of Data Using Mathematic Formula of Madrasah Aliyah Students

1. The score of students' score from low score to high score.

60	60	60	80
60	60	60	80
60	60	64	80
60	60	72	84
60	60	80	88

2. High score = 88

3. Low score = 60

4. Range = high score – low score
= 88 – 60 = 28

5. Total of Classes = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (20)$
= $1 + 3.3 (1.301)$
= $1 + 4.29$
= $5.29 = 5$

6. Interval (i)

$$i = \frac{28}{BK} = \frac{28}{5} = 5.60 = 6$$

7. Mean score $(x) = \sum \frac{fixi}{fi}$

No	Interval	Fi	Xi	Fixi	Fkb
1	60-66	13	63	819	20=N
2	67-73	1	70	70	19
3	74-80	4	77	308	18
4	81-87	1	84	84	14
5	88-94	1	91	91	13
	i = 6	20		1372	

Mean = $x = \frac{\sum x}{N}$, $X = \frac{1371}{20} = 68.6 =$ a little bit same to 66.6

8. Median

$$Me = l + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$\left[\frac{1}{2} n = \frac{1}{2} (20) = 10 \right]$$

$$Me = 70 + \left(\frac{10 - 18}{4} \right) 6$$

$$= 70 + \left(\frac{-8}{4} \right) 6$$

$$= 70 + (-2) 6$$

$$= 70 - 12 = 58$$

$$= 60$$

9. Modus (the score that the most students got) = 60

APPENDIX 8

Description of Data Using Mathematic Formula of Boarding School Students

1. The score of students' score from low score to high score.

60	68	72
60	68	76
60	68	80
64	72	80
64	72	88

2. High score = 88

3. Low score = 60

4. Range = high score – low score
= 88 – 60 = 28

5. Total of Classes = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (15)$
= $1 + 3.3 (1.176)$
= $1 + 3.88$
= $4.88 = 5$

6. Interval (i)

$$i = \frac{28}{BK} = \frac{28}{5} = 5.6 = 5$$

7. Mean score $(x) = \sum \frac{fixi}{fi}$

NO	Interval	Fi	Xi	Fixi	Fkb
1	60-65	5	62.5	312.5	15=N
2	66-71	3	68.5	205.5	14
3	72-77	4	74.5	298	12
4	78-83	2	80.5	161	8
5	84-89	1	86.5	86.5	5
	i = 5	15		1063.5	

$$\text{Mean} = x = \frac{\sum x}{N}, \quad X = \frac{1063.5}{15} = 70.9 = 70$$

8. Median

$$\text{Me} = l + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$\left[\frac{1}{2} n = \frac{1}{2} (15) = 7.5 \right]$$

$$\text{Me} = 62.5 + \left(\frac{7.5 - 5}{2} \right) 5$$

$$= 62.5 + (1.25) 5$$

$$= 62.5 + 6.25$$

$$= 68.75$$

$$= 68$$

9. Modus (the score that the most students got) = 72

APPENDIX 6

The Calculation of Z test Formula

10. The first step is finding the sum of the score for each students minus the mean score.

No	Students' Initial	Total Score	Mean Score	The Sum of total score – mean score
(1)	(2)	(3)	(4)	(5)
1	AK	88	88-66.6	21.4
2	AP	80	80-66.6	13.4
3	AN	60	60-66.6	-6.6
4	AS	80	80-66.6	13.4
5	AD	72	72-66.6	5.4
6	ASP	60	60-66.6	-6.6
7	IN	60	60-66.6	-6.6
8	MR	60	60-66.6	-6.6
9	NH	60	60-66.6	-6.6
10	NP	60	60-66.6	-6.6
11	RR	60	60-66.6	-6.6
12	RK	60	60-66.6	-6.6
13	RM	84	84-66.6	17.4
14	SA	80	80-66.6	13.4
15	SR	60	60-66.6	-6.6
16	SM	60	60-66.6	-6.6
17	WH	60	60-66.6	-6.6
18	WS	64	64-66.6	-2.6
19	WY	60	60-66.6	-6.6
20	ZM	80	80-66.6	13.4
21	EYH	72	72-70	2
22	FH	68	68-70	-2
23	HR	80	80-70	10
24	IA	68	68-70	-2
25	IH	76	76-70	6
26	LW	60	60-70	-10
27	MS	64	64-70	-6
28	NS	60	60-70	-10

29	NI	88	88-70	18
30	NK	80	80-70	10
31	NR	60	60-70	-10
32	RW	64	64-70	-6
33	RH	68	68-70	-2
34	RZ	72	72-70	2
35	SH	72	72-70	2

11. The second step is the sum of the score for each students minus the mean score make it square.

No	Students' Initial	The Sum of total score – mean score	The result is made to be square
(1)	(2)	(3)	(4)
1	AK	21.4	457,96
2	AP	13.4	179,56
3	AN	-6.6	43,56
4	AS	13.4	179,56
5	AD	5.4	29,16
6	ASP	-6.6	43,56
7	IN	-6.6	43,56
8	MR	-6.6	43,56
9	NH	-6.6	43,56
10	NP	-6.6	43,56
11	RR	-6.6	43,56
12	RK	-6.6	43,56
13	RM	17.4	302,76
14	SA	13.4	179,56
15	SR	-6.6	43,56
16	SM	-6.6	43,56
17	WH	-6.6	43,56
18	WS	-2.6	6,76
19	WY	-6.6	43,56
20	ZM	13.4	179,56
21	EYH	2	4
22	FH	-2	4
23	HR	10	100
24	IA	-2	4
25	IH	6	36

26	LW	-10	100
27	MS	-6	36
28	NS	-10	100
29	NI	18	324
30	NK	10	100
31	NR	-10	100
32	RW	-6	36
33	RH	-2	4
34	RZ	2	4
35	SH	2	4
Sum			2993,6

12. The total of score after making square divided into $n-1$ ($35-1 = 34$) or \sum of those square data is divided into $n-1$. The result is called α said by variance.

- ✓ $2993,6 : n-1 =$
- ✓ $2993,6 : 34 = 88.04$
- ✓ $\alpha = \sqrt{88.04} = 9.38$

13. Then, input the z test formula: $Z = X - M : \alpha$

$$z = X - M : \alpha$$

$$z = 66.6 - 70 : \sqrt{88.04}$$

$$z = -3.4 : 9.38$$

$$z = -0.36$$