



**THE COMPARATIVE STUDY OF STUDENTS ABILITY IN READING
COMPREHENSION BETWEEN BOARDING SCHOOL AND SMA
GRADUATION AT FOURTH SEMESTER OF ENGLISH
EDUCATIONAL STUDY PROGRAM
IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State institute for Islamic Studies Padangsidempuan as
A Partial Fulfillment of The Requirement for The Degree of Islamic at
Educational Scholar (S.Pd.I) In English*

Written by:

FATIMAH SURIANI HARAHAP

NIM: 09 340 0040

ENGLISH EDUCATIONAL DEPARTEMENT

**TARBIYAH AND PEDAGOGY
FACULTY STATE INSTITUTE FOR ISLAMIC
STUDIES
PADANGSIDIMPUAN
2014**



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LETTER OF AGREEMENT

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Padangsidempuan, June 2014

a.n. Fatimah Suriani Harahap To:

Appendix : 6 (six) Exemplar

The Dean of Tarbiyah and Pedagogy Faculty

di-


Padangsidempuan

Assalamu'alaikumWr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to Fatimah Suriani Harahap, entitle "**The Comparative Study of Students' Ability in Reading Comprehension between Boarding School and SMA Graduation at Fourth Semester of English Education Study Program IAIN Padangsidempuan**". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), Department of Education in IAIN Padangsidempuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

Wassalamu'alaikumWr.Wb.

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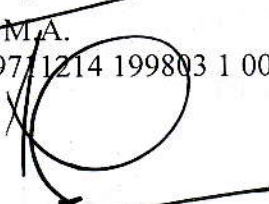
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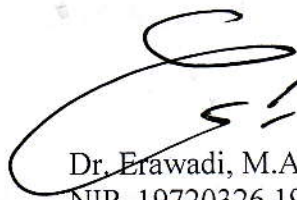


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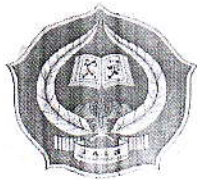
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ABSTRACT

Name : Fatimah Suriani Hrp
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Title :The Comparative Study of Students Ability In Reading Comprehension Between Boarding School and SMA Graduation at Fourth Semester of English Educational Study Program IAIN Padangsidimpuan.

The problem, was the difference of students reading comprehension between Boarding school and SMA Graduation and as far as difference reading comprehension both of them. The aims of this study were to know how far the difference of reading comprehension between semester fourth Boarding school and SMA Graduation students of IAIN Padangsidimpuan.

The population of the research was the at fourth semester IAIN Padangsidimpuan. There were 117 students in two classes, and the writer used random sampling formula in taking ($25\% \times 100 = 30$) of the samples, there were 30 students took as samples. This study used descriptive quantitative approach, were the collecting data was using test of significant comparative, because this study was to know the difference between reading comprehension of students in SMA Graduation as variable x and reading comprehension of students in Boarding school as variable y.

At the end of this thesis, the writer took the conclusion as follows; students' ability of reading comprehension in SMA Graduation got mean 72,4 and students ability of reading comprehension in Boarding school got mean 69,7. The value of t_o is 1,656 and t table 2,045. Meanwhile, the value of the comparative by to was higher than t table. It meant there was difference of reading comprehension between Boarding school and in SMA Graduation. So, alternative hypothesis was accepted and null hypothesis was rejected. It means that there is significant difference of reading comprehension between Boarding school and SMA Graduation.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to the prophet Muhammad SAW who has brought us from the darkness into the lightness.

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following;

1. The Rector Dr. H. Ibrahim Siregar, M.CL, and deputy I,II, and III of IAIN Padangsidempuan, who has given chance and time. So, I could learn and got some knowledge from IAIN Padangsidempuan.
2. Mrs. Hj. Zulhimma, S. Ag., M. Pd., the Dean of Tarbiyah Education and Paedagogy.
3. Mrs. Rayendriani Fahmei Lubis, M.Ag, the Leader of English Education Department.
4. Drs. H. Syahid Muammar Pulungan, S.H. as the first advisor who has helped, supported and suggested me to finish this thesis. May God bless His.
5. Rayendriani Fahmei Lubis, M.Ag, as the second advisor who has given much suggestions and helps in writing this thesis. May God bless Her.
6. My beloved parent, (Wisal Hrp, and Erlina) who taught me how to fight the bended life and always be patient in all life conditions, my brothers (Usman Hrp,

Abdullah Thoib Hrp, Zulkarnaen Hrp, and Fajar Ilhami Hrp), who always give their materials, prayers, motivation, and moral encouragement to finish my study.

7. All lecturers of IAIN Padangsidempuan who have given much, much and much knowledge during my studying in this beloved institute.
8. IAIN Padangsidempuan Librarian (Yusri Fahmi, S. Ag., S. S., M. Hum), for their cooperative and permission to use their books.
9. My beloved friends Dian Permatasari, Titien Saprida Tanjung, Tutik Nuriyani, Lili Hariyati, Desi Fatmala, and Trilanti thanks for your help, patience and care to support me from starting to be the university student till finishing my thesis.
10. All my friends in IAIN Padangsidempuan, good luck for you.
11. All the people who have helped me to finish my study that I cannot mention one by one.

May Allah, the Almighty bless them all, Amin. Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan, May 21th 2014
Researcher,



FATIMAH SURIANI HRP

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CHAPTER I

INTRODUCTION

A. Background of the Problems

Reading is one of fourth important language skill for educational purpose or everyday life demands. They are writing, reading, listening and speaking. But for the first times that Allah said us for reafing. It have been showed in surah Al- Alaq: 1-5. Is:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾¹

Means: 1. Proclaim' (or read) in the name of Allah, the Lord and cherisher who created, 2. Created man. Out of a (mere) clot of congealed blood, 3. Proclaim! And the Lord is most bountiful. 4. He who taught (the use of) the pen. 5. Taught man that which he knew not.

Wherever and whenever always find writing that can be read, give information or news every day in this world. I agree with Allah said, that showed Allah is the best way and give the best way with reading. Reading is very important for people in world especially, in education world respon with reading will help education which more advance.

Reading is interactive process between the reader and the text. The students read dilligent, they can help increasing knowledge. Reading is also essential skill for learner of English, for most of these learners it is the most

¹. Mushaf al Madinah and Nabawiyah, ''The holy qur'an English translation of the meaning and commentar '' y, (Madinah Munawwaroh: king fadly holy qur'an printing complex). P. 1980-1981.

important skill to master in order to ensure success in reading. So reading is one of the important element in English because English is the component in written language, where every written language that read needs comprehension.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is defined as the ability to read at an appropriate rate with adequate comprehension. Reading is primarily a silent activity. The majority of reading that we do will be done silently.

Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning.

Reading is one way to get and add knowledge it is done by reading a book, journal, newspaper, magazines, tabloids, manual, even phamphlet. It is clear that reading help growing knowledge on this world like the explanation in verse above. Reading is also important skill for academic purpose or life, every times get the information more with reading, besides reading in educational setting for daily activities.

Reading is very important, but not everyone has good reading comprehension cause the lack of motivation. The first for reading is need motivation. Motivation help to be understood what the writer tells, moving background knowledge before ordering the good news one in the text then it can help, more helping that we get from motivation. The more we read, the more we know; the lesser we read the lesser we know. In short, the extent of somebody's reading relates to the extent of his knowledge and wisdom.

Test is a method to measuring a person's ability, knowledge, or performance in a given domain. It is a way to know the students' comprehension in reading, the technique of measuring students' reading will influence to their achievement. If the technique of measure students' reading is appropriate so the student score will be good. Reading test can multiple choice, cloze reteling, matching, and true – false test are used in order to assess students' reading comprehension.

Multiple choice and cloze test are some test which more easily and often to use. The multiple choice test is selecting the answer from a number given options only one which is correct.

Further reading comprehension could develop with word formations such as; skimming. There are some strategies that can enhance students ability in reading comprehension such as skimming which facilitates students in identifying topic, main ideas and details, summarizing which enable students to

get the general understanding of the text and establishing purpose which facilitate students with pre-stated targets of reading.

Based on an interviewed between the researcher and one of the English teacher in IAIN Padangsidimpuan said that there were many students considered that reading comprehension was a hard and be bored subject.² If, the teacher ordered students reading a book, students feel sleepy. That's why the students were not so interest to learn it. Also, reinforced on interviewed between the researcher and the students, the students said that the changing of the word near same, the students often finding words difficulty, the students feel difficulty understanding sentences, and sentence structure, and the students feel difficulty understanding paragraph, which include finding main idea and topic sentences, finding detail, and drawing conclusion and interpretation what they read.

In addition, problems comes from the students, which the students ability in English teaching is still low, because many students still use conventional method, especially in reading, such as: questioning, and discussion. Finally, many students are disable to read English texts, low to get information or knowledge, less interested and less understanding of reading what they read, causing students to feel bored.³

²Samsiah. *One of the English Teachers in IAIN Padangsidimpuan*, Personal interview, Wednesday, 25 september 2013.

³The Students of Class TBI-1, TBI-2, and TBI-3 in STAIN Padangsidimpuan, wednesday , 2 Octeober 2013.

Based on the above descriptions, the researcher interesting in conducting a research in the title **The Comparative Study of Students' Ability In Reading Comprehension Between Boarding School and SMA Geraduation at Fourth Semester of English Educational Study Program (TBI) IAIN Padangsidimpuan.**

B. Identification of the problems

Based on the background of the problems are concerned with students reading comprehension at fourth semester of students of English educational study program on IAIN Padangsidimpuan, the researcher identifies that students have problems in reading comprehension likes; the students said that the changing of the word near same, the students often finding words difficulty, the students feel understanding sentence difficulty, and sentence structure, and the students feel difficulty understanding paragraph, which include finding main idea and topic sentences, finding detail, and drawing conclusion and interpretation what they read. Students have to prepare the good technique for making understanding what they have read.

C. Limitation of the Problem

Based on identification of the problem above, the researcher limits the problem on reading comprehension between Boarding School and SMA Graduation at fourth semester IAIN Padangsidimpuan.

D. Formulation of the Problems

The problems in this research were formulated as follow:

1. What is the result of students' reading comprehension from SMA Graduation?
2. What is the result of students' reading comprehension from Boarding School?
3. Is there any different on students' reading comprehension between SMA Graduation and Boarding School in IAIN Padangsidimpuan.

E. The Aims of the Problem

The aims of problem as follows is there any significant difference between the students Boarding school and SMA graduation at fourth semester IAIN Padangsidimpuan on studying reading comprehension?

F. The Significant of the Research

1. As an input of the head master to guide his English teacher.
2. As an input of the teacher in teaching learning process, especially in reading.
3. As an input for the reader, especially English department and this research expect to improve knowledge in learning English and to improve their understanding. Especially, in reading comprehension.

G. The Defenitions of Operational Variable

To avoid misunderstanding of this research, the writer explains as follows:

1. Students' reading comprehension is the skill or ability of the students in doing something, in this case in reading.

2. SMA Graduation is the people that have skill or interest include some that different areas.
3. Boarding School is the institute of educational that given education and teaching with developing islamic education.

H. Outline of Theses

The systematic of this research is divided in to five chapters. Here the researcher will explain the consist of all chapter in this research. In the chapter 1, it is consist about the background of the problems, identification, limitation, formulation, the proposes and the significant of the problems.

And in the chapter 2, it is consist about theoretical descriptions, review of related finding, conceptual framework and hypothesis.

Then chapter 3, focuses about the research methodology, it is about the time, place, population and sample, collecting the data, techniques of data collecting and script of outline.

In the chapter 4, it consists about the result of research and also talking analysis data. The 5 chapters will talk about the conclusion, implication and suggestion for this research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Reading comprehension

a. Reading comprehension

Reading comprehension is Goodman in Wayne Otto Stated''

reading comprehension is the interaction between through and language and bases evaluation of success in comprehension on the extent to which the reader's reconstruct the message with the writer's intended message.¹

Reading comprehension suggest that separate skills that can be identified, which used singly or incorrect, lead to understand of passage. Reading comprehension of course depends a great deal on decoding ability.² Reading comprehension is the ability to understand information presented in written form. It is the process of getting meaning from print.

Mayer defines reading comprehension is "techniques for improving students in extracting useful knowledge from text".³ From the statement, reading is the process to understand written language or

¹Otto, Wayne, *How To Teach Reading* (America:Addison-Wisely Publishing Company,1978), p.151.

² *Ibid.* p. 151.

³ Mayer, *Learning and instruction* (New Jersey: Person Education,2003),p.34.

text and take the conclusion with their own language, reading needs a strategy to make the reading material or a text clear for the reader and make it understand.

That from makes us know what the text means and what the purpose is of writer about, but if the reader does not understand the meaning of the text and neither does the purpose it make the reader difficult to take the information from the reading material or the text, so it is a problem to break or to solve. In reading, there is one aspects is very important we must know and we must have, that is the strong vocabulary.

Reading comprehension it self, Junaini states reading comprehension involves getting meaning from the printed page.⁴Reading comprehension is the ability to understand information presented in written form. It is the process of getting meaning from print. It is not a passive receptive activity, but requires the readers to be active and thinking. Reading comprehension is a complex skill includes understanding the text and the components inside. It is the process of understanding the text to get the meaning.

In reading comprehension, the readers should pay attention for some aspects such as how they understand the words and the

⁴Junaini. *The Contribution of Grammar and Vocabulary Mastery towards Reading Comprehension of the Third Year Students*. (Unpublishid Thesis), (Padang:UNP.2004) p.25.

information from the text, understanding main ideas and details, and be able to make conclusion. Reading comprehension has aims; they are understanding the given passage or stories and getting ideas or opinion from the text.

So, reading comprehension is the process of reader to understand the written material especially in the text. Here, the readers must have same perception with the writer cause if the reader can make one perception with the writer that the sign that the reader comprehend the writer say in written text.

b. The Purpose of Reading Comprehension

Reading comprehension is very important to have, because comprehension is the process of reader to understand the written language. The functions are, 1) To understand the text more easier, 2) To image what the information in content, 3) To follow the structure of a passage, 4) To recognize a writer purpose, attitude, tone and mood.⁵

There are several the purposes of reading comprehension. According in David Nunan book suggest that there are seven main purposes for reading:

- 1) To obtain information for some purpose or because we are curious about some topic.

⁵ David Nunan, *Practical English Language Teaching, First Addition* (New York: McGraw-Hill Companies, 2003), p. 68

- 2) To obtain instructions on how to perform some task for our work or daily life (examples, knowing how an appliance works)
- 3) To act in a play, play a game, do a puzzle
- 4) To keep in touch with friends by correspondence or to understand business letters
- 5) To know when or where something will take place or what is available
- 6) To know what is happened (as reported in newspaper, magazine, reports, etc).
- 7) For enjoyment or excitement⁶

As the option above, the purpose of reading comprehension is to make the reading easy and fast to find the information in the text what the read. The reader can understand the purpose, attitude and mood of writer that was the comprehension.

c. Models of Reading Comprehension

Models of reading comprehension there are:

- 1) Bottom up models typically consist of lower-level reading process.
- 2) A phonics approach to teaching reading supports a bottom – up model.
- 3) Top-down models, on the other hand, begin with the idea that comprehension resides in the reader.⁷

According to David Nunan, it was the basis of the vast majority of reading schemes.

Many people will recall with distaste the basic primers with their highly improbable stories which were used to develop early literacy skills. Bottom-up approach is that reading is basically a matter of decoding a series of written symbols into their aural

⁶ David Nunan, *Second Language Teaching and Learning* (New York: Heinle and Heinle, 1999), p. 251.

⁷ *Ibid.* p. 70-71.

equivalents. Top-down model is that it sometimes fails to distinguish adequately between beginning readers and fluent readers. Top-down notion that reading proceeds through the generation of hypotheses about up-coming text elements.⁸

From the explanation above, it can be concluded that the models of reading comprehension as bottom-up model is that it assumes the initiation of higher level process, such as use of background knowledge, must await lower level decoding processes. The top-down model, on the other hand, does not allow lower level processes to direct higher level ones.

d. The Principles of Teaching Reading

- 1) Before you read
Spend some time introducing a topic, encouraging skimming, scanning, and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been given a chance to ease into the passage.
- 2) While you read
Not all reading is simply extensive- global reading. There may be certain facts or rhetorical devices that students should take note of while they read. This gives them a sense of purpose rather than just reading because the teacher ordered it.
- 3) After you read
Comprehension questions are just one form of activity appropriate for post-reading. Consider vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structures, or steering students toward a follow-up writing exercise.⁹

⁸David Nunan, *Language Teaching Methodology*, (Longman:Prentice Hall International,2000),p. 63-67.

⁹Douglas Brown, *Teaching by Principles* (Englewood Cliffs:San Francisco State University.2003), p. 300

According to David Nunan, principles for teaching reading are:

- 1) Exploit the readers' background knowledge
Background knowledge includes all of the the experiences that a reader bring to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background and knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on.
- 2) Build a strong vocabulary base
As I have developed my own philosophy of the role of vocabulary in reading instruction, I have decided that basic vocabulary should be explicitly guess the meaning of less frequent vocabulary.
- 3) Teach for comprehension
Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and cheking that the reader is making the necessary adjustments when meaning is not obtained.
- 4) Work on increasing reading rate
Students in increasing their reading rate, teachers over emphasize accuracy which impedes fluency. The teachers must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension.
- 5) Match the task to the topic
We could give students Hamlet's famous soliloquy to be or not to be and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically: There might be reasons for both tasks, but, on the face of it, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are.
- 6) Good techers exploit reading texts to the full
Any reading text is full of sentences, words, ideas, description etc. It doesn't make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into intersting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.¹⁰

¹⁰ Jeremy Harmer, *How to teach English*, (Addision Wesley, longman, 1998). p.70-71.

From explanation above, the researcher concluded is good teachers exploit reading texts is full of sentences, words, ideas, descriptions and good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

e. The Level of Comprehension

Reading comprehension is reading with understanding with comprehension of written language involve the knowledge of vocabulary, structure and the situation in which language used. In other word, comprehension is combination of knowledge among structure, vocabulary, and the situation largely comprehension, because the same structure or vocabulary on combination of them might have the different meaning situation.

Smith Wayne Otto said that, there are four levels of comprehension, they are:

1) Literal Comprehension

Literal comprehension is generally accepted as the most simple, basic, comprehension skill and one requires little thinking or reasoning.

2) Interpretation

Definitely involves thinking skill and requires readers to identify ideas and meanings that are not explicitly stated that 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.

3) Critical Reading

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

4) Creative Reading

Creative Reading beyond what the author has written, applying ideas from the text to new situation and recombining the author's ideas to form new concepts or to expand old ones. Through creative reading the reader create something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.¹¹

According to Carver in otto suggests four levels of comprehension, namely: 1) word level 2) sentence level, 3) unit of paragraph, 4) large of element reasoning level.

The first level is the word level. Before one can be understand a complete sentence, one must known the meaning of at least most of the words in the sentence, as they are used in that sentence.

The second level is sentence. The reader must combine the words in the sentence and understand what the whole sentence means. The process of combining is not simply additives. Fluent readers do not read or comprehend one word at time in a linier fashion and than add up the meanings.

Furthermore, the meaning of particular sentence, aas with a particular word, depends in part on the meanings of the sentences that surround it.

The third level involved the unit of the paragraph. Reader comprehend the words and sentencesbin a paragraph and also develop an understanding of the meaning of the paragraph it self. This third of reading comprehension, like others levels, does not involve just one skill. In comprehending a paragraph a reader may identify the main idea, draw an in ference or use the information in the paragraph to determine cause and effect.

The fourth level of comprehension contains a large elements of reasoning. Reasoning resembles the critical and creative levels of the reading comprehension. This level associated with no

¹¹ *Ibid.*, p.152.

particular unit and may involved or tangential meaning of the prose.¹²

From the text above it can be concluded that comprehension is the purpose of reading to make the readers understand in written text and talking reading is talking the readers comprehension, but in this case, comprehension is really important to the students to make them comprehend. The fact, students problems cannot comprehend yet in the text so, how to increase their comprehension, are the following explanation.

f. The Ways to Comprehend the Text

Understand the Material what is Read. The question that is often heard from many persons that question is how to make understand to what I read? The answer is sure you understand as good as you read fast.¹³

So, understanding what is read the purpose of reading, many people fill that they remember what they read only little they get although, they are not sure to their understanding about.

Here it is several strategy to make understanding thay are: make the active reader, read the concept or idea not the words, involve the sense, make the interest and the dictionary:

¹² Carver and Otto Wayne.*Op.cit.*154-156

¹³ DePotter, Bobbi and Mike Hernacki, *Quantum Learning* (New York: Dell Publishing, 1992), p. 264

1) Make the Active Reader

It means that active, reader means that starts from these question they are: what, how, who, where, when and where these are questions to make the process of reading will be active.

2) Read the Concept or Idea not the Words

It means that find the idea of the material to make the process of reading get fast and to make the process of reading get interesting

3) Involve Sense

It is very important to have to involve the process of reading and to find what is read about.

4) Make the Interest

Make the Interest in reading is important to have, because before beginning in reading the interest in reading is the key in reading.

5) Dictionary

Dictionary is the tools of the student in reading skill to help the students to understand what is read, with other words the dictionary is a tools the students to transfer one language to the students language to make the students understand what is read.

According to Douglas Brown; There were comprehension units:

1) Comprehension units

The units of instruction in reading comprehension increase in complexity ranging from words phrase, sentences, and paragraph to passages and pages of text.

2) Processing skills

The skill for processing the increasingly complex comprehension units consist of rapid decoding, summarizing the main idea or gist of texts, drawing inferences, transforming complex syntactical structures into simpler forms, translating difficult vocabulary into more familiar words, simplifying critical reading and reasoning skills, and so forth.

3) Knowledge base

The background knowledge and specific skills knowledge important to understanding and evaluating the message in a text (syntax), (semantic), (factual information), (logic), and (schema).

4) Strategic knowledge

The metacognitive strategies for evoking skills and knowledge designed to monitor and check ongoing comprehension.¹⁴

From the explanation above, the researcher concluded the comprehension units of instruction in reading comprehension increase in complexity ranging from words phrase, sentences, and paragraphs to passages and pages of texts and skill processing the increasingly complex comprehension unit consists of rapid decoding.

g. Strategies in Reading Comprehension

Strategies for reading comprehension

Identify your purpose in reading a text.

- 1). Apply spelling rules and conventions for bottom-up decoding.
- 2). Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- 3). Guess at meaning (of words, idioms, etc.) when you aren't certain.
- 4). Skim the text for the gist and for main ideas.
- 5). Scan the text for specific information (names, dates, key words).
- 6). Use silent reading techniques for rapid processing.
- 7). Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- 8). Distinguish between literal and implied meanings.
- 9). Capitalize on discourse markers to process relationships.¹⁵

Reading strategies are important to do by the readers in reading Brown stated that the important of reading strategies are:

- 1). Can help the students easier in comprehending the texts.

¹⁴ Douglas Brown, *Language Assessment* (san francisco: state university, 2004. P. 41.

¹⁵ *Ibid.* p.188-189.

- 2). Can improve their reading comprehension like stated in learning strategies Database that strategies can improve students reading comprehension
- 3). Can enhance understanding of the content information presented in a text, to improve attention and concentration while reading, to increase students' motivation can be creating interest, and to make reading in more active process.
- 4). Help the students to more comprehend the text and recall the information that needed from the text.¹⁶

From the explanation above, it can be concluded that reading strategies are very important for the reader because it allows the reader in understanding the text and getting new information easy with using reading strategies.

h. Comprehension

Comprehension is the readers try to grasp the ideas to interpret what they have been read. Comprehension is the readers can apply what they have been read. Comprehension is interpreting translating from one to understanding to another. Comprehension is the ability in understanding. Comprehension is essential to successful reading.

According to Richard comprehension is "the process by which a person understanding the meaning of written or spoken language.

¹⁶ Brown. *Reading comprehension* (<http://WWW.Muskingum.Edu/I-Genera/reading.Html>). retrieved on December 3- 2013 at 16.00 P.m.

Clearly”.¹⁷ H. Comprehension is the ability to understand the meaning from written or spoken language.

Further, Young in Nadrah comprehension focuses on reading instruction, such as: (1) understanding words and building vocabulary, (2) understanding sentences, sentence structure, and syntax, and (3) understanding paragraph, which include finding the main idea and topic sentences, finding detail, and drawing conclusion and interpretation what you read.

Based on the explanation above, comprehension at least needs three skills which should be possessed as a reader; knowledge of words forms and their meanings, the ability to understand the sentence in a paragraph, the ability to see the main thought of the writer and get the general ideas of a piece of reading material

2. Review of Related Findings

There are some related findings in this research. The research with the title ” A Comparative Study between Grammar Translation Method and Genre Based Language Teaching on Students’ Reading Comprehension Text at SMP Negeri 6 Padangsidempuan “. The writer used experimental method in doing research. The writer got the conclusion that there is the different between using grammar translation

¹⁷ Richard A. Renandya. *Language Teaching Methodology*, (Cambridge: Cambridge University, 2000.) p. 54.

method and genre based language teaching on students reading comprehension text by Derliana Siregar.¹⁸

Secondly, with the title ‘‘ Comparative Study of Speaking Achievement between Grade XI Boarding school and Full Day school Students of SMA Nurul Ilmi Padangsidimpuan’’. The method used in this research was quantitative method. The type of the research was comparative research. The writer gives conclusion as follows: The value of test of significant is 2,217. There is significant difference of Speaking achievement Full day school and Boarding School. Where the students ability of speaking achievement in full day school can be seen in Mean of it is 71,2. And the students ability in Boarding School can be seen in Mean of it is 68,5. by Lina Yanti Siagian.¹⁹

Finally, with the title ‘‘The Comparative Study of Reading Comprehension By Using Extensive Reading and Intensive Reading to the eleventh Grade Students of SMA Negeri 1 Kotanopan’’. The method of this research is inferential method with researcher used comparison technique analysis. The conclusion, it can be seen from the mean score of

¹⁸ Derliana Siregar. A Comparative Study between Grammar Translation Method and Genre Based Language Teaching on Student’s Reading Comprehension Text at SMP Negeri 6 Padangsidimpuan.(Unpublishid Thesis STAIN Padangsidimpuan.2011).

¹⁹ Lina Yanti Siagian. Comparative Study of Speaking Achievement between Grade x1 Boarding school and Full Day school Students of SMA Nurul Ilmi Padangsidimpuan.(Unpublishid Thesis STAIN Padangsidimpuan. 2010.

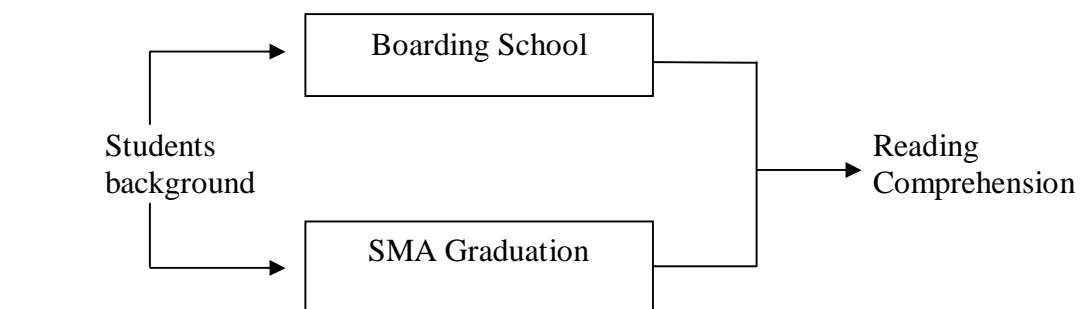
experimental class by using extensive reading in test it was 81,06. That, the mean score of control class in test, it was 75,55. by Abdul Halim.²⁰

So, the researcher wanted to research the comparative reading comprehension and the students with the tittle “The Comparative Study of Students ability in Reading Comprehension Between Boarding School and SMA Graduation at fourth semester of English Education Study Program IAIN Padangsidimpuan”.

3. Conceptual Frame work

In educational center, reading is one of important skills. Because reading help us understanding all material in this world especially that contains with language. There is way to understand without reading, not only reading but comprehend. The good reading will create the good one, because of that reading is important. Based on the explanation before, it means that reading teaching technique must suitable to reading comprehension for making the comfortable learning.

So, plans to do research based on the framework bellows:



²⁰ Abdul Halim. The Comparative Study of Reading Comprehension By Using Extensive Reading and Intensive Reading to the eleventh Grade Students of SMA Negeri 1 Kotanopan. (Unpublished Thesis STAIN Padangsidimpuan. 2011).

4. The Hypothesis

The hypothesis will one of the most important components of the research problems. Its truth could be emended after doing the research.

Suharsimi Arikunto berkata: Hypothesis dapat diartikan sebagai suatu jawaban yang bersifat sementara terhadap permasalahan penelitian²¹.The

hypothesis of this research were: ‘‘The students’ reading comprehension of SMA Graduation is higher than Boarding school in IAIN Padangsidimpuan.’’

²¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta, 2005). P. 71

CHAPTER III

RESEARCH METHODOLOGY

B. Research Design

The kind of this research is comparative research. According to Aswani Sujud comparative research is to find same and differentiation about things, people, job procedure, ideas, critic to people, group, or to a job procedure. So that the method of this research is the *expost facto*, it means to research about what occurs after subject. The aims of this research is to know is the condition that occurs caused the different behaviour to the subject.¹

A. Time and Place of The Research

Talking about times and place of this research, the research was be done this research in IAIN Padangsidempuan, especially at fourth semester Students of English Education Study Program (TBI) IN 2014 academic years. The researcher been done on mounth September 2013 untill March 2014.

B. Population and Sample

a). Population

According to Sugiono in Ruslan that population is generalization area consist of object/subject has special quantity and characteristic which determined by researcher to get concluding. From the statement above, the researcher decide to choose population of Semester fourth of TBI in

¹.Ibnu Hadjar, *Dasar-dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*,(Jakarta:PT. Raja Grapindo Persada,1999), P. 334.

IAIN Padangsidempuan which is consist of 80 students from two class. It can be seen in the following table:

**Table. I.
Population**

No	CLASS	TOTAL
1	TBI 2	42
2	TBI 3	38
Jumlah		80

b). Samples

Sample is presentative whole of population. According Suharsimi:

If the population consists of large number, the sample could been taken from 10 – 15% or 20-25% or more. If the population less than 100, better all the population used as sample, so the research is population sampling in this research, researcher took all population as a sample.

The researcher decided two classes as sample. In the selecting the sample the researcher used population sampling. Two classes decided as multiple choice test class. It can be seen from the table below:

Table.2

Samples

No	Class	Total Persons
1	TBI – 2	42
2	TBI – 2	38

Total		80
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C. Instrument and Data Collection

A research might have a good instrument in this research because a good instrument could guarantee the valid data.

Suharsimi Arikunto berkata: "Instrument pengumpulan data adalah alat bantu yang dipilih dan digunakan oleh peneliti dalam kaitannya mengumpulkan agar kegiatan tersebut menjadi sistematis dan dipermudah olehnya".²

Margono berkata: Tes ialah seperangkat rangsangan (stimuli) yang diberikan kepada seseorang dengan maksud untuk mendapat jawaban yang dapat dijadikan dasar bagi penetapan skor angka.³ Means: Margono stated that, test is a stimulation that is given to someone to get the answers that is can be made as based of score decision). The test of this research is multiple choice forms that consist of four chosen used the test, they are a,b,c, and d.

In this case, the writer used reading comprehension test. The reading comprehension test meant to analyze the items of the test comprehensively. The process analysis has showed the validity of the test. In the other word, the writer concluded that the reading comprehension test has been valid. So that, the instrument used by researcher will valid.

² Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT Rineka Cipta, 2010), P. 100

³ S. Margono, *Metodology Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2004), p. 170.

The students will given a test to know and to get the data about students ability in reading comprehension mastery that consist of 40 questions and the students were given time 60 minutes. Then, the correct answer would get 2,5 score and the incorrect answer will get 0 score, If the students can answer all the questions correctly, the score was 100.

Table 3

The Indicators of the Tests

No	Indicators	Number	Items	Total Score
1	Comprehension	1,2,3,4,6,8,9,10,12,14,15,16,18,19,21,22,23,24,25,26,27,28,29,30,31,32,33,35,36,37,39,40.	32	80
2	Vocabulary	5,7,38.	3	8
3	Meaning	11,13,17,20,34.	5	12
Total Item and Score			40	100

Based on the table above, researcher concluded that if students get answer correctly from some items of test (indicator), students answer correctly would items with scoring who researcher gave. And result of calculation, researcher determined students scoring in the five categories, such as(0,90-100) very high,(0,70-0,90) high,(0,40-0,70) enough, (0,20-0,40) low and(0,00-0,20) very low.

D. Vocabulary

Vocabulary refers to the total number of words which with rules for combining them make up a language including place a very important role in learning a language including English.

If one has a good deal of vocabulary, she / he can know the meaning and the function of each of the vocabulary.⁴ Based on Oxford Advanced Learner's Dictionary of current English as Hornby vocabulary is all the words that a person knows or uses, all the words in a particular language.⁵

Based on the explanation above, vocabulary mastery is the ability to understand the list of words. It means that the students have ability in understanding and using the words and meaning. The students do not only know the words, but also their meaning.

E. Meaning

According to Oxford Hornby, Meaning is "thing or idea that a word, sentence represents things or ideas that wishes to communicate to you purpose, value or importance".⁶ Based on explanation above, Meaning of a word is defined to get the information from the context and

⁴ Jawasi Naibaho, *Linguistik Terapan* (Medan: Program studi linguistic Terapan Bahasa Inggris, 2006), p. 93.

⁵ *Ibid.* p. 170

⁶ *Ibid.* p. 273.

means to get the meaning from a word or sentences, and have learning skill to understand when you are communication.

F. Validity of Instruments

a. Validity of the items

To find out the validity of test, researcher uses the formula product moment.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} = Correlate coefficient

N = Number of cases

$\sum xy$ = Jumlah hasil perkalian antara skor x dan skor y

$\sum x$ = total skore x

$\sum y$ = total score y.⁷

Result of calculation by coefficient of correlation biserial is determined if $r_{xy} > r_{table}$ table with the significant level 5% (0,05) with the table r product moment. So, that the items is tested valid.

Before giving the test to the sample, test was tested to the other students outside of sample who has the same grade to check for the validity of the items of the test. In this research the test was tested to the fourth semester students of IAIN Padangsidimpuan.

⁷ *Ibid.* p. 206.

From the result of researcher calculation, researcher found that from 40 items was given to the students, 50 items was valid there are: 1, 2,3,4,5,7,8,9,10,11,12,13,14,15,16,19,21,22,25,26,28,29,30,31,33,34,36,38,39, and 40. while for invalid item, there are: 6,17,18,20,23,24,27,32,35, and 37, So that, researcher used 40 items was valid in this research and drop out 10 items which it was invalid items of the test. Researcher calculation, it can be seen on the appendix.

Type of the instrument. The writer took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the reading process includes in the content universe under consideration. In this case the writer used reading test as the starting point of making the test.

In starting the research, the test used during the research was based on what has been in noted from the syllabus as a students task in reading comprehension. Which is reading ability, in the form of presentation. Therefore, this study would use the content validity. So, that the instrument used by researcher by valid.

G. Technique of the Data Analysis

In comparative research the most suitable analysis is by using the statistical process. Actually, in this research the researcher used iqbal opinion by using t – test in his book. The can be seen as follows:

$$t = \frac{\bar{x} - \bar{y}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

Where:

\bar{x} = The average score of the group I
 \bar{y} = The average score of the group II
D = Total score of the group I and II
n = Number of pairs score.⁸

⁸ *Ibid*, p. 126.

CHAPTER IV
RESULT OF THE RESEARCH AND ANALYSIS DATA

A. Data Description

Reading Comprehension for SMA Graduation Students

The data reading comprehension are found from the test results which were given to 80 students of IAIN who became the research respondents. There are consists of 42 students SMA Graduation (X) and 38 students of Boarding school (Y). 1. Reading Comprehension for SMA Graduation Student the complete data about, students' reading comprehension from SMA Graduation can be seen in the following table:

Table 4
Test Score of Reading comprehension

No	Name	Comprehension	Vocabulary	Meaning	Score of SMA Graduation(x)
1	AM	30	2	2	85
2	AT	20	4	4	70
3	DN	26	2	2	75
4	DH	20	2	2	60
5	EL	20	4	4	70
6	EN	26	2	2	75
7	FY	20	2	2	75
8	ES	20	4	4	70
9	HM	20	4	4	70
10	HT	22	2	2	65
11	HW	26	2	2	75
12	HN	20	4	4	70
13	HE	22	2	2	65
14	HM	26	2	2	75

15	IE	20	2	2	60
16	IY	28	2	2	80
17	JA	22	2	2	65
18	KH	22	2	2	65
19	MA	20	4	4	70
20	MR	20	4	4	70
21	MF	28	2	2	85
22	MT	20	4	4	70
23	NA	26	2	2	75
24	PSD	30	2	2	85
25	RA	20	4	4	70
26	RD	28	2	2	80
27	RA	28	2	2	80
28	RS	28	2	2	80
29	SP	30	2	2	85
30	SW	28	2	2	80
31	SW	28	2	2	80
32	SA	20	4	4	70
33	SR	20	4	4	70
34	SF	26	2	2	75
35	SR	26	2	2	75
36	UK	20	4	4	70
37	UH	20	4	4	70
38	WH	20	4	4	70
39	WM	28	2	2	80
40	WC	28	2	2	80
41	YS	20	4	4	70
42	ZA	20	4	4	70
Total		992	116	116	3080
Total					3080
Mean					73.4
Mode					65
Median					65
The Lowest					60
The Highest					85

Based on the table, there are 12 students (28.5%) get score 80 – 85, which are excellent in reading skill, 24 students get score 70 – 75 (57.1 %) 6 students' get score 60-65 (14.2%) which are average in reading skill.

Table 5
The frequency distribution of students' score in SMA Graduation

No	Interval	Median	Frequency	Percentages
1	60-65	61	6	2.52%
2	66-70	67	16	6.72%
3	71-75	72	8	3.36%
4	76-80	77	8	3.36%
5	81-85	82	4	1.68%
	Total		42	100%

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

Frequency

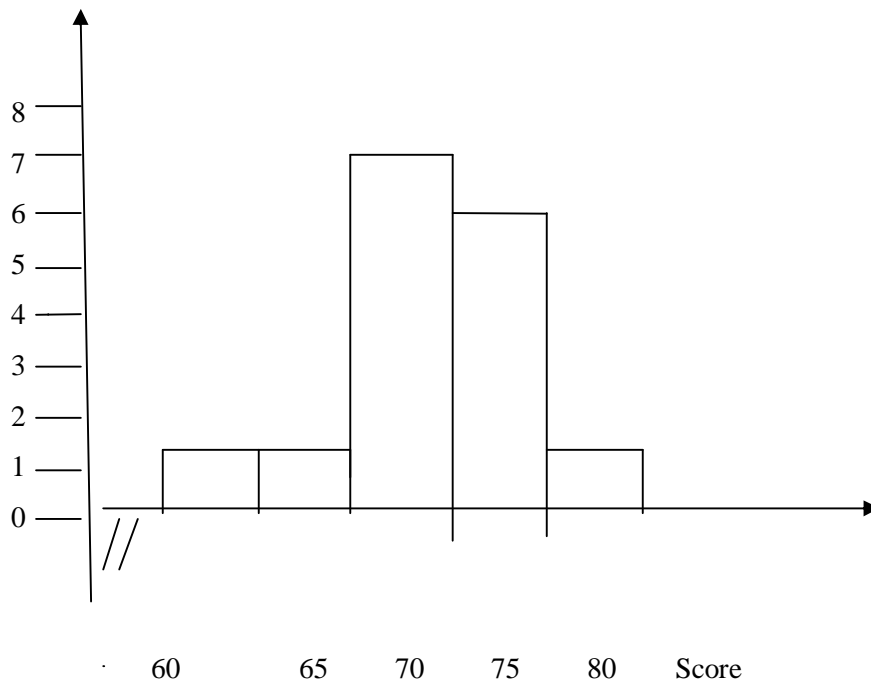


Figure 1 : Histogram of students' score of SMA Graduation

2. Reading Comprehension for Boarding School Graduation Students'

The data reading comprehension are found from the test results which were given to 80 students of IAIN who became the research respondents.

There are consists of 42 students SMA Graduation (X) and 38 students of Boarding school.

Table 6

Test Score of Boarding School (Y)

No	Name	Comprehension	Vocabulary	Meaning	Score of Boarding School (Y)
1	AA	20	4	4	70
2	AMJN	20	2	2	60
3	AL	28	2	2	80
4	AN	20	2	2	60
5	AF	20	4	4	70
6	AS	20	2	2	60
7	DM	20	2	2	60
8	EY	28	2	2	80
9	EL	28	2	2	80
10	HS	20	2	2	60
11	HZ	26	2	2	75
12	IS	28	2	2	80
13	KH	22	2	2	65
14	LH	28	2	2	80
15	MA	20	4	4	70
16	MH	20	4	2	70
17	MS	20	4	4	70
18	MH	20	4	2	65
19	NU	18	4	2	60
20	NF	18	4	2	60
21	NH	20	4	4	70
22	NS	20	4	4	70

23	NH	28	2	2	80
24	RS	18	4	2	60
25	RM	20	4	4	70
26	RY	26	2	2	75
27	RH	20	4	4	70
28	SH	28	2	2	80
29	SL	28	2	2	80
30	SG	20	4	4	70
31	SK	18	4	2	60
32	SL	18	4	2	60
33	SP	20	2	2	60
34	SM	22	2	2	65
35	YMS	22	2	2	65
36	YS	20	4	4	70
37	YI	20	4	4	70
38	ZH	22	2	2	65
Total		834	112	98	2615
Total					2615
Mean					68.9
Mode					50
Median					49
The Lowest					60
The Highest					80

Based on the table, there are 8 students (21.0%) get score 80-85, which are excellent in reading skill, 14 students get score 70 – 75 (36.8 %) 16 students get score 60-65 (42.1%), which are average in reading skill.

Table 7
The frequency distribution of students' score in Boarding School

No	Interval	Median	Frequency	Percentages
1	60-65	61	16	6.08%
2	66-70	67	12	4.56%
3	71-75	72	2	0.76%
4	76-80	77	8	3.04%
Total			38	100%

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

Frequency

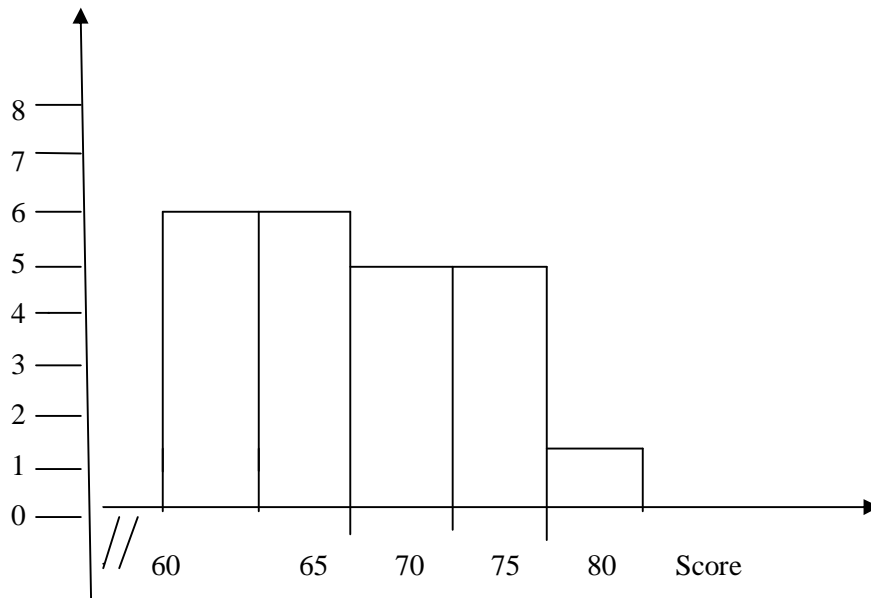


Figure 3 : Histogram of students' score of Boarding School.

B. Hypothesis Test

Further, to know the comparative of reading skill reading comprehension between students in SMA Graduation (X) and students in Boarding School (Y) is

done by using the statistical analysis of t – test. The mean score from SMA Graduation is 73.4 highest than the mean score from is 68.9 Boarding School.

Table 8

Students' Score of Reading Comprehension Skill Between Students

IN SMA Graduation and IN Boarding School

NO	X	Y	D (Y-X)	D ²
1	85	70	-15	225
2	70	60	-10	100
3	75	80	5	25
4	60	60	0	0
5	70	70	0	0
6	75	60	-15	225
7	75	60	-15	225
8	70	80	10	100
9	70	80	10	100
10	65	60	-5	25
11	75	75	0	0
12	70	80	10	100
13	65	65	0	0
14	75	80	5	25
15	60	70	10	100
16	80	70	-10	100

17	65	70	5	25
18	65	65	0	0
19	70	60	-10	100
20	70	60	-10	100
21	85	70	-15	225
22	70	70	0	0
23	75	80	15	225
24	85	60	-25	625
25	70	70	0	0
26	80	75	-5	25
27	80	70	-10	100
28	80	80	0	0
29	85	80	-5	25
30	80	70	-10	100
31	80	60	-20	400
32	70	60	-10	100
33	70	60	-10	100
34	75	65	-10	100
35	75	65	-10	100
36	70	70	0	0
37	70	70	0	0
38	70	65	-5	25

39	80			
40	80			
41	70			
42	70			
Total	3080	2615	-155	3725

Based on the data above, the researcher gets:

$$X = \frac{\sum x}{nX} = \frac{3080}{42} = 73,40$$

$$Y = \frac{\sum Y}{nY} = \frac{2615}{38} = 68,9$$

$$\sum D^2 = -155$$

$$(D (Y - X)) = 3725$$

Next, for using formulation:

$$t = \frac{x-y}{\sqrt{\frac{\sum D^2 - \frac{(D(Y-X))^2}{n}}{n(n-1)}}} ;$$

$$t = \frac{73,4-68,9}{\sqrt{\frac{3725 - \frac{(-155)^2}{80}}{80.(80-1)}}$$

$$t = \frac{4,5}{\sqrt{\frac{3725-165,4}{6320}}}$$

$$t = \frac{4,5}{\sqrt{0,75}}$$

$$t = \frac{4,5}{0,86}$$

$$t = 5,232$$

The Hypothesis

‘The students’ reading comprehension of SMA Graduation is higher than Boarding school in IAIN Padangsidempuan.’

The result of the computation is as follows:

Real level (α) and t – table

Real level (α) - 5% (0,05)

Value of t – table with determinan coefision (dk) = $n - 1 = 31 - 1 = 30$.

Criteria of Testing

Hypothesis accepted if t_t

Result of t_{t_0} :

Based on the calculation above it can be shown that t_0 is 5,232. Whereas t table with real level 5% and determinan corelation is $n - 1 = 80 - 1 = 79$. The hypothesis of this research were: ‘The students’ reading comprehension of SMA Graduation is higher than Boarding school in IAIN Padangsidempuan.’

The students reading comprehension in SMA Graduation is better that reading comprehension in Boarding school, it can be seen from students mean score in SMA Graduation 73.4 and mean score in Boarding school was 68.9.

Table 9

The Coeffefficient difference of interpretation

“t” score	Interpretation
0,00 – 0,20	very low
0,20 – 0,40	Low
0,40 – 0,70	Enough
0,70 – 0,90	High

0,90 – 1,00	very high ¹
-------------	------------------------

Based on the statement above, it can be know that the researcher got in this research very low difference, that is 0,175. The students reading comprehension in SMA Graduation is higher score in reading comprehension that, the students reading comprehension in Boarding school.

C. Discussion

According to David Nunan, Reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a code variety of reading strategies to accomplish a purpose for reading.

Good readers know what to do when they encounter difficulties.² Comprehension is the ability to understand the meaning from written or spoken language. So, reading comprehension is process communication between the readers and the writer to understanding the text in reading comprehension.

D. Limitation of the Research

The weakness of the research is caused by test done suddenly, So that the student didn't prepare to do it. And then, their shocked with time is given. Moreover, they rarely Read English based on the book, So that, they can't Reading well when have time empty.

¹ Suharsimi Arikunto. *Manajemen Pendidikan*, (Jakarta, Rineka Cipta, 1993), p. 57

² David Nunan, *Practical English Language Teaching*, (America: The Mc Grow Hill Companies, 2003) p.68.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the writer comes to the conclusion, the list of scores of the difference reading comprehension between SMA Graduation and Boarding School at fourth semester of English Educational Study Program IAIN Padangsidempuan can be seen as follow:

1. The students' reading comprehension of SMA Graduation at fourth semester of English Educational Study Program IAIN Padangsidempuan was categorized good, it can be seen from the mean score of the students is 73.40.
2. The students' reading comprehension of Boarding School at fourth semester of English Educational Study Program IAIN Padangsidempuan was categorized enough, it can be seen from the mean score of the students is 68.9.
3. There is significance difference of students reading comprehension between SMA Graduation and Boarding School at fourth semester of English Educational Study Program IAIN Padangsidempuan.

B. Suggestion

Based on the finding on the conclusion of this research, the researcher would like to give some suggestion to people to get benefit from this research. The researcher hopes this suggestion will be usefull for anyone to involve in teaching learning process.

1. To the principle of IAIN always supervise and controlling to English teacher in teaching learning process of English.

2. To the English teacher to use the suitable method in teaching process of English, especially in teaching reading.
3. To the students, to study hard in English especially in Reading and organize the ideas in reading skill.
4. To the other researcher in the same study to add the item of question.

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CURRICULUM VITAE

A. Identify

Name : Fatimah Suriani Hrp

Place and birthday : Jambutonang, 17 November 1990

Sex : Female

Religion : Moslem

Address : Jambutonang, Kec. Simangambat, Kab. Padang
Lawas Utara

B. Parents

Father : Wisal Harahap

Mother : Erlina

C. Background of Educations

1. Elementary School at SDN Jambutonang, 2002
2. Junior High School at MTSs Nurul Huda, 2005
3. Senior High School at SMKs YPIPL, 2009
4. Student of English Section at State institute for Islamic Studies (IAIN)
Padangsidimpuan 2009-2014

Appendix: 1

INSTRUMENT OF TEST

Name :

Class :

Instruction : Choose the right answer from a number of given options, only one of which is correct.

This text is for question 1 to

Borobudur Temple

Borobudur is Hindu – Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well – known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas – relief. The upper three are circular. Each of them is with a circle of bell shape – stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

1. What is the topic of the passage?
 - a. Borobudur temple
 - b. Borobudur hindu
 - c. Borobudur Buddhist
 - d. Borobudur islam
2. What is Borobudur temple?
 - a. Borobudur is Hindu – Buddhist temple
 - b. Borobudur is Hindu temple
 - c. Borobudur is Buddhist temple
 - d. Borobudur is Islam temple
3. When the Borobudur temple rededicated as an Indonesian monument?
 - a. In 1938
 - b. In 1893
 - c. In 1983
 - d. In 1389
4. What is the meaning of stairways in the second paragraph?
 - a. Candi
 - b. Dinding
 - c. Tangga
 - d. Simbol
5. What is the meaning of temple in the third paragraph?
 - a. Tangga
 - b. Candi
 - c. Dinding
 - d. Borobudur

6. Where is the located Borobudur temple?
 - a. Medan
 - b. Mangelang
 - c. Padangsidempuan
 - d. Surabaya
7. Where in the passage does the author define that ‘ Borobudur is Hindu – Buddhist temple.
 - a. Line 1-2
 - b. Line 5-6
 - c. line 3-4
 - d. line 6-7

One day, father and I went fishing in a lake not far from my house. When we arrived, many people had been fishing. Then, we set up our tent to protect us from the sun and prepared to put our baits.

Suddenly, we head someone cried, help! There is someone drowning! We all looked out to the water and saw a man stuggling in water. It seemed he slipped from his raft. There is no lifeguardaround.

My father took off his shirth immediately. Then, he quickly swam towards the man. Father dived in the lake and dragged him to the shore. Father laid him an the ground and gave the first aid. The man regained his consciousness. He thanked my father.

8. What is the topic of paragraph 1?
 - a. The writer and his father went fishing
 - b. Many people were fishing
 - c. There was a man drowning
 - d. What the writer’s father did to the man
9. Help, there is someone drowning the underline word mean...
 - a. Run
 - b. Cry
 - c. accident
 - d. sink
10. What is the meaning of fishing in the first paragraph?
 - a. Ikan
 - b. Mancing
 - c. memancing
 - d. pancing

The tiger has a long body, a short neck, and a firm head with a short muzzle that contains a set of sharp teeth. Tigers have stout legs that end in broad paws. A well fed tiger is bulky, broad in the shoulders, back, and loins. Males are generally longer and heavier than females. The average length for males is about 6 feet long and with a tail length of 3 feet long. Females are usually 6 to 12 inches shorter in body length.

A tiger’s ful color varies from orange – red to tawny yellow, with a lot of black stripes that have different lengths and widths. The cheeks, throat, and the insides of the ears and legs are white. The back of the ear is black with a white spot in the center.

11. In the text above, there are words that describe the tiger, except...
 - a. Long body
 - b. Short neck
 - c. sharp teeth
 - d. tiger

12. Where in the passage does the author define that "A tiger's fur color varies from orange – red to tawny yellow..."
- a. Line 6-7 c. line 7-8
 - b. Line 5-6 d. line 8-9
13. According to the passage, which statement is true?
- a. The tiger has a long body c. the tiger has a long hair
 - b. The tiger has a long nose d. the tiger has a long mouth

Tomas Edison tried to two thousand different materials in search of a filament for the light bulb. When none work satisfactorily, his assistant complained, all our work in vain. We have learned nothing.

Edison replied very confidently, Oh, we have come along way and we have learned a lot. We know that there are two thousand elements which we cannot use to make an excellent light bulb.

14. His assistant complained the underline word above mean?
- a. Sigh c. pretended
 - b. Complimented d. competed
15. Edison replied very confidently" What does the word replied in the sentence mean?
- a. Repeated c. answer
 - b. Reported d. asked
16. "... to make excellent bulb" What is the synonym of excellent"
- a. Easy c. boring
 - b. Good d. extraordinary
17. According to the passage, which statement is true?
- a. Edison replied very confidently c. Edison replied very nice
 - b. Edison replied very good d. Edison replied very bad
18. Where in the passage does the author define that Tomas Edison tried to two thousand different materials in search of a filament for the light bulb.
- a. Line 1-2 c. line 2-3
 - b. Line 4-5 d. line 5-6
19. According to the passage, which statement is true?
- a. Tomas Edison tried to two thousand different materials in search of a filament For the light bulb.
 - b. Tomas Edison tried to four thousand
 - c. Tomas Edison tried to one thousand different materials in search
 - d. Tomas Edison tried to five thousand different materials in search of a filament for the light bulb.
20. What is the meaning of work in the first paragraph?
- a. Kerja c. bekerja
 - b. Jalan d. berjalan

Rina's dream

Once upon a time, there was a horrible monster called Grendel. He was half – man and half – monster. He lived in Denmark. One day he went to the king's castle. The king and his man tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his man took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster – he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men.

21. Who dream?
 - a. Monster
 - b. Rina
 - c. Beowulf
 - d. Grendel
22. Who is a knight in Rina's dream?
 - a. Denmark
 - b. King's castle
 - c. Beowulf
 - d. Grendel
23. What is the meaning of Horrible Monster in the first paragraph?
 - a. Raksasa yang menakutkan
 - b. Raksasa yang baik
 - c. Raksasa yang menakutkan
 - d. Raksasa yang mengerikan
24. What is the meaning of sword in the third paragraph?
 - a. Pisau
 - b. Tombak
 - c. pedang
 - d. garpu
25. What is the topic of the passage?
 - a. Dream
 - b. Rina's dream
 - c. Rina
 - d. rina's
26. Where in the passage does the author define that Beowulf went back to his country and became king...
 - a. Line 14 -15
 - b. Line 15-16
 - c. line 17-18
 - d. line 18-19
27. According to the passage, which statement is true?
 - a. Once upon a time, there was a horrible monster called Grendel.
 - b. Two upon a time, there was a horrible monster called Grendel
 - c. First upon a time, there was a horrible monster call grendel
 - d. Fourth upon a time, there was a horrible monster called grendel
28. What is the meaning of angry in the second paragraph?
 - a. Ramah
 - b. Sakit
 - c. lapar
 - d. marah
29. According to the passage, which statement is true?
 - a. In the morning, Beowulf went to the lake
 - b. In the moon, Beowulf went to the lake
 - c. In the night, Beowulf went to the lake

d. In the day, Beowulf went to the lake

30. Where in the passage does the author define that that night, Beowulf and his man took off their armour and put away their swords and went to sleep...

- a. Line 7-8
- b. Line 8-7
- c. line 6-7
- d. line 5-6

My grandpa lives in village. He is breeder. He breeds goats and cows. He has done it for several years. He make bigs pens for sih livestock at the backyard. He also puts wood fences around the pends to make his livestock secure. As a breeder my grandpa always takes care of his livestock well. He works together with an assistant. Every day the assistant collects grass to feed the livestock.

31. My grandpa is?

- a. Farmer
- b. Breeder
- c. grocer
- d. Butcher

32. Who work together with my grandpa?

- a. Alive
- b. Worried
- c. an assistant
- d. secure

33. Where in the passage does the author define that my grandpa lives in village...

- a. Line 1-2
- b. Line 3-4
- c. line 2-3
- d. line 4-5

34. According to the passage, which statement is true?

- a. My grandpa lives in village. He is breeder
- b. My grandpa lives in village. He is goats
- c. My grandpa lives in village. He is cows
- d. My grandpa lives in village. He is wood

35. What is the meaning of wood in the first paragraph?

- a. Papan
- b. Kayu
- c. angin
- d. pohon

Once in a forest there lived a cat and a rabbit. They were very good friends. One day when they were walking together through the forest, they found a big piece of cheese. They were pleased, and agree to share it. They decided that the rabbit should deivide it equally, but he could not. One piece was a little bit bigger than the other.

36. What is the topic of the passage?

- a. Cat and rabbit
- b. Good friends
- c. a big piece of cheese
- d. bunch

37. They were very pleased, and agree to share it. Line 2 it refers to?

- a. Big piece of cheese
- b. Forest
- c. cat
- d. rabbit

38. How many animals in the story?

- a. One
- b. Two
- c. three
- d. four

39. What is the meaning of forest in the first paragraph?

- a. Bunga
- b. Hutan
- c. ros
- d. sungai

40. According to the passage, which statement is true?
- a. Once in a forest there lived a cat and a rabbit
 - b. Two in a forest there lived a cat and a rabbit
 - c. Three in a forest there lived a cat and a rabbit
 - d. Four in a forest there lived a cat and a rabbit

Appendix: II. The Comparative Study of Students Reading Comprehension Between Boarding School and SMA
Graduation at Fourth Semester of English Educational Study Program IAIN Padangsidempuan.

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	1	0	1	1	1	1	0	1	0	0	1	1	0	1	1	0	0	1	1	1	1
2	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0
3	0	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1
4	1	1	1	0	0	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0
5	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	0	1
6	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0
7	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1
8	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1
9	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1
11	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1

[illegible]

[illegible]

[illegible]

57	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	0
58	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1
59	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0
60	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	0	1	1	1
61	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1
62	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	1	0
63	0	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1
64	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0
65	0	0	0	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1
66	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1
67	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0
68	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1
69	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
70	0	1	1	1	1	0	1	0	1	1	0	0	0	1	0	0	1	0	1	1	0
71	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1

72	0	0	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	1
73	1	0	1	1	1	0	0	0	1	1	1	1	0	0	0	1	1	1	1	1	1
74	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	0	0	0	1	1
75	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	0	1	1	0	0	1
76	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1
77	1	1	1	0	1	0	0	0	0	1	1	1	0	0	0	0	1	1	1	1	1
78	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1
79	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1
80	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1
R	62	63	67	65	66	59	61	61	61	65	62	56	61	62	59	62	58	56	59	61	55
R	3844	3969	4489	4225	4356	3481	3721	3721	3721	4225	3844	3136	3721	3844	3481	3844	3364	3136	3481	3721	3025
X	0,27 1	0,22 7	0,22 4	0,73 7	0,271	0,06 0	0,226	0,27 2	0,29 5	0,25 2	0,36 5	0,39 8	0,23 7	0,24 0	0,24 6	0,24 9	0,17 7	0,03 0	0,37 2	-0,395	0,23 1
Ket	V	V	V	V	V	TV	V	V	V	V	V	V	V	V	V	V	TV	TV	V	TV	V

5
33
0,3
6
V

N	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	y
O																				
1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	26
2	1	0	0	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	29
3	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	29
4	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	29
5	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	30
6	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	34
7	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	34
8	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	33
9	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	0	1	29
10																				
10	1	0	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	33
11																				
11	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	31
12																				
12	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	31
13																				
13	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	32
14																				
14	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	31
15																				
15	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	30
16																				
16	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	36
17																				
17	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	30
18																				
18	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	28
19																				
19	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	30
20																				
20	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	31

0																					
2	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	34	
2	2	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	31
2	3	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	36
2	4	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	32
2	5	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	35
2	6	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	33
2	7	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	33
2	8	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	31
2	9	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	31
3	0	0	1	1	1	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	30
3	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	33
3	2	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	33
3	3	1	0	1	0	1	0	1	1	0	0	1	1	0	0	1	1	0	1	1	25
3	4	1	1	0	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	29
3	5	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	1	1	0	29
3	6	0	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	28

3	7	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	27
3	8	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	29
3	9	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	29
4	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	29
4	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	26
4	2	0	1	1	1	0	0	0	1	1	1	0	1	1	0	1	1	0	1	1	29
4	3	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	0	1	1	1	31
4	4	1	1	0	1	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	27
4	5	0	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	26
4	6	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	28
4	7	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	30
4	8	0	1	0	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	26
4	9	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	28
5	0	0	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	28
5	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	31
5	2	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	25
5		1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	31

[illegible]

7 0	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	1	0	0	0	22
7 1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	35
7 2	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	29
7 3	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	29
7 4	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	27
7 5	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	30
7 6	1	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	31
7 7	1	1	1	1	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1	25
7 8	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	35
7 9	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	31
8 0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	31
R	58	59	60	55	63	61	56	61	61	64	60	58	58	57	63	64	59	56	61	24 15
R	33 64	34 81	36 00	30 25	39 69	37 21	31 36	37 21	37 21	40 96	36 00	13 64	32 64	32 49	39 69	40 96	34 81	31 36	37 21	
X	0, 33 6	0, 04 4	0, 07 8	0, 27 5	0, 30 2	0, 10 4	0, 42 3	0, 22 6	0, 29 3	0, 26 4	0, 06 9	0, 23 0	0, 25 1	0, 07 4	0, 26 2	0, 10 6	0, 27 3	0, 30 9	0, 26 0	
K et	V	T V	T V	V	V	T V	V	V	V	V	T V	V	V	T V	V	T V	V	V	V	

Appendix: III

The validity of Test

Number of Items	t Count	t Table	Decision
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1	0,27	0,220	Valid
2	0,27	0,220	Valid
3	0,24	0,220	Valid
4	0,73	0,220	Valid
5	0,27	0,220	Valid
6	0,06	0,220	Tidak Valid
7	0,26	0,220	Valid
8	0,27	0,220	Valid
9	0,29	0,220	Valid
10	0,25	0,220	Valid
11	0,36	0,220	Valid
12	0,39	0,220	Valid
13	0,23	0,220	Valid
14	0,24	0,220	Valid
15	0,24	0,220	Valid
16	0,24	0,220	Valid
17	0,17	0,220	Tidak Valid
18	0,03	0,220	Tidak Valid
19	0,37	0,220	Valid
20	-0,39	0,220	Tidak Valid
21	0,23	0,220	Valid
22	0,33	0,220	Valid

23	0,04	0,220	Tidak Valid
24	0,07	0,220	Tidak Valid
25	0,27	0,220	Valid
26	0,30	0,220	Valid
27	0,10	0,220	Tidak Valid
28	0,42	0,220	Valid
29	0,26	0,220	Valid
30	0,29	0,220	Valid
31	0,26	0,220	Valid
32	0,06	0,220	Tidak Valid
33	0,23	0,220	Valid
34	0,25	0,220	Valid
35	0,07	0,220	Tidak Valid
36	0,26	0,220	Valid
37	0,10	0,220	Tidak Valid
38	0,27	0,220	Valid
39	0,30	0,220	Valid
40	0,26	0,220	Valid

For Item 1

$$\frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \{N \sum Y^2 - (\sum Y)^2\}}$$

$$\frac{80.1882 - (62)(2410)}{\sqrt{80.62 - (62)^2} \{80.73160 - (2410)^2\}}$$

$$\frac{150560 - 149420}{\sqrt{\{4960 - 3844\} \{5852800 - 5808100\}}}$$

$$\frac{1140}{\sqrt{\{1116\} \{44700\}}}$$

$$\frac{1140}{\sqrt{49885200}}$$

$$\frac{1140}{7062,94}$$

0,27

Appendix: IV**Key Multiple Choice Reading Comprehension**

1. A	2. A	3. C	4. C	5. C	6. B
7. B	8. A	9. A	10. A	11. B	12. C
13. C	14. C	15. A	16. B	17. C	18. D
19. D	20. C	21. C	22. A	23. D	24. A
25. C	26. D	27. A	28. A	29. A	30. C
31. B	32. C	33. D	34. C	35. D	36. C
37. A	38. D	39. A	40. C		

Appendix: V

NILAI – NILAI DALAM DISTRIBUSI t

α untuk uji dua pihak (two tail test)						
	0,5	0,2	0,10	0,05	0,02	0,01
α untuk uji satu pihak (one tail test)						
dk	0,25	0,10	0,005	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,326	2,576

Appendix: VI

SMA Graduation (X)

1. The score of SMA Graduation

60	60	65	65	65	65	70	70	70	70	70
70										
70	70	70	70	70	70	70	70	70	70	75
75	75	75	75	75	75	75	80	80	80	80
80	80	80	80	85	85	85	85			

2. High score = 85

3. Low score = 60

4. Range = High score – Low score

$$= 85 - 60 = 25$$

5. The total of lasses (BK) = $1 + 3,3 \log$

$$= 1 + 3,3 (\log 42)$$

$$= 1 + 3,3 (1.623)$$

$$= 1 + 3,9732$$

$$= 4,9732$$

$$= 4$$

6. Interval (i)

$$I = \frac{R}{BK} = \frac{25}{4} = 6.25 = 5$$

7. Mean Score (x) = $\frac{\sum f_i x_i}{\sum f_i}$

Interval	Fi	Xi	fixi
60-65	6	62	372
66-70	16	68	1088
71-75	8	72	576
76-80	8	78	624
81-85	4	82	328
Jumlah	42	362	3080

$$X = \frac{\sum f_i x_i}{\sum f_i} = \frac{3080}{42} = 73.4$$

8. Me

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

$$b = \frac{72 + 74}{2} = 73$$

$$p = 16$$

$$F = 16 + 8 = 24$$

$$f = 16$$

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

$$= 73 + 16 \left(\frac{16 - 24}{16} \right)$$

$$= 73 + (-8)$$

$$= 65$$

9. Modus = 65

Appendix: VII

Boarding School (Y)

Datanya

60 65 70 50 65 65 65 70 70 55
55 70 55 70 60 75 60 55 65 65
65 65 70 50 60 79 79 79 79 79

1. Rentang = data terbesar-data terkecil
= 79-50
= 29

2. Banyak kelas = $1 + \log n$
= $1 + 3,3 \log 30$
= $1 + 3,3 (1,47)$
= $1 + 4,851$
= 5,851 menjadi 5

3. Panjang kelas = $\frac{\text{Rentang}}{\text{Banyak kelas}} = \frac{29}{5} = 5,8$ menjadi 6

Interval	X_i	f_i	$X_i f_i$	FK	Fk (b)
50-55	52,5	6	315	6	30
56-61	58,5	4	234	10	26
62-67	64,5	8	516	18	20
68-73	70,5	6	423	24	12
74-79	76,5	6	459	30	6
Jumlah	322,5	30	1947		

4. Mean=

Rumus yang digunakan yaitu: $X = \frac{\sum f_i x_i}{\sum f_i}$

Keterangan :

\bar{X} = Mean (Rata-rata)

$\sum f_{ix_i}$ = jumlah dari hasil perkalian antara masing-masing skor dengan frakuensi

F_i = jumlah siswa

Maka:

$$\sum f_{ix_i} = 1947$$

$\sum f_i = 30$, sehingga

$$M_x = \frac{1947}{30} = 64,9$$

$$5. \text{ Median} = l + I \left(\frac{\frac{1}{2}N - f_{kb}}{F_I} \right)$$

$$= 67,5 + 6 \left(\frac{\frac{1}{2}30 - 20}{8} \right)$$

$$= 67,5 + 6 \left(\frac{15 - 20}{8} \right)$$

$$= 67,5 + 6 \left(\frac{-5}{8} \right)$$

$$= 67,5 - 3,75 = 63,75$$

$$6. \text{ Modus} = l + I \left(\frac{f_a}{f_a + f_b} \right)$$

$$= 67,5 + 6 \left(\frac{4}{4+2} \right)$$

$$= 67,5 + 6 \left(\frac{4}{6} \right)$$

$$= 67,5 + 4 = 71,5$$

7. Standar deviasi =

Untuk mencari standar deviasi dari data yang dikelompokkan digunakan rumus:

$$SD = \sqrt{\frac{\sum FX^2}{N} - \frac{(\sum FX)^2}{N}}$$

Interval	X _i	f _i	F	f _i x _i	X ²	FX ²
50-55	52,5	6	315	6	2756.25	868218,75
56-61	58,5	4	234	10	3422.25	800806,5
62-67	64,5	8	516	18	4160.25	2146689
68-73	70,5	6	423	24	4970.25	2102415.75
74-79	76,5	6	459	30	5852.25	2673789.75
Jumlah	322,5	30	1947		15891.25	8591919.75

$$SD = \sqrt{\frac{\sum FX^2}{N} - \frac{(\sum FX)^2}{N}}$$

$$= \sqrt{\frac{8591919,75}{30} - \frac{(1947)^2}{30}}$$

$$= \sqrt{286397,325 - 4212,01}$$

$$= \sqrt{282725,315}$$

$$= 531,7$$