



**STUDENTS' PROBLEMS IN READING TEXT AT
SEVENTH GRADE OF SMP NEGERI 6
PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan as
A Partial Fulfillment of the Requirement for the Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written By:

ABDULLAH SAIFUL LUBIS

Reg. No. 08 340 0002

ENGLISH EDUCATION DEPARTEMENT

**TARBIYAH AND PEDAGOGY FACULTY
INSTITUTE FOR ISLAMIC STUDIES IAIN
PADANGSIDIMPUAN**

2014



**STUDENTS' PROBLEMS IN READING TEXT AT
SEVENTH GRADE OF SMP NEGERI 6
PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan as
A Partial Fulfillment of the Requirement for the Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written By:

ABDULLAH SAIFUL LUBIS
Reg. No. 08 340 0002

ENGLISH EDUCATION DEPARTEMENT

**TARBIYAH AND PEDAGOGY FACULTY
INSTITUTE FOR ISLAMIC STUDIES IAIN
PADANGSIDIMPUAN**

2014



**STUDENTS' PROBLEMS IN READING TEXT
AT SEVENTH GRADE OF SMP NEGERI 6
PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidempuan as
A Partial Fulfillment of the Requirement for the Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written By:

ABDULLAH SAIFUL LUBIS
Reg. No. 08.340 0002



Advisor I

Dr. ERAWADI, M. Ag
NIP: 19720326 199803 1 002

Advisor II

EKA SUSTRI HARIDA M. Pd
NIP. 19750917 200312 2 002

ENGLISH EDUCATION DEPARTEMEN

**TARBIYAH AND PEDAGOGY FACULTY
INSTITUTE FOR ISLAMIC STUDIES IAIN
PADANGSIDIMPUAN**

2014

Term : Thesis
a.n. Abdullah Saiful Lubis
Items : 6 (Six) Exemplar

Padangsidimpuan, 27 Januari 2014
To:
Dean of Tarbiyah and Pedagogy Faculty
di-
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advice for necessary revise on thesis belong to Abdullah Saiful Lubis, entitle "*Students' Problems in Reading Text at Seventh Grade of SMP NEGERI 6 PADANGSIDIMPUAN*". We assume that the thesis has been acceptable to complete assignment and fulfilled the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), English Department and Pedagogy Faculty IAIN Padangsidimpuan.

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

Wassalamu'alaikum Wr.Wb.

Advisor 1



Dr. Erawadi, M.Ag
NIP: 19720326 199803 1 002

Advisor II



Eka Sustris Harida, M.Pd
NIP. 19750917 200312 2 002

DECLARATION OF SELF THESIS COMPLETION

I my self:

Name : ABDULLAH SAIFUL LUBIS
Number of Registration : 08 340 0002
Department/ Study Program : Tarbiyah/ English Education
Thesis : The Students' Problems in Reading Text at Seventh
Grade of SMP Negeri 6 Padangsidimpuan

I had written this thesis with consultative aids of advisors, devoicing of plagiary and others un-registered advice based on Students' Code case 14 verses 2.

This statement is accomplished fully responsibility. The writer will receive every chastisement if there is inaccurate on this statement as sentenced in Students' Code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidimpuan, 08 January 2014



Assertive writer

ABDULLAH SAIFUL LUBIS

Reg. No: 08 340 0002



MINISTRY RELIGION OF
INSTITUTE FOR ISLAMIC STUDIES
(IAIN)
PADANGSIDIMPUAN

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : ABDULLAH SAIFUL LUBIS
Student's ID : 08 340 0002
Thesis : STUDENTS' PROBLEMS IN READING TEXT AT
SEVENTH GRADE OF SMP NEGERI 6
PADANGSIDIMPUAN

Chief,

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Secretary,

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

Members,

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

Eka Sustri Harida, M,Pd
Nip. 19750917 200312 2 002

Hamka, M. Hum
19840815 200912 1 005

Proposed:

Place : Padangsidimpuan
Date : April, 14th 2014
Time : 09.00 AM until finish
Result/ Mark : 73 / B
IPK : 3,39
Predicate : Very Good



**MINISTRY OF RELIGION
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
TARBIYAH AND PEDAGOGY FACULTY**

LEGALIZATION

The Thesis with Title : STUDENTS' PROBLEMS IN READING TEXT AT
SEVENTH GRADE OF SMP NEGERI 6
PADANGSIDIMPUAN

Written By : ABDULLAH SAIFUL LUBIS

Reg. No. : 08 340 0002

The Thesis had been accepted as a partial fulfillment of requirement for
degree of Islamic educational scholar (S.Pd.I) in English program.

Padangsidempuan, Mei 19th 2014



Hj. Zulhanma, S.Ag, M.Pd
NIP. 19720702 199703 2 003

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent and the merciful

First of all, Praise is to Allah lord of the word and the owner of human life who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers'.

This thesis can't be completed without a great deal of help from many people, they are:

1. Dr. Erawadi, M.Ag., as the first advisor.
2. Eka Sustris Harida, M.Pd, as the second advisor.
3. Dr. H. Ibrahim Siregar, S.Ag., MCL., as the Rector of State Institute for Islamic Studies Padangsidempuan.
4. Mrs. Hj. Zulhingga, S.Ag., M.Pd., the Dean of Tarbiyah and Pedagogy Faculty.
5. All lecturers and staff in English Department who had give their valuable, advice, and cooperative.
6. Yusri Fahmi, S.Ag, SS, M.Hum, the chief of IAIN Padangsidempuan Library for their cooperative and permission to use their books.
7. Head master, the teacher, and the students of SMP Negeri 6 Padangsidempuan.

8. My beloved parent (Dzibin Lubis and Derliana Dalimunthe), my beloved sisters (Lenni Yusnani Lubis and Nurhasanah Lubis), my beloved brothers (Roni Rasoki Lubis, Ahmad Ilham Syarif Lubis, Muhammad Kholiq Lubis, Mahadi Yusuf Lubis and my little brother Sukri Fadli Lubis) my beloved brothers in law (Rahmat Kartollo Rangkuti and Anhar Hasibuan) and all of my families who always give their materials, prays, motivation, and moral encouragement to finish my study.
9. My beloved friends in Kesatuan Aksi Mahasiswa Muslim Indonesia (KAMMI) Padangsidempuan, akh Fredy, akh Uus, akh Adi Suhendra, akh Wahid, akh Wallim, akh Jamal, akh Nadzri, akh Baha, akh Mora, Akh Raja, akh Amsir, Akh Saleh, Ukh Nora, Ukh Saprida, syukran jaza kumullah khairan katsiran, my friends in TBI-1 and all of my friends, thanks for your help, patience, Support and care to support the writer.
10. My beloved friends in halaqoh, My Murobbi, akh Wahid, akh Wallim, akh Ilham, akh Subarna, and akh Ali, thanks for your motivation.
11. My beloved friends in Pusat Bimbingan dan Konsultasi Belajar ADZKIA Padangsidempuan, Nur Afifah Nasution, Lisma Harahap, Depi, Nenni, Derliana, Juli, Dairobi and all the teachers in ADZKIA thanks for your help, support and advice.
12. All my friends in STAIN Padangsidempuan, good luck for you.

CONTENT

Page

PAGE OF TITLE.....	
13. All the people who have helped the writer to finish my study that I can't mention one by one.	
May Allah, The almighty bless them all, Amin.	
Padangsidimpuan, 14 January 2014	
The Writer	
	
ABDULLAH SAIFUL LUBIS	
Reg. No. 08 340 0002	
ABSTRACT.....	
ACKNOWLEDHEMENT.....	
TABLE OF CONTENT.....	
CHAPTER I: INTRODUCTION.....	
A. The Background of the Problems.....	1
B. The Focus of the Problems.....	3
C. The Definition of Key Terminology.....	4
D. The Formulation of the Problems.....	6
E. The Objectives of Research.....	6
F. The Significant of the Research.....	6
G. The Outline of Thesis.....	7
CHAPTER II: THEORETICAL DESCRIPTION.....	7
A. Theoretical Description.....	8
1. Students' Problems.....	9
2. Reading Text.....	10
a. Definition Reading Text.....	10

NAMA : ABDULLAH SAIFUL LUBIS
NIM : 08 340 0002
JURUSAN/PRODI : TARBIYAH/ BAHASA INGGRIS – 1
JUDUL SKRIPSI :THE STUDENTS’ PROBLEMS IN READING TEXT AT SEVENTH GRADE OF SMP NEGERI 6 PADANGSIDIMPUAN

ABSTRACT

The objectives of research were to know the problems of the students in reading text, the text is descriptive text and the efforts of teacher in overcoming the problems at the seventh grade of SMP Negeri 6 Padangsidimpuan.

The research was conducted with descriptive analysis and qualitative approach. There were 20 students from 323 students at seventh grade of SMP Negeri 6 Padangsidimpuan. In collecting data, the research used the instrument of the research by interview and test for students, the test consist of 5 items.

Based on the result of research, researcher found that the ability of the student at seventh grade of SMP Negeri 6 Padangsidimpuan in reading text was low (29,10%). It is happen because of the students problems they are: the students’ difficult in reading text,. the way of teacher in teaching. The students’ interest in reading. nervous, the purpose, the habit of reading, the students’ tool to transfer the English word to their language, Concentration, the students interested in reading is very low, lack of motivation, absorption of students in learning is low, the students’ spirit in learning, the economic factors. The efforts done by the teacher to overcoming the students’ the students problems at SMP Negeri 6 Padangsidimpuan: the teacher give the motivation to the students and give the vocabulary to the students.

Pedoman Interview Kepala Sekolah

Nama :

Hari/Tanggal :

1. Apakah Sekolah ini memiliki laboratorium Bahasa?
2. Apakah siswa memiliki kelengkapan buku pelajaran?
3. Bagaimana Kondisi lingkungan sekolah ?
4. Apakah ruangan kelas siswa kondusif untuk belajar?
5. Menurut Ibu bagaimanakah kondisi ekonomi siswa dan apakah berpengaruh terhadap belajar siswa?

APPENDIX II

DREAM FOOD RESTAURANT

There is a new restaurant near my house on Jl. H. Ari No. 2. The restaurant is big and cozy. It has large parking and plenty of flower plants. Dreams food restaurant provides Japanese and Indonesian food. You should try it's oxtail soup and dorayaki cake, the taste is delicious. It also gives discount for student, just show your students ID when you pay at the cashier.

1. What is dream food?
2. Dream food looks like?
3. What kind of restaurant do you think it is?
4. What is the special menu there?
5. What is the advantage by eating menu there?

The Answer the Questions as bellow

1. Restaurant
2. It's large and comfortable
3. Family restaurant
4. Oxtail soup
5. Get students' discount

APPENDIX III

The Result of test

No	Name of Students	Respondents'' answers of each item numbers						
		0	1	2	3	4	5	Sum
1	Poritinus	0	20	0	0	0	0	20
2	Yusril Mahendra	0	0	0	0	0	0	0
3	Rani Daulay	0	20	0	0	0	0	20
4	Armenra HTG	0	20	0	0	0	0	20
5	Rinaldi P	0	20	0	0	0	0	20
6	Parlindungan T	0	20	0	0	0	0	20
7	Angga Saputra	0	0	0	0	0	0	0
8	Sahmi Roma	0	20	0	0	0	0	20
9	Harun Al-Rasyid	0	20	0	0	0	0	20
10	Winda Sari	0	0	40	0	0	0	40
11	Anggi Tamarisa	0	0	40	0	0	0	40
12	Revina simamora	0	0	40	0	0	0	40
13	MHD.Kahfi Hrp	0	0	40	0	0	0	40
14	Wilda Sari	0	0	40	0	0	0	40

15	Bunga Dahlia	0	0	40	0	0	0	40
16	Annisa Dermawan	0	0	40	0	0	0	40
17	Yusuf Nico Satria	0	0	40	0	0	0	40
18	Nur Hasisah	0	0	40	0	0	0	40
19	Riza Ananda	0	0	40	0	0	0	40
20	Suhdi Gunawan	0	0	40	0	0	0	40
Σ		0	140	440	0	0	0	550

APPENDIX IV

The calculating of the result of test by using formula

$$\frac{\sum \text{score}}{N \text{ responden}} \times 100\%$$

$$= \frac{580}{20} \times 100\%$$

$$= 29,1\%$$

APPENDIX V

THE ANALYSIS ON STUDENTS' ABILITY IN READING TEXT AT SPM NEGERI 6 PADANGSIDIMPUAN PADANGSIDIMPUAN

No	Name of Students	Respondents'' answers of each item numbers						
		0	1	2	3	4	5	Sum
1	Poritinus	0	20	0	0	0	0	20
2	Yusril Mahendra	0	0	0	0	0	0	0
3	Rani Daulay	0	20	0	0	0	0	20
4	Armenra HTG	0	20	0	0	0	0	20
5	Rinaldi P	0	20	0	0	0	0	20
6	Parlindungan T	0	20	0	0	0	0	20
7	Angga Saputra	0	0	0	0	0	0	0
8	Sahmi Roma	0	20	0	0	0	0	20
9	Harun Al-Rasyid	0	20	0	0	0	0	20
10	Winda Sari	0	0	40	0	0	0	40
11	Anggi Tamarisa	0	0	40	0	0	0	40
12	Revina simamora	0	0	40	0	0	0	40
13	MHD.Kahfi Hrp	0	0	40	0	0	0	40

14	Wilda Sari	0	0	40	0	0	0	40
15	Bunga Dahlia	0	0	40	0	0	0	40
16	Annisa Dermawan	0	0	40	0	0	0	40
17	Yusuf Nico Satria	0	0	40	0	0	0	40
18	Nur Hasisah	0	0	40	0	0	0	40
19	Riza Ananda	0	0	40	0	0	0	40
20	Suhdi Gunawan	0	0	40	0	0	0	40
Σ		0	140	440	0	0	0	550

The researcher calculated the score by using the formula:

$$M = \frac{(\Sigma x)}{N}$$

$$= 580/20$$

$$= 29,1$$

APPENDIX I

Pedoman Interview Siswa

Nama :

Kelas :

Hari/Tanggal :

1. Apakah lingkungan sekolah anda kondusif untuk belajar?
2. Apakah anda senang dengan pelajarang bahasa Inggris?
3. Apakah peralatan kelengkapan belajar disekolah sudah lengkap seperti laboratorium bahasa, perpustakaan, buku pelajaran dan peralatan lainnya?
4. Apakah anda senang membaca pelajaran Bahasa Inggris?
5. Apakah anda mengalami kesulitan dalam membaca teks Bahasa Inggris?
6. Kesulitan apa saja yang anda hadapi dalam membaca teks Bahasa Inggris?
7. Apa yang dilakukan Guru untuk membantu anda dalam mengatasi masalah tersebut?
8. Apakah anda tertarik ketika guru menerangkan?
9. Apakah anda memiliki kamus Bahasa Inggris untuk membantu dalam memahami teks Bahasa Inggris?

Pedoman Interview Guru

Nama :

Hari/Tanggal :

1. Bagaimanakah minat belajar siswa khususnya Bahasa Inggris?
2. Bagaimanakah minat siswa terhadap membaca Bahasa Inggris?
3. Apasaja kelemahan siswa dalam membaca?
4. Apakah kesulitan mereka dalam belajar bahasa Inggris?
5. Kesulitan apasaja yang mereka hadapi terutama dalam membaca Bahasa Inggris?
6. Apa usaha ibu dalam mengatasi permasalahan mereka?

CURRICULUM VITAE

A. Identity

Name : ABDULLAH SAIFUL LUBIS
Nim : 08 340 0002
Place and birthday : Padangsidempuan, 06 April 1990
Sex : Male
Religion : Islamic
Address : Jl. Kenanga gg Afiat, Padangsidempuan.

B. Parent

1. Father's name : Dzibin Lubis
2. Mother's name : Derliana Dalimunthe

C. Educational background

1. Graduated from Primary School number 142437 Padangsidempuan In 1996 -2002.
2. Graduated from MTSS BaharuddiIslamic Boarding Scool in Muara Tais, Tapanuli Selatan 2002- 2005
3. Graduated from SMK N. 2 Padangsidempuan In 2005-2008
4. Be Institute For Islamic Studies IAIN Padangsidempuan.

CHAPTER 1

INTRODUCTION

A. The Background of the Problems

Generally, in human life always do communication and interaction each other. In communication or interacting always use some instrument to get communication that instrument is language. Generally, language is the instrument of verbal communication¹ and the symbol of language is systemize, because the structures have terms and hierarchy,² so language is the humans' instrument to communicate or interact to give or to get information and it has formula or structures to understand that is signed language is beautiful, but it always put in written language that every human especially students always interact with written language, because it is a need of them and language needs to comprehend, especially written language to know what is written language about or to know what is the writer writes.

Quite in life, the language the surround is not always the same, but the changes it according to different situation, as people using language to talk, what is going on and to indirect with another. In this is time, one of important language in the world is English and it is known as international language right now. In Indonesia, English has been a formal subject and it has been a national

¹ D.P.Tampubolon, *Kemampuan Membaca Teknik Membaca Efektif dan Efesien* (Bandung: Angkasa, 1998), p. 1.

² *Ibid.*, p.1.

examination, because of that every students are asked to learn it up to the students can understand English. There are four skills in English they are: listening, speaking, reading and writing. Here is talking about reading.

Reading is one of four skills in language and one of part between components from written communication³. Reading is also essential skill for learner of English, for most of these learners it is the most important skill to master in order to ensure success in reading.⁴ 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.

Comprehension is the goal of reading⁵. In reading, comprehension is the purpose of reader, especially the students who study in school or university, because comprehension is the ability of the reader to create a meaning. Reading always interacts with written language or interact between reader and writer. The students need to comprehend when they read and if the students understand what they are read it definitely they create the meaning in their language and it is signed they success in reading and sure they will interest to read English. the other reality, the students cannot comprehend in reading, because they are weak in reading, it is their problem in English specify in reading text in SMP NEGERI 6 Padangsidempuan at seventh grade. They always have problems in

³ *Ibid.*, p.5.

⁴ Hill-McGraw, *Practical English Language Teaching, First Addition*, (New York: McGraw-Hill Companies, 2003), p.69.

⁵ *Ibid.*, p. 68.

reading text, their problems are: the students' difficult in reading text, it is happened because of the lack of the students vocabulary that make them do not do know what is the text about. The problem is also the way of teacher in teaching that makes them get bored in English especially in reading. The students' interest in reading is also a problem. It is because the teacher does not motivate the students that make them interest in reading English and the students' tool to transfer the English word to their language. It is based on the students' problems in reading activities, the students faces many problems in reading text at SMP NEGERI 6 Padangsidimpuan researcher makes the title "The Students' Problems in Reading Descriptive Text at Seventh Grade of SMP NEGER 6 Padangsidimpuan.

B. The Focus of Problems

Base on the research at SMP Negeri 6 Padangsidimpuan where the students' problems in reading text is the students cannot comprehend it is mean that the students difficult to understand the text that the students read. It is caused by the students problems. The problems are the students' difficult in reading text, the problem is also the way of teacher in teaching, the students' interest in reading, nervous,⁶ the purpose, concentration, the habit of reading, the students' tool to transfer the English word to their language, the students do not understand how to read the text of the English language, so make students

⁶ Rikki Sulton, *Students' Problems'* (SMP Negeri 6 Padangsidimpuan 26 Januari 2013).

get bored and easy that concentrate of students broken , the students interested in reading is very low, students also lack of motivation in reading, absorption of students in learning is low, the students' spirit in learning and concentration of students in learning because of the economic factors because of the problems the students are weak in reading text.

From the problems above, there are many things to discuss, the research needs to limit the problem in this research, it is the students' problems in reading descriptive text.

C. The Definitions of Key Terminologies

Here, the meaning from the each words will be found. It is done to avoid vagueness and misunderstanding between the writer and the reader.

1. The Students

In dictionary of Webster's; student is a person who is enroll for study at a school or college, etc.⁷ According to Hornby states that the students are the person who learn in the school,⁸ while in dictionary of Indonesia, the students is the learner at grade of elementary school, junior high school and senior high school⁹.

⁷ Neuvel Victoria, *Webster's New World Collage Dictionary* (New York: Macmillan, 1986), p. 1330.

⁸ Hornby, *Oxford Advent Learner Dictionary* (New York: Oxford University Press, 1995), p. 1187.

⁹ Tim Penyusun Pusat Pembina dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 1077.

From the text above can be concluded that the students are the persons who are in the education process.

2. Problems

The problem is a thing that is the difficult to deal with or to understand¹⁰. So, problem is a thing that is difficult to solve something or to understand something.

3. Reading

Reading is a fluent process of readers combining information from a text and their background knowledge to build a meaning.¹¹ So reading is the process to understand written language or written information to build a meaning and taking conclusion what is information about and make it in the reader language.

4. Text

Text is a meaningful linguistic in a context.¹² So, text is written language that has linguistic content and full of meaning.

So, the meaning of “Students Problems in Reading Text” is the problems that are faced by students in reading text that make the students are not easy to learn reading text in English especially at Seventh Grade of SMP Negeri 6 Padangsidempuan.

¹⁰ Hornby, *Op. Cit.*, p. 1049.

¹¹ Hill, McGraw, *Practical English Teaching First Addition* (New York: McGraw-Hill companies, 2003), p. 68.

¹² Sanggam Siahaan and Kisno Sinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 89.

D. The Formulation of Problems

1. What are the students' problems in reading text at SMPN 6 Padangsidempuan?
2. What is the teacher's effort to solve the students' problem in reading descriptive text at SMPN 6 Padangsidempuan?

E. The Aims of Research

Researcher needs to make the aim of the research to make us to know what are the purpose of the research to do. The aims of research are:

1. To know the students' problems in reading text at SMPN 6 Padangsidempuan.
2. To know the teacher's effort to solve the students' problems in reading descriptive text at SMPN 6 Padangsidempuan.

F. The Significances of the Research

1. For head master to give suggestion to English teacher to improve learner ability in English especially in reading and to guide his English teacher.
2. For teacher as an input or references to know the students' problems in reading that the teacher directly what does want to do to solve the students' problems in learning process, especially in reading.
3. For the reader as an input to know the problems that students face in reading and as references in conducting further researchers in same topic.

G. Outline of Thesis

The systematic of this research are divided in to five chapters. Each chapter consists of many sub chapters whit detail as follow:

Chapter one discussed about introductions, they are: First, background of problems; this research was hold because the research wanted to know the students' problems in reading text in SMP Negeri 6 Padangsidimpuan and continued to know the ability of students in reading. Second, the focus of problems about the students' problems n reading descriptive text. Third, definition of key terms; include definition about title of research. Forth, the formulation of problems are: about the students problems, the students ability, and the teacher effort in theory, Fifth, the aim of research, it is to answer formulation the problems. Sixth, the significances of research for all the reader and especially for element of SMP Negeri 6 Padangsidimpuan include the teacher, students, and also for the candidate researcher who want to conduct this research.

Chapter two are the theoretical description, which explain about generally reading problems, specific reading problems, the students ability, the efforts of teacher, reading comprehension, definition, the purpose reading comprehension, level of reading comprehension, the ways to comprehend, the text, the definition, kinds of text.

Chapter three discuss about the methodology of research that consist of; first, Approach and kinds of research, this research will be conducted with

descriptive text analysis with qualitative method. Second, Location and time of research will be held in SMP Negeri 6 Padangsidempuan. Third, sources of data will be taken from sample of research seventh grade in SMP Negeri 6 Padangsidempuan. Fourth, technique data collections involve two techniques include; interview and test. Fifth, the technique of data trustworthiness to make research more valid. Sixth, technique analysis data. This data analyzed with qualitative research.

Chapter four include four parts. First, Findings; findings consist of general findings and specific findings, general findings consist of about school, situation of equipments and facilities, situation of teacher, and situation of students. Specific findings consist of description of students ability in reading text at grade seventh grade of SMP Negeri 6 Padangsidempuan, the result discussion about the all of the students' problem in reading text, third, the specific result about the teacher effort to the students.

Chapter five was involved: conclusion about the result of research and suggestion for all.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Students' Problems

Student is a person who is enroll for study at a school or college.¹

From the text above can be concluded that students are the persons who are in the education.

Problem is a thing difficult to deal or to understand.² So, problem is difficult to find something or to understand something. From both of statement above students' problem is the students difficult in process of learning. Here discuss about Problem in reading and the problems in reading must to be solved, because reading is the gate of knowledge, where with reading the students can add their knowledge, they can get information and they can understand what the writer writes. The problems in reading among, the vocabulary, where the readers do not know many words, relaxation, where the readers get nervous when reading, anticipation then concentration where the readers difficult to calm when reading, after that is the purpose, where the

¹Victoria Neuveld, *Webster's New World Collage Dictionary*....., Loc Cit, p. 1330.

² *Op. Cit.*, p.1187.

readers do not have the purpose if the readers want to reading and motivation, it is caused the readers do not like to read.³

From the explanation above the reading problems of the reader especially the students is comprehension, where they are difficult to understand the reading text. That are caused by vocabulary, situation, condition is not good to read and the other. If the reader comprehend and can conclude into their language what they read, that is signed the student success in reading. the students' problems need to solve that make them comprehend and the important one how to make the students understand or comprehend what are students read.

2. Reading Text

a. The Definition of Reading Text

Reading is a fluent process of readers combining information from a text and their background knowledge to built a meaning.⁴So, reading is the process to understand the text or written language to get information. A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or phrase or a clause, or a sentence or a discourse. Meaningful is full meaning. A text is both a spoken text and written text. A spoken text is any spoken text. It can be a word or a phrase of a discourse.

³ Wainwright Gordon, *Speed Reading Better Recalling* (Jakarta:PT Gramedia Pustaka Utama, 2006), p. 113.

⁴ Hill, McGraw, *Practical English Teaching First addition...*p.68

A text of language is a text spoken or written in a language.⁵ So, reading text is the process to understand the written language or the text to get a meaning. An English text spoken or written text in English. The text English is unique. It is the way its native speaker to organize a piece of both spoken and written information. This way is the culture of native speakers of the native English speaker to communicate in both the spoken or written language. This means that learning English text is learning to communicate the culture English people. A text of language is unique. Some languages have some similarities in a text. They have some difference. The languages that have the dominant difference can be of the different branch.

The English text is also unique. It is the way its native speaker to organize a piece of both spoken and written information. This way is the culture of the native English speaker to communication in both spoken or written language. In conclusion, text is a meaningful linguistic in a context and text is any linguistic meaningful unit in linguistic context and non linguistic context.

b. Kinds of Text

There are many kinds of the text, they are:

1) Narrative Text

According to Sanggam Siahaan stated "Narrative is any written English text in which the writer wants to assume entertain people, and to deal with actual

⁵ *Ibid.*, p. 1.

or vicarious experience in different ways.”⁶ So narrative text is a kind of text to entertain the readers and there is a problem and solution to solve the problems, by fiction or concrete story.

- 2) Persuasion text, is English written text that the writer persuades someone should or should not be case. It containing thesis, argument of issue and recommendation.⁷
- 3) Argument Text, is a written English text that the writer give some view of issue. It is containing issues, arguments and conclusions.⁸
- 4) Recount Text, it is English written text that tell what happen, to document a time of sequent of events and evaluate their significance in some way. It is containing of orientation, events and reorientation.⁹
- 5) Report Text, is the way to describes things are to arrange natural or social phenomena in our environment or life.¹⁰
- 6) Procedure Text, is a text to give the formula to do.¹¹
- 7) Hortatory exposition, to persuade the reader that something should or should not case or be done.¹²
- 8) Review, to critique or evaluate an art work or event a public audience.¹³

⁶ Sanggam Siahaan and Kisno Sinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 73.

⁷ *Ibid.*, p. 101.

⁸ *Ibid.*, p. 121.

⁹ Arief Kurnia, *Mengeksplorasi Jenis – Jenis Teks Dalam Bahasa Inggris* (Jakarta: Multi kreasi satu delapan, 2010), p. 40.

¹⁰ *Ibid.*, p. 30.

¹¹ *Ibid.*, p. 48

¹² Dita Rizkiani, “Macam-Macam Teks Dalam Bahasa Inggris” [http.www.google.com](http://www.google.com), accessed June , 22 2013 time 22.30 wib.

- 9) Anecdote, to share with others an account of an unusual or amusing audience.¹⁴
- 10) Spoof, to tell an event with humorous twist and entertain the reader.¹⁵
- 11) Analytical Exposition Text, is a text to persuade the reader that the something is the case. It contains thesis, arguments and reiteration.¹⁶
- 12) News Item, is a text to inform readers about events of the day which are considered or important.¹⁷
- 13) Explanation text, is a text to explain the process involve in the formation or workings of natural phenomena. It containing of a general statement and sequenced explanation.¹⁸

c. Descriptive Text

1) The Definition of Descriptive Text

According to Kane Stated “Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.”¹⁹ Next W. Rotter/ H. Rendle say “Description is used in all forms of writing to create a vivid

¹³ *Ibid.*

¹⁴ *ibid.*

¹⁵ *Ibid.*

¹⁶ *Ibid.*

¹⁷ *Ibid.*

¹⁸ *Ibid.*

¹⁹ Thomas S Kane, *The Oxford Essential Guide to Writing* (New York: Barkley Books, 2000), p.

impression of a person, place, object or event .”²⁰ In conclusion, Descriptive Text is a text to describe something n specific or is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Descriptive text is a text containing two components they are identification and description by which a writer a person, or an animal, or a tree, or a house, or camping as his topic. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object. Bellows are content of the descriptive text; They are text structure, and dominant aspects grammatical.²¹

Text Structure

1. Identification:

Identification here means that identifies phenomenon to be a describe

2. Description: describes part, qualities, characteristics

Description here means that describe part, qualities and characteristic what is done or talked.

Dominat Grammatical Aspects

1. Focus on Specific participant

2. Use of Attributive and Identifying process

3. Frequent use of Epithets and classifiers in normal groups

²⁰W. Rotter and H. Bendl, *Your Companion to English Texts: Comprehension - Analysis - Appreciation - Production (Kollegstufe/Abitur/Universität München: Manz ,1978)*, p. 91 – 102

²¹ Arif Kurnia, *Op. Cit.*, p. 89.

4. Use of simple present tense

So from the definition above, the conclusion is the descriptive text is a kind of text to describe person, place, object or even, that to give an information about something. Descriptive text usually has these generic structures identification and description.

2) Text Function

Text function is to describe a particular, person, place, object or thing.²² So description text describes to describe a special place and explain why it is special, describe the most important person in your life and describe the animal's habitat in your report. Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create pictures of characters, places, objects etc. It is the example of descriptive text.

A PEN - FRIEND

“A pen – friend is a friend from another country whom you communicate to by pen – in a letters ! of course, you won’t be friends straightaway, you will need to get to know each other first, but it won’t take long if you can take photographs to each other too.

A friendship with a pen – friend can sometimes last a lifetime, and who knows, you may even be lucky enough to meet up one day. If you like to

²²Sanggam Siahaan, and Kisno Sinoda, *Generic Text Structure*, Op.Cit., p. 89.

have a friend by post, ask at your school and see if a teacher can help you get started.

So, Text is a meaningful linguistic that has many process to understand that is words or phrase form and then, text is written language that is written with a several purpose and text has many kinds, descriptive text, Narrative text, persuasion text, recount text, procedure text, report text, etc. Reading text is a process to understand what the writer mean and what the purpose of the text and the indicator of success in reading that the reader understand what the text means about and if the reader understand what the means and understand what the purpose the writer about that is success reader. Here, the writer makes the indicators to try the students, the indicators are: the content of the text, the purpose of the text, to find out the topic, the things that is continue with the topic, and the meaning of the text.

3. Reading Problems

In daily activity, human always read news paper, magazine and the book of school, but in reading process always find the problems. Here, the reading problems generally and specifically.

In everyday human activities cannot be separated from the reading, because reading is a human need. Reading is like opening the world windows, reading will be able to acquire a variety of knowledge and information, because if the reading does always, many thing will be known,

so assist and facilitate know everything, one way is through reading. In school, reading is an activity everyday that is done by the students, because reading can get knowledge for the benefit of students. In school has English lesson and in English lesson, there are four skills that should be possessed, they are, listening, speaking, reading and writing.

Here talking about the activities of students in reading. Students always interact with text English if learn English. Over time, there are many students' problems are faced in reading, generally the students' problems in reading are: the habit of reading, it means that the students do not habit or activity in reading that make the students' lazy to read.²³ Other problems in reading is misunderstanding of reading process, it means that the students are misunderstanding the words meaning and make the students misunderstanding the word meaning, inadequate vocabulary, means the lack of vocabulary, so that make students have less understanding of the text they have read.²⁴ Next, students are less active in reading, less creative, students do not interest to read it because the students have not been explored optimally.²⁵ Less interest in reading makes the students are weak in reading.

²³ Abdurrahman, "Kemampuan Membaca Pemahaman Siswa kelas VII SMP di Kota Yogyakarta" *http.www.google.com*, accessed June 22, 2013 time: 22.30 pm.

²⁴ C. Bean Jhon, *Helping Students Read Difficult Text* (New York: Awiley Imprint, 2001), p. 136.

²⁵ Diplan, "Peningkatan Kemampuan Membaca Siswa" *http.www.google.com*, accessed June 22, 2013 time: 22. 30 pm.

Motivation is very important for students that the students can understand what the students read²⁶ and the place of area school and the clean of the area of school from the way up to room, because, the students need to concentrate in reading process.²⁷

The problems in reading that the readers faces in reading activity they, the relaxation, it means that when the readers read faster the reader get strained, easy to angry and suppressed, read to anticipation what is coming next, it means that the reader first to anticipate what is material is about, , and then is motivation²⁸, it means that the reader needs motivation to appear the interest in reading. From the problems, that makes the students cannot understand what is the text mean about or what is the students read about.

The conclusion that the problems that is faced that the students' difficult to understand the text that is read, most of the students do not know the meaning of the text, the author's purpose is not known by students, and it is also make students less interested in reading text English. It is the dangerous to the students, because The problems need to be solved directly and the teacher must attends to the students problems in reading text it may help the students

²⁷ Dimiyati and Mujiono, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta dan Depertemen Pendidikan dan Kebudayaan), p. 235.

²⁸ Mainwright Gordon. *Speed Reading Recalling* (Jakarta: PT. Gramedia Pustaka Utama, 2007), p.114.

4. The Efforts Teacher In Reading

The definition of a day – today, teacher is a must can do everything and can be imitated, in the sense of people who have charisma and prestige, up need to be replicated and imitated. Teacher is who teaches in a leaning place, teacher is not only teach the material but also teaches the generation of country²⁹ and according laurence D. Haz and Jonathan C. Nalk, teacher is a professional person who conduct classes and Jean D. Grams and C. Clare Mc Morris stated that the teachers are those persons who consciously direct the experient and behavior of the individual so that the Educations takes place³⁰ So, teacher is the person who teaches material subject in school or in the places of learning. The duty of teacher is not easy, because the teacher do not only teaches in a room, but also becomes a good person that the students always see the character of the teacher, if the teacher has a bed character, the students will be afraid to the teacher and the process of leaning will be difficult and on the contrary, if the teacher has a good character, the process of learning will be fast.

From the text above, teachers are conscious adults responsible for educating, teaching, and guiding learners also solve the problems of students with the efforts that is made by teachers in lessons encountered problems. Reading is not foreign to the students who sits in the school. In activities of

²⁹Dimiyati and Mujiono, *Belajar dan Pembelajaran*,Loc. Cit, p. 248.

³⁰ Hamzah B. Uno. *Propesi Kependidikan Problema, solusi, dan Reformasi Kependidikan di Indonesia* (Jakarta: Bumi Aksara, 2011), p. 15.

students, reading is often done by students especially in reading English, but the students' problems is often found in reading English, where the role of teachers' is needed that helped to solve the students' problems. Here, Teachers efforts to solve the students' problems: Understanding Struggling Readers, Assessing Dependent Readers' Needs, Explicit Instruction in Comprehension, Learning to Make an Inference, Pre-Reading Strategies, During-Reading Strategies, After-Reading Strategies, Vocabulary - Figuring Out What Words Mean, Word Recognition, Spelling³¹. This is the most effort of teachers in reading so that students can understand the reading text that is written by the expert. Teachers will not be separated from the students and the students will not be separated from the teacher. Role of the teacher in the learning process is very important because the teacher is central to student learning and guide students in the teaching learning process, so that in reading. The students' problems in reading is the task of the teacher and the teacher's role is very important to get it done. Teacher who is instrumental to solve it, because the teacher is central to student learning.

The conclusions, the teacher is the person who teaches and solves the students' problems in learning also in reading. The teacher always uses the strategy in teaching that makes the students happy and like the subject especially in reading. The teacher always gives the motivation and advisement

³¹ Keylene Beers, *When Kids Can't Read What Teachers Can Do*, (New York: Heinemann, 2003), p. 1-11.

to make the process of reading good. Making the situation and process in reading very good and the students cant interested.

5. Reading Comprehension

a. Definition

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”³². Reading comprehension suggest that separate skills that can be identified, which used singly or incorrect, lead to understand of passage.

Reading comprehension is the process of interpreting and understanding the meaning of the text. Not only understanding of the text, but also relationship structures among ideas³³ and Reading is a fluent process of readers combining information from a text in their own background knowledge to built meaning³⁴. From the statement, reading is the process to understand written language or 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

³² Wayne Otto, *How to Teach Reading*, (American: Addison-Wisely Publishing Company , 1978), p. 151.

³³ *Ibid* , p. 153.

³⁴ David Nunan, *Practical English Teaching* (New York: Hill-Mcgrow,2003), p. 68.

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.

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 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.³⁵

As the option above, the purpose of reading comprehension is to make the reading easy and faster to find the information in the text that we read. The

³⁵ *Ibid.*, p. 68.

reader can understand the purpose, attitude and mood of writer that was the comprehension.

c. 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 expend 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 text³⁶.

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.

d. Related Findings

Here are several related findings with this research. These related findings discuss about strategy how to make the students understand and improve their reading.

³⁶ David Nunan, *Op. Cit*, p. 152.

The first title, A Study on the Students' Ability in Mastering Reading of the Grade IX AT Madrasah tsanawiyah Mardiyah Islamiyah Panyabungan in 2010-2011 Academic Year³⁷. the problem of students in reading is difficult to get information in the text and printed metter to note the message from the text book so, it same with the researcher problem.

The second title, An Analysis the Students' Competence in Reading Comprehension of Descriptive Text of Grade VIII at SMP Negeri 4 Padangsidimpuan.³⁸ It is done to analysis the students competence about the students comprehension in reading descriptive text where there are many of students problem that they cannot understand the text.

The conclusion, from the description above, the researcher can conclude that the method can increase the students' reading comprehension. But in this research the researcher tries to find the students' problems in reading text.

B. Result

1. Students' Prblems

- a) The vocabulary, where the students do not know the meaning many wards.
- b) Relaxation, where the students get nervous when reading.

³⁷ Nur Hajjah Hasmi. "A Study on the Students' Ability in Mastering in Raeding of the Grade IX at Madrasah Tsanawiyah Mardiyah Islamiyah Panyabungan in 2010-2011 Academic Year".

³⁸ Marlina Sari Pohan. "An Analysis The Students' Competence In reading Comprehension of Descriptive Text of Grade VIII at SMP Negeri 4 Padangsidimpuan".

- c) Concentration, the students difficult get a calm when reading.
- d) Purpose, where the students do not have the purpose when reading.
- e) Motivation, the students interest in reading is low cause of that the students need Motivation.
- f) The habit of reading, where the students activity in reading is low or the students seldom have activity in reading.
- g) Misunderstanding reading process.
- h) Less active.
- i) Less creative.
- j) The interesting in reading. The students do not interest in reading.
- k) Easy to angry when reading, it is caused by nervous and the other students disturb the reader.
- l) Anticipation what next come, it is happened because of the students are seldom to read and act.

2. The way to comprehend the text

From the problems above there are many strategies in reading to solve the students' problems that are: Understanding Struggling Readers, Assessing Dependent Readers' Needs, Explicit Instruction in Comprehension, Learning to Make an Inference, Pre-Reading Strategies, During-Reading Strategies, After-Reading Strategies, Vocabulary - Figuring

Out What Words Mean, Word Recognition, spelling³⁹ or the other way to make the students comprehend the text that are:

1. 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.⁴⁰ So understanding what is read is 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 they are: Make the active reader, read the concept or idea not the words, involve the sense, make the interest and the dictionary.

2. 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 the questions to make the process of reading will be active.

3. 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.

³⁹ Keylene Beers, *When kids Can't Read what Teacher Can Do...*, Loc Cit, p.1-11.

⁴⁰ Bobbi DePotter, and Mike Hernacki, *Quantum Learning* (New York: Dell Publishing, 1992), p. 264.

4. Involve Sense

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

5. 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.

6. 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.

Based on the information that is gotten from researcher and the researcher interaction is a one-step or an attempt to observe and see the students' difficulties in reading where the the researcher find the required information but the information thus obtained still requires deepening valid. The relationship with the past that information that is obtained at the beginning is not so valid information and requires further processing in which the problems of students who obtained by the writer requires further processing to be traced so clearly this is related to the past for the final stages of construction so that the information obtained is processed and that becomes valid.

CHAPTER III

METODOLOGY OF RESEARCH

To get the result of this research clearly and systematically, the researcher used the method of the research which is suitable with the research plan in the field. Research methodology is needed in reading to find the problems of students in reading text. Method of the research would also avoid the invalid information.

A. The Location and the Time of the Research

The research has been done at seventh Grade of SMPN 6 Padangsidimpuan in 2012/2013 academic year, with complete address was at street Kenanga No. 5 South Padangsidimpuan Kecamatan Ujung Padang Padangsidimpuan City and in front of PKPN office or behind Forest office North Sumatra. The research has been done on September, 2011 until December 2013 in SMP Negeri 6 Padangsidimpuan.

B. Kinds and Approach Research

The method of the research is descriptive qualitative method. Descriptive is the descriptive study determines and describe the way things are. It may also compare how subgroup such as male and female or

experience and inexperienced teachers view issues and topic.¹ In generally, the research which method is descriptive method, it usually does not have hypothesis. Sumadi Suryabrata stated that: “penelitian deskriptif adalah penelitian yang bermaksud untuk membuat pencandraan (deskriptif) mengenai situasi-situasi atau kejadian-kejadian.”² (Descriptive Methode is the research to describe situations and the events). It means descriptive research is the research has a sense that perception (descriptive) about situations or events. Saifuddin Azwar, stated that: “penelitian deskriptif yaitu menganalisis dan menyajikan fakta secara sistematis sehingga dapat lebih mudah untuk di pahami dan disimpulkan”.³ It means descriptive research meant to analyze and give the fact systematically, so it’s easier to be known and concluded.

Next Surakhman said that “Metode Descriptive adalah penyelidikan yang menentukan dan mengalokasikan penyelidikan dengan teknis interview, angket, observasi, atau teknis tes, studi kasus waktu dan gerak komperatif dan operasional.”⁴ (Descriptive Method is a survey that determine and allocate it with interview technical, observation, or test technical, studying time of problem and indication, comparative analysis or operational).

So, it can be concluded that descriptive research meant to analyze or make a sense perception (descriptive) about situation or events. It is used to describe

¹ L. R. Gay and Peter Airasian. *Educational Research (competencies for Analysis and Application)* (New Jersey: Prentice Hal, 2000), p. 275.

² Sumadi Suryabrata, *Metode Penelitian* (Jakarta: Raja Grafindo Persada, 1983), p. 76.

³ Saifuddin Azwar, *Metode Penelitian* (Yogyakarta: Pustaka Pelajar, 2004), p. 6.

⁴ Winarno Surakhman, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* (Bandung: Kasito, 1982), p.2.

how the students' Problems, the ability and the difficult of students in SMP Negeri 6 Padangsidempuan in reading text.

C. Unit of Analysis

The unit of analysis is the students and the researcher uses the method from (Sugiono) that is Nonprobability Sampling that is "Purposive Sampling". It is the technique takes sample of sources data with certain considering.⁵ From Sugiono said that if researcher wants to take the object of research, the researcher just take several of the object of participant and the object of participant is believed that participant can give right information that the researcher needs.

So, the researcher takes the several participants about ten up to twenty (10-20) participants to get the information and if the information of the students problems is valid the participants are not added, but if the information is not valid the participants will be added up the information is valid to what will be needed.

⁵ Sugiono, *Metode Penelitian Kuantitatif Kualitati dan R & D* (Bandung: ALFABETA, 2010), p. 85.

D. The Sources of Data

The sources of data in these research is to describe in to two parts, they are: Primary sources of data, the students in seventh grade (VII) in SMP Negeri 6 Padangsidimpuan. Base on Sugiono that is Nonprobability Sampling that is “Purposive Sampling”. It is the technique takes sample of sources data with certain considering.⁶ From the statement, the researcher just takes several participants and the participants are believed can answer what the researcher questions. Total of students at seventh grade SMP Negeri 6 Padangsidimpuan are 323 persons and the researcher takes the students only 20 persons that are believed give the valid information and the researcher will add the students or participants if the information does not valid. It will continue again up the information is valid.

The second sources of data, as completing to primary sources of data, they are the English teacher and the Head Master of SMPN 6 Padangsidimpuan.

⁶ *Ibid.*, p. 85.

E. Instrument of Collecting Data

The instrument of collecting data used:

a. Interview

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other persons.⁷ This research will use structural interview. As know that in structural interview, the researcher prefers the alternative question of the answer that will be given to the respondent.⁸ So, this interview was one of the techniques of collecting data by doing oral interview in individual meeting.

The researcher had been interviewed students (respondent), teachers, and the head master of SMP Negeri 6 Padangsidempuan. In this case, the interview gave a relation how the students' problems reading text was, and how the students' ability reading text, then what are the difficulty of students.

In this research, the researcher asked the teacher of the students about the students' problems in reading text and the teacher gave the specific problems of students, then interview with the students and the students gave the specific their problems, and the last interview with the head master, the head master gave the specific information from the students' problems up to condition of the students.

⁷Winamo Surakhman, *Op,Cit.*, P. 219.

⁸ Hadi AMirul and Haryono. *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1998), p. 136.

b. Test

Based on the sources of the research, for the primary data the researcher used the test as an instrument for collecting the data. Test is instrument to collecting data that gives questions or test that is used to measure the skill, knowledge, intelligent, or talents that is had by individual or friction.⁹ As the text above test is the instrument to collect the data with giving some questions or giving some test to know how far their intelligence or their knowledge about the subject. Appropriate with the instrument of this research, the researcher wanted to analyze the ability of students in reading and see the problems in reading.

In this test, the researcher gave the test only one times test, because in this test the researcher finds the students problems' and how the students ability directly. The test with using essay and the test consist 5 questions another test. Every one question is given 20 score and the totality for this test is 100.

The Table of Indicator

No	The indicators of the test
1	Know the words
2	Understand the text ¹⁰

⁹ Riduwan. *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: 2005, ALFABETA), p. 76.

¹⁰ Santrock, Jhon W. *Psikologi Pendidikan* (Jakarta:Kencana Prenada Media Grup, 2010), p. 420.

3	Find the topic of the text
4	Take the conclusion
5	Can read the text ¹¹

F. Technique of Data Analysis

After data collected, the researcher will analyze the data with using some steps, they are:

1. Classification of the data, it is done to classify the primary and secondary of the data. Classification data is the first step to get the data from the mentah data to right data and that know the relationship each other.¹² In this step the researcher calculate the test result by using men score formula. The formula is:

$$M = \frac{(\sum x)}{N}$$

Note: M = Mean Score (Average)

N = Sum of the respondents

$(\sum x)$ = Total of the result.¹³

¹¹ Muahammad Nur Syamsu, "Indikator Membaca" *htp.www.google.com*, accessed, April 17 2014 Time 10.30 a.m.

¹² P. Joko, Subagyo, *Metode Penelitian Dalam Metode dan Praktek*, (Jakarta: Rineka Cipta, 2003), p.105.

¹³ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. RajaGrafindo Persada, 1987), p, 81.

2. Checking the validity of the data, it is done to seek the uncompleted data and put a side data unnecessary.
3. Description of the data, it is done to interpretation of the data that have been collected.

Table 1

Criteria score percentage

Percentage	Criteria
0 % - 20 %	Very Low
21 % - 40 %	Low
41 % - 60 %	Enough
61 % - 80 %	High
81 % - 100 %	Very High

4. Take the conclusion, it is done to conclude the discussion solidly, briefly and take the simple word to make a way and suggestion.

From the steps of analysis data above, the researcher can analyze the data and take the complete information.

The correlation, In the process the writer have step or methodology that is deemed relevant for gathering the necessary data that is needed and present data or information that is collected in on the process and then

either processed traced valid new information obtained subsequently concluded , so the first process was initially strongly associated with subsequent process for the next process, because the next process is the complementary and supplementary to the incomplete information .

G. The Data of Trustworthiness

There are nine techniques to determine the data trustworthiness, they are:

1. The extension of participant is the extension not only done at the sort time, but need long time.
2. The application of research is the researcher must do research with careful, detail and continuous to the object research.
3. Triangulation is the technique of checking data trustworthiness that using something beside the data as verification or as comparison of dth data.
4. Checking the data with through discussion.
5. Analyzing the negative case is the researcher collects the example an inappropriate case with the model and inclination of the information that have collected a use as substance of the comparition.
6. Sufficiency of reference.
7. Thick description.
8. Checking the member is the most important in checking credibility.

9. Auditing, used to check the truth and certainty of data.¹⁴

The data of qualitative research is need the validity of the data to make the responsibility the research or the trustworthiness the data, the technique that is used to trustworthiness of data is number four that is trough discussion. Discuss with the teacher, from the teacher the researcher asked and got several information that is relationship with the information about students, because teacher is the person who is usual make interaction with the students and the teacher will add more information problems of the students in reading.

¹⁴ Lexy J. Moelong, *Metode Penelition Kualitatif* (Bandung: Remaja Rosdakarya, 2009), p. 175.

CHAPTER IV

RESULT OF RESEARCH

A. Findings

1. The Students' Problems in Reading Text at Seventh Grade SMP Negeri 6 Padangsidimpuan

The students always do reading in everywhere and every place, because reading is the important thing in the process in learning to get knowledge in students self and to get information what the students need. Students always give the best effort to understand what they read, because if the students understand what is read the student know what is the reaction, but the many students do not know that reading is the complex process to do that the students must know the process. From interview and test that are given by researcher, it can be concluded that the students have many problems in reading text.¹ Research that is done by researcher in SMP Negeri 6 Padangsidimpuan with using interviews and test as tools to get valid information to get how the students' problems in reading and how far the students' ability in reading text in SMP Negeri 6 Padangsidimpuan there are several persons that is faced by researcher and trust can give the specific and valid information, the persons are students, teachers and heads master of

¹ The result of interview and test students and the teacher in SMP Negeri 6 Padangsidimpuan, time February up to april 2013.

school of SMP Negeri 6 Padangsidempuan. The researcher takes 20 persons from the students to ask and to test and another are the teacher and the head master to make complete information.

From the research that is done by the researcher in SMP Negeri 6 Padangsidempuan the researcher find the specific problems from the students and conclude that the students' problems and then the students' problems as bellow: the students' difficult in reading text,² it is happened because of the lack of the students vocabulary that make them do not do know what is the text about. The problem is also the way of teacher in teaching that make the students get bored in English especially in reading. The students' interest in reading also as are problems to read. It is because the teacher do not motivate the students that make them interest in reading English, nervous,³ the purpose, it means that if the reader want to read something the reader do not know what for to read, concentration, it is caused the situation and the condition of the place of room is not conducive to read because the other students make noisy when the teacher is no one in the class, the habit of reading, it means that the students do not habit or activity in reading and the students' tool to transfer the English word to their language, the students do not understand how to read the text of the English language, so make students get bored and easy that concentrate of students broken , the students interested in reading is very low,

² Winda Sari, *Students' Problems'* (SMP Negeri 6 Padangsidempuan 26 Januari 2013).

³ Rikki Sulton, *Students' Problems'* (SMP Negeri 6 Padangsidempuan 26 Januari 2013).

that make the students do not like in reading and make the mark is also low , students also lack of motivation in reading that make the students lazy to learn English because the students need to motivate, absorption of students in learning is low that make the students difficult to understand the lesson, the students' spirit in learning and concentration of students in learning because of the economic factors,⁴ most students participate and assist in daily needs.

From the text above can be concluded that all the problems that are happen to students, make the students weak in reading for students experiencing problems ranging from interest, to read, vocabulary, motivation, a fun way to learn, lack of understanding and other things that make this weak students reading to students in the English language in particular bugbear for students to read, this is a lower student interest in reading the English text. The students' problems need to solve and it is need an attention of teacher.

2. The Specific Efforts of Teacher in Reading Text at Seventh Grade of SMP Negeri 6 Padangsidempuan

Base on research, that researcher see that Teacher is a person who most often interact with students. The researcher asked the teacher about how the effort of teacher in reading the text to students, From interaction in interviewing of researcher with the teacher, the teacher gave the specific and

⁴ Rahmi Suwida, Student' Problems (SMP Negeri 6 Padangsidempuan, 13 February 2013).

valid information how the teacher effort that is done by teacher and the efforts to make students interest and love of reading that are: provide vocabulary and motivate students, the teacher only gave two ways to make the students understand in reading text but the researcher felt that the strategy that is done by the teacher does not enough and does not go every time and make the students easy to get board and difficult to understand the text, so the vocabulary that the students have far from enough. Other side the teacher is often overwhelmed face the students in reading clearly. the strategies that is given by teachers are less and that is not quite, because need more attention and concentration by the teacher to understand and know the actual condition of students, because the students problems are not in reading also but the students have the other problems in other problems the make the concentration of students are broken, especially the condition of students that is faced by teacher is not usual like the normal behavior is not good, delinquency, difficult to set up, and juvenile delinquency they are not contained by the teacher. Therefore, teach students do not only explain the subject, but it needs to look for the other way that students have a closeness and friendly to teachers and students pleased to the teachers and the lessons that is presented by teacher.

B. Discussion

After analyzing the collection of data, it was gotten that the students' problems in reading text at seventh grade at SMP Negeri 6 Padang sidimpuan from the chapter two (2) both are alike and the students' ability can be categorized to low. It can be known from the calculating score (see appendix IV) that the students' ability get score 29.10%. From the score of the students' the writer finds that how the students ability reading text, it is caused by the students have many problems in reading text then, make the students low in English or in reading text.

Base on research, the result of test can be concluded that the students ability in reading are low, it is caused the students' problems in reading text that make the students difficult or lazy to reading text. Base on the research, The students' problems are found in reading text (see Chapter IV) those caused of that make the students weak in reading general in English.

Learning difficulties can be caused by two (2) factors, they were: the first, internal factor (factor from the child it self) involved ; physiology factor such as healthy and psychological factor such as IQ (Intelligence Question). The second, external factor (factor outside child) involve: social factor such as the relationship child with the parents and non social factor such as the tools of learning and learning condition.⁵ So the students' problems can come from internal factor of students and external factor of students that caused the students weak in leaning so that the students in SMP Negeri 6

⁵ Muhibbin Syah. Psikology Belajar (Jakarta: Raja Grafindo Persada, 2008) ,p. 182-184.

Padangsidimpuan have the problems that comes from the students it selves and out of the students.

To overcome these problems, the writer offers the teacher to add new strategy that to solve the students' problems in reading text, then make them interest learning English and find the character of the students because if the teacher finds the character the students, teacher can give the method how to teach and make the process of learning is interest. Ask the student to memorize the vocabulary, because vocabulary is base material in English.

Giving motivation by teacher to the students is also useful in learning, because it motivate the students in learning English especially in reading text. A huge interest of students in learning will be powerful weapon in dealing with their own problems. The lessons they get in school will not enough to feed their need in English language well.

Then, make the students interest in English that is the way to help the students to solve the problems because, the learning difficulties can be anticipated through tutoring. It is done by teacher to guide slow learner.⁶ In addition that to overcome learning difficulties can be done trough remedial.⁷ Both are needed to teacher that make the new strategy to make the students more interest in English especially in reading.

⁶ Mulyasa, *Menjadi Guru Profesional* (Bandung: Remaja Rosda Karya, 2008), p. 121.

⁷ Yatim Rianto. *Paradigma Baru Pembelajaran* (Jakarta: Pranada Media Group, 2009), p.

C. The Threats of the Research

In this research, there are so many threats of writing procedures. It is begun from the titled until the end of the writing this script, so the writer knows and aware that this is far from perfection.

In the test, the result obtained may be less valid. Several of students that get the test in answering the question is not too serious because the students make conversation when answer the question, chatting, bias and psychological, several students always make the other friends get angry, because always disturb the other friends that make the concentration of students in reading is down, hyper active in the class, the writer says that the students cannot in answering the questions , because the students do not understand what the text mean about, and the students always easy to get bored if the students do not understand what they read and give up to answer the question.

The writer is very aware of the threats that exists in this paper, but with hard work, this paper can be fully resolved. Therefore, to get fix for this paper, the writer expects support from teachers, friends and readers.

CHAPTER V

CONCLUTION AND SUGGESTION

A. CONCLUTION

Base on the research that is done by researcher it can be concluded students' problems in reading text at seventh grade of SMP Negeri 6 Padangsidimpuan as bellow: the students' difficult in reading text, the way of teacher in teaching, the students' interest in reading, nervous, the purpose, concentration, the habit of reading, the students' tool to transfer the English word to their language, the students do not understand how to read the text of the English language, the students interested in reading is very low, students also lack, absorption of students in learning is low, lack of vocabulary, the students' spirit in learning and economic factors.

The teacher effort to solve students' problems in reading text as bellow: give the vocabulary and give the motivation. The way of teacher to solve students' problems in reading text gave only two ways and the strategies are not enough thus are need a new strategies.

B. The Suggestion

1. The teacher gives the motivation to the students to motivate the student that the students improve the students spirit in reading text and to make the students more diligent.

2. The teacher must be close or near to students that to know the real the condition of the students and to read what happen to the students.
3. The teacher gives other way to make the students easy to understand what the students read and increase the students ability in reading.
4. The students to be more aware that learning process should be dominate by the students themselves, while the teacher less contribute to the students' learning achievement. Therefore, as a student should have more initiative to solve own problems.
5. The teacher needs to find new strategy in teaching that make the students happy and fun in reading English to make the students more interest in learning process in reading.
6. The teacher hopes more respect in students problems or the teacher hope to know what is the students' problems.
7. The reader especially English learner hopefully this research can improve their knowledge in reading text. The most important one is the writer recommends to English learners to find the new strategy in learning English that to be fun and the teacher hopefully so close to the students that the English teachers know what the students problems in reading and in learning process, then English teachers must give the support or motivation to students to appear the students spirit in reading and to make the students interest in reading text.

REFERENCE

- Arief Kurniawan, *Mengeksplorasi Jenis – Jenis teks Bahasa Inggris*, Jakarta: Multi Kreasi Satudelapan, 2010.
- Beers, Keylene., *When Kids Can't Read, Wahat Teachers Can Do*, New York: Heinemann, 2003.
- Buchori Alma, *Belajar Mudah Penelitian untuk Guru-Karyawan an Peneliti Pemula*, Bandung: Alfabeta, 2005.
- C. Richard, Jack and A. Renandya Will, *Methodology in Language Teaching*, New York: Cambridge University Press, 2002.
- David, Butt., et. al., *Using Functional Grammar an Explorer's Guide Second Addition*, Sydney: Macquaire, 2000.
- DePotter, Bobbi and Mike Hernacki, *Quantum Learning*, New York: Dell Publising, 1992.
- Frank, Marcella, *Modern English Guide a Practical Reference Guyide*. New York: Prentice-Hall INC, 1972.
- Harris, Albert J, *How to Increase Reading Ability*, New York: David Mckay Company INC, 1968.
- Hadi Amirul and Haryono, *Metodologi Penelitian Pendidikan*, Bandung: Pustaka Setia, 1998.
- Judson, Horace and Schaill, William S, *The Technique of Reading*. New York: Harcourt Brace Jovanovich Inc, 1972. (Diktat Eka Sustris Harida).
- J. Sharpe, Pamela, *TOEFL*, New York: Barrons' Educational Series, INC, 1986.
- Jamal Ma'mur Asmani, *Penelitiaon tindakan kelas*, Jogjakarta: Laksana, 2011.
- Kasihani K.E. Suyanto, *English For Young Learners*, Jakarta: Bumi Aksara, 2010.
- L. R. Gay and Peter Airasian. *Educational Research (competencies for Analysis and Application)*, New Jersey: Prentice Hal, 2000.
- Mildred, L. Larson, *Meaning Base Translation*, USA: University Press of America,

1982.

Mahsun, *Metode Penelitian Bahasa*, Jakarta: PT. Raja Grafindo Persada, 2000.

Muhibbin Syah, *Psikology Belajar*, Jakarta: Raja Grafindo Persada, 2008.

Nunan, David, *Language Teaching Methodology*, London: Longman, 2000.

Nirmala Sari, *An Introduction to Linguistic*, Jakarta: Departemen Pendidikan dan Kebudayaan, 1955.

Neuvel, Victoria, *Webster's New World Collage Dictionary*, New York: Macmillan, 1986.

Nur Hajjah Hasmi. "A Study on the Students' Ability in Mastering in Raeding of the Grade IX at Madrasah Tsanawiyah Mardiyah Islamiyah Panyabungan in 2010-2011 Academic Year".

O'Malley, J. Michael and Pierce Lorraine Valdes, *Authentic Assessment For English Language learners*, USA: Addison-wasley, 1996.

P. Joko, Subagyo, *Metode Penelitian Dalam Metode dan Praktek*, Jakarta: Rineka Cipta, 2003.

T. McWhorter, Kathleen, *Efficient and Flexible Reading*, New York: 1992, The Lehigh Press.

Robins. R. H, *General Linguistics an Introductory Survey*, London: Longmans, 1964.

Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, Bandung: ALFABETA, 2005.

Siahaan, Sanggam and Shinoda Kisno, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008.

Satrio Nugroho, *Practical Complete English Grammar*, Surabaya: Kartika, 2010.

Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, Bandung: Alfabeta, 2010.

Tampubolon, DP, *Kemampuan Membaca Teknik Membaca Efektif dan Efesien*, Bandung: Angkasa, 1987.

Tarigan, Henry Guntur, *Metodolgi Pengajaran Bahasa*, Bandung: Angkasa, 1991.

Otto, Wayne, *How to Teach Reading*, American: Addison-Wisely Publishing Company, 1978.

Wren and Marten, *High School English Grammar and Composition*, New Delhi: S. Chand and Company LTD, 2010.

CONTENT

Page

PAGE OF TITLE.....	i
AGREEMENT OF ADVISOR SHEET.....	ii
LEGALIZATION OF ADVISOR SHEET.....	iii
DECLARATION LETTER OF WRITING OWN THESIS.....	iv
LEGALIZATION OF EXAMINERS SHEET.....	v
LEGALIZATION OF DEAN OF TARBIYAH AND PEDAGOGY SHEET.....	vi
ABSTRACT.....	vii
ACKNOWLEDHEMENT.....	viii
TABLE OF CONTENT.....	ix
CHAPTER I: INTRODUCTION	
A. The Background of the Problems.....	1
B. The Focus of the Problems.....	3
C. The Definition of Key Terminologies.....	4
D. The Formulation of the Problems	6
E. The Objectives of Research	6
F. The Significant of the Research.....	6
G. The Outline of Thesis.....	7
CHAPTER II: THEORETICAL DESCRIPTION.....	9
A. Theoretical Description.....	9
1. Students' Problems.....	9
2. Reading	
Text.....	10

D. The Source of Data.....	32
E. The Instrument of Data Collection.....	33
F. The Technique of Data Analysis.....	35
G. The Data of Trustworthiness.....	37

CHAPTER IV: RESULT OF RESEARCH.....39

A. Findings.....	39
1. The Students' Problems in Reading Text at Seventh Grade of SMP Negeri 6 Padangsidempuan	39
2. The Teacher effort in Reading text at Seventh Grade of SMP Negeri 6 Padangsidempuan.....	41
B. Discussion.....	43
C. The Threat of Research.....	45

CHAPTER V: CONCLUSION.....46

A. Conclusion.....	46
B. Suggestion.....	46

REFERENCES

APPANDICCES

CURRICULUM VITAE