# THE STUDENTS' PROBLEM IN READING COMPREHENSION OF THE GRADE VIII AT MTsN BATANG ANGKOLA

## A THESIS

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

Written by:

## HARISMA MATONDANG
### Reg. No. 10 340 0081

ENGLISH EDUCATION DEPARTEMENT

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

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Written by:

## HARISMA MATONDANG
### Reg. No. 10 340 0081

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## PADANGSIDIMPUAN
## 2014

# LETTER OF AGREEMENT

Term : A Thesis
a.n. Harisma Matondang
I Term : 7 (seven) exemplars

Padangsidimpuan, June 2nd 2014
To :
Dean Of Tarbiyah and Pedagogy Faculty
IAIN Padangsidimpuan
in _
    Padangsidimpuan

*Assalamu'alaikum Wr. Wb.*

    After reading, studying and giving advice for necessary revise on thesis belong to *Harisma Matondang* entitle *"The Students' Problem in Reading Comprehension of the grade VIII at MTsN Batang Angkola"*, we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), in English Education Department, Tarbiyah and Education Faculty in IAIN Padangsidimpuan.

    Therefore, we hope she could be to defend her thesis in Munaqasyah.

    That's all and thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

Advisor I
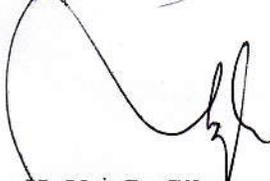
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# DECLARATION OF SELF THESIS COMPLETION

The name who signed here

Name      : Harisma Matondang

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The Title of Thesis  : " **THE STUDENTS' PROBLEM IN READING COMPREHENSION OF THE GRADE VIII AT MTsN BATANG ANGKOLA"**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2

I did this declaration truthfully, if there is a deviation in incorrect of my declaration letter on, I resign to get the punishment as what has involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsection 4 that is about disposition of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, 03rd Juni 2014
Declaration Maker

**Harisma Matondang**
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# EXAMINERS

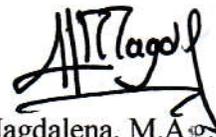## SCHOLAR MUNAQOSYAH EXAMINATION

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Reg. No  : 10 340 0081
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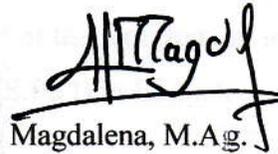Chief,              Secretary,

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Date   : June, 13rd 2014
Time   : 13.30 until finish
Result/Mark : 71.63/ B
IPK    : 3.26
Predicate  : Very Good

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## LEGALIZATION

The Thesis with Title   : The Students' Problem in Reading Comprehension of the grade VIII at MTsN Batang Angkola

Written by        : HARISMA MATONDANG

Reg. No           : 10 340 0081

Had been accepted as a partial fulfillment of the requirement for the degree of
Islamic Educational Scholar (S.Pd.I) in English

Padangsidimpuan,   June 2014
Dean

**Hj.Zulhimma,S.Ag.,M.Pd.**
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# 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 Chief of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, M.CL, who has given chance and time. So, I could learn and got some knowledge from IAIN Padangsidimpuan.

2. H. Nurfin Sihotang, M. A.,Ph. D as the first advisor who has helped, supported and suggested me to finish this thesis. May God bless Him.

3. Fitri Rayani Siregar, M.Hum., as the second advisor who has given much suggestions and helps in writing this thesis.

4. Mrs. Hj. Zulhimma, S. Ag., M. Pd., the Dean of Tarbiyah Faculty.

5. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Education Department.

6. All lecturers of IAIN Padangsidimpuan who have given much, much and much knowledge during I studied in this beloved institute.

7. IAIN Padangsidimpuan Librarian (Yusri Fahmi, S. Ag., S. S., M. Hum), for their cooperative and permission to use their books.

8. My beloved parent, (Sayaddin Matondang and Armija Tanjung) who taught me how to fight the bended life and always be patient in all life conditions, beloved my brothers (Bukhori Matondang and Ahmad Nasir Matondang), beloved my sisters (Nurtoiba Matondang, Ilda Fitriani Matondang and Nurlija Matondang), and all of my family who always give their materials, prays, motivation, and moral encouragement to finish my study.

9. The Headmaster, the Principal and all teacher of MTsN Batang Angkola

10. My beloved friend Juliana Lubis, Sahriani Nasution, Nursaidah Pohan, Jon Piter Harahap, Chairani Damanik, Nur Adimah, Dasima, Nondang, Terri Halimah, Desi Fatmala, and all of my friend in TBI-3, thank for your help, patience, and care to support me.

11. All my friends in IAIN Padangsidimpuan, good luck for you.

12. 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.

Padangsidimpuan, 03 June 2014

Researcher,

**HARISMA MATONDANG**
**Reg. No. 10 340 0081**

# ABSTRACT

| | |
|---|---|
| **Name** | **: HARISMA MATONDANG** |
| **Reg. No** | **: 10 340 0081** |
| **The Title** | **:THE STUDENTS' PROBLEM IN READING COMPREHENSION OF THE GRADE VIII AT MTsN BATANG ANGKOLA** |
| **Fakultas/ Jurusan** | **: Tarbiyah dan Ilmu Keguruan/ TBI-3** |

The aims of research were to know the students' problem in reading comprehension of the grade VIII at MTsN Batang Angkola and to know the effort done by students in overcoming the students' problem in reading comprehension of the grade VIII at MTsN Batang Angkola.

This research was done in MTsN Batang Angkola. The sources of data were student of the grade VIII-4. The kind of the research is qualitative research by using descriptive method. The instrument of collecting data were observation and interview

After the research was done, it can be known that the students' problem in reading comprehension of the grade VIII at MTsN Batang Angkola, The students' problem understood the specialized vocabulary, the problem of student were interest in reading, the problem of student understood the question and the problem of student were forget what students read. The students' effort to anticipate the students' problem in reading comprehension will often to read, study hard, repeat the lesson, more concentration in read, often to open dictionary, diligent to read and learn by heart 50 vocabularies a week.

**CURRICULUM VITAE**

**A. Identity**

Name                  : HARISMA MATONDANG

Reg. No               : 10 340 0081

Place and Birthday    : Muaratais and 08 June 1991

Sex                   : Female

Religion              : Islam

Address               : Muaratais

Parents

Father's name         : Sayaddin Matondang

Mother's name         : Armija Tanjung

**B. Educational Background**

1. Primary School      :  SDN 144439 Muaratais        (2004)

2. Junior High School  :  MTsN Batang Angkola          (2007)

3. Senior High School  :  MAN 2 Padangsidimpuan        (2010)

4. Institute           :  Educational English Department of Tarbiyah

   Faculty at IAIN Padangsidimpuan (2014)

**APPENDIX I:**

**LIST OF INTERVIEW**

1. What is your problem in understand the specialized vocabulary in reading comprehension?

2. What is your problem to interest in reading comprehension?

3. What is your problem to express the answer correctly in reading comprehension ?

4. What is your problem to understand the question in reading comprehension ?

5. What is your problem to forget what you read in reading comprehension ?

**APPENDIX: II**

**OBSERVATION GUIDANCES**

1. Location of MTsN Batang Angkola

   *Lokasi MTsN Batang Angkola*

2. The background of MTsN Batang Angkola.

   *Latar Belakang MTsN Batang Angkola*

3. The circumstances of the equipments and facilities as supporter of learning process

   *Keadaan sarana prasarana dan fasilitas penunjang kegiatan pembelajaran.*

**APPENDIX III: Picture while doing the research**



The Researcher while interviewing the student of the grade VIII-4 MTsN Batang Angkola

Condition of MTsN Batang Angkola



Headmaster office, Teacher office, Mosque and Bathroom of MTsN Batang Angkola

# CHAPTER II

## THEORETICAL LITERATURE

### A. Theoretical Description

#### 1. Students' Problem

Students' problem consists of two words. They are students and problem. Students come from *student* (singular); a person who is learning added with –s become students (plural). While problem comes from *problem* (singular). The problem that is something that troubles in somebody's mind. To make better explanation, the researcher discusses them as follow:

Student is a leaner, or someone who attent an educational institution. According to the Oxford Leaner's Pocket Dictionary that "the student is a person who is studying at a college or University".[1] According to Sardiman, siswa adalah salah satu komponen manusia yang menempati posisi sentral dalam proses belajar mengajar.( student is a component of human to occupy central position in teach of learning).[2] Added by Syaiful Bahri Djamarah that student is everyone to receive the effect from someone or group to do education.[3] So, the researcher concludes that student is a person who is learning, and student will be become determining factor and

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[1]*Oxford Leaner's Pocket Dictionary. Op.Cit.,* p. 441.

[2]Sardiman*, Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Gravindo Persada, 2011) p. 111.

[3]Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi edukatif* (Jakarta: PT. Rineka Cipta, 2005) p. 51.

can to influence something to achieve learning purpose, and student is to constitute of learning subject.

There are characteristic of student in activity of student learning, they are:

a.   Background of knowledge and understanding standard
b.   Learning style
c.   Chronology age
d.   Adult level
e.   Spectrum and interest
f.   Environment economic social
g.   Environment obstruction and culture
h.   Intelligence
i.   Straight and attitude
j.   Learning achievement
k.    Motivation [4]

Activity of student learning will have many problems. Problem is a basic to element determine of the something, Problem is something that must be solved and explained. According Oxford Leaner's Pocket Dictionary, problem is thing that is difficult to deal with or understand.[5] One general definition describes a problem in terms of some difficult obstacle or goal. According to this definition, anything difficult to overcome is a problem. Although this definition is descriptive. It is not precise enough for most challenging situations present more than a goal to overcome and instead.[6] From the above explanation the researcher

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[4]Sardiman, *Op. Cit.,* p. 120-121

[5]*Oxford Leaner's Pocket Dictionary. Op.Cit.,* p. 350.

[6]Athur B. Van Gundy, *101 Activities for Teaching Creativity and Problem Solving* ( San Francisco: Preiffer A Wiley Imprint, 2005) p. 21-23.

concludes that student's problem means something troubles in learners' mine about subject  that learn by them in the school. That is this problem needs to be solved.

**2.  Reading Comprehension**

 Basically, reading is one of the kinds of skill in mastering English language. Reading is an activity that is done deliberately in order we can know what is wanted to know. Reading is a fluent process or readers combining information from a text and their own background knowledge to build meaning.[7] Restated by another opinion, Wayne Otto, reading is not just saying the words. Reading must always be a meaning getting process.[8] Reading is an interactive process between the reader and the text. An interactive process happens when the readers try to understand the text.

 Reading is a process is done and used by reader to find message will be informationed by writer to pass words media. According to Kathlen T. Worther,  reading is acomplex process; it involves much more that adding word meaning together. Reading involves not only understanding ideas, but also recognizing the relationships and structures among idea.[10]Jeremy Harmer stated also reading useful for other purposes too any exposure to English, provided students understand it more or less is a good

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[7]David Nunan, *Op. Cit.,* p. 68.
[8]Wayne Otto, *Op. Cit,* .p. 147.
[10]Kathlen T. Mc. Whorter. *Efficient and Flexible Reading*. (Harper Collins Publisher, 1992) p. 165.

thing for language students.[10] Added Henry Guntur Tarigan reading is a recording and decoding process.[11] Comprehension is the ability to understand the meaning from written or spoken language.

David Nunan says, "Comprehension is essential to successful reading, for success comprehend the reader must use cognitive and metacognitive skills, cognition can be defined as thinking give and metacognitive skill. Cognition can be defined as thinking about or thinking.[12] Comprehension does not just happen because a readers' eye move across a page of print.[13] Reading comprehension is a complex skill includes understanding the text and the component inside. It is the process of understanding the text to get the meaning. Goodman in Wayne Otto says, reading comprehension is interaction between though and language and bases evaluation of success in comprehension on the extent to which the readers' reconstructed message agrees with the writers in tended message.[14] Reading comprehension is very important, because comprehension is the process by which by a person understanding the meaning of written or spoken language.

Reading comprehension is mental process in which the readers try to understand the meaning in the text by interpreting what have been read

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[10]Jeremy Harmer, *How to Teach English,* (Addition Wesley Liongman Limited, 1998), p.68.
[11]Henry Guntur Tarigan, *Membaca Sebagai Keterampilan Berbahasa*, (Bandung: Aksara, 1990), p. 7.
[12]David Nunan, *Op. Cit.,* p. 7.
[13]Wayne Otto, *Op. Cit.,* p. 151.
[14]*Ibid.* p. 151.

in order to find the idea given by the writer. Kasihani stated that is the reading activity aims to get information of the text or material of reading. For that, the students are practiced to read purposes to get information about content of reading.[15] So, reading comprehension is the ability the reader to understand the text and comprehend the mean of text.

There are many purposes of reading one of them, that is to get main ideas of the text. Henry Guntur Tarigan says, that purpose of reading as follow:

1)  Reading for details or facts
2)  Reading for main idea
3)  Reading for sequence or organization
4)  Reading for inference
5)  Reading to classify
6)  Reading to evaluate
7)  Reading to compare or contrast.[16]

It means that, the readers can find much information from the text by reading comprehension that is needed. To get the information from the text, it is easy if the readers can to identifying the topic sentence, identify main idea in the text, etc. Researcher concludes purpose of reading is to get information to include contents to understand meaning of reading.

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**3.  Kinds of Problem in Reading Comprehension**

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[15]Kasihani K.E. Suyanto. *English for Young Leaners* (Jakarta: PT Bumi Aksara, 2010), p. 65.
[16]Guntur Tarigan, *Op. Cit.,* p. 8-10

Many children have difficult comprehending what they read. these children need guidance in thinking and in developing skill that will help them understand what they have read. There are kinds of problem in reading comprehension, they are:

a. The problem of reader to decode most of the words in the section.

b. The problem of reader to understand the specialized vocabulary of the section.

c. The problem of reader to interest in reading the section

d. The problem of reader to experiential background interfere with comprehension

e. The problem of reader to follow direction

f. The problem of reader to express the answer correctly

g. The problem of reader to understand the question

h. The problem of reader forget what he or she read

i. The problem of reader answer be right and the teachers' wrong. [17]

So, the researcher concluded that kind of the problem in reading comprehension many apparent comprehension problems are really due to much more prosaic cause and are much more amenable to correction. Kinds of problem in reading comprehension above in this research that are the problem of reader to understand the specialized vocabulary, the problem of reader to interest in reading, the problem of reader to

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[17]Wayne Otto, *Op. Cit.,* p. 179-180.

understand the question and the problem of reader forget what he or she read

## 4. Strategies for Reading Comprehension

According to Brown there are some strategies can be practically applied in reading, they are:

a. Identify the purpose of reading efficient in reading consist of clearly. Identifying the purpose in reading something. By doing so, teacher know what they are looking for and can weed out potential detecting information. Whenever teacher are teaching a reading technique. They must make sure student know their purpose in reading something.

b. Use grapheme rules and pattern to aid in bottom up decoding (for beginning level learners). At the beginning levels of learners to teach is making the correspondence between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions

c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels). Your intermediate to advanced levels students need not be speed readers, but you can help them to increase efficiency by teaching a few silent reading rules.[18]

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[18]H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Englewood Cliffs, NJ: Prentice Hall Regents 1994) p. 292.

d.  Skimming consist of quickly turning one's eyes across a whole a text (an essay, article or chapter for example) to get the gist. Skimming gives the readers the advantages of being able to predict the purposes of the passage. The main topic or message and possibly and some of the developing or supporting idea.

e.  Scanning or quickly searching for some particular places of information in a text. Scanning exercises my ask students to look for names or dates. To find a definition of a key concept or to list a certain list a certain number of supporting ideas. The purpose of scanning is to extract certain specific information without reading through the whole text

f.  Semantic mapping or clustering. The strategy of semantic mapping or grouping ideas into meaningful clusters help the readers to provide some order to the class. Making some semantic such semantic maps can be done individually, but they make for a productively group work techniques as students collectively induce order and hierarchy to a passage.[19]

g.  Guessing

There is an extremely category learners can use guessing to their advantage to:

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[19]*Ibid., p.* 293-294.

1) Guess the meaning of word

2) Guess the grammatical relationship (e. g. a pronounce reference)

3) Guess the discourse relationship

4) Infer implied meaning

5) Guess about the cultural reference

6) Guess content message.

h. Vocabulary analysis

One way for learners to make guessing pay off when they don't immediately recognize a word to analyze it in term of what they now about it. Several techniques are useful here:

1) Look for the prefixes (co-, inter-, un-, etc.) that may give clues

2) Look for the suffixes (-tion, -tive,-ally, etc.) that may indicate part of speech it is

3) Look for roots that are familiar

4) Look for grammatical context that may signal information

5) Look at the semantic context (topic) for clues

i. Distinguish between literal and applied

This requires application or sophisticated top-down processing skill. The fact that not all language can be interpreted appropriately by attending to its literal. The syntactic surface structure makes special demands and readers.

j. Capitalize and discourse makers to process relationship

There are many discourse in English that signal relationship among ideas as expresses through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhances learners reading efficiency. [20]

Beside it, some principle strategies for reading comprehension, they are:

1) Identify your purpose in reading a text.
2) Apply spelling rulers and conventions for bottom-up decoding.
3) Use lexica analysis (prefixes, roots, suffixes, etc.) to determine meaning. 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 marks to process relationships.[21]

Below is the micro and macro skill in reading comprehension:

Micro and Macro skills for Reading Comprehension

Micro skills
1) Discriminate among the distinctive graphemes and orthography patterns of English.
2) Retain chunks of language of different lengths in short – term memory.
3) Process writing at and efficient rate of speed to suit the purpose.

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[20]*Ibid., p.* 295-296

[21]H. Dauglas Brown, *Language Assessment Principles and Classroom Practices,* San Francisco State University ,2004 p. 187-188.

4) Recognize a core of word, and interpret word order patterns and their significance.
5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
6) Recognize that a particular meaning may be expressed in different grammatical forms.
7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro skills
1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
2) Recognize the communicative functions of written texts, according to from and purpose.
3) Infer a context that is not explicit by using background knowledge.
4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detects, such relations as main idea, supporting idea, new information, generalization, and exemplification.
5) Distinguish between literal and implied meanings.
6) Detective  culturally specific references and interpret them in a context of the appropriate cultural schemata.
7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of text.[22]

5. **Level of Reading Comprehension**

Reading with comprehension means reading with understanding the

comprehension of written language involves the knowledge of vocabulary,

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[22]*Ibid.*, p. 188-189.

structure and then situation in which language used. Barrett in Wayne Otto has divided reading comprehension into four taxonomy levels, but in addition has proposed some specific tasks that might be founds within each of these levels:

a. Literal recognition or recall
    1) Recognition or recall of detail
    2) Recognition or recall of main idea
    3) Recognition or recall of sequence
    4) Recognition or recall of comparison
    5) Recognition or recall of cause and effect
    6) Recognition or recall of relationship
    7) Recognition or recall of character traits
b. Inference
    1) Inferring supporting details
    2) Inferring the main idea
    3) Inferring sequence
    4) Inferring comparison
    5) Inferring cause and effect relationship
    6) Inferring character traits
    7) Predicting outcomes
    8) Inferring about figurative language
c. Evaluation
    1) Judgments of reality or fantasy
    2) Judgments of fact or opinion
    3) Judgments adequacy or validity
    4) Judgments appropriateness
    5) Judgments worth, desirability, or acceptability
d. Appreciation
    1) Emotional response to plot or theme
    2) Identification with characters and incident
    3) Reaction to the authors use of language
    4) Imagery [23]

So, the researcher concluded level of comprehension that are literal comprehension  that is getting the direct the meaning, interpretation

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[23]Wayne Otto, *Op. Cit.*, p. 153.

that is identifying ideas, critical reading that is evaluating what is read, and creative reading that is applying ideas.

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

In this research, the research was related to some research. The first is "The effect of SQ3R (Survey, Question, Read, Recite and Review) strategy to students' reading comprehension at grade XI SMA N 3 Panyabungan". The result of her research shows that the students' achievement in reading ability after learning by SQ3R strategy at SMA N 3 Panyabungan was 74,3. It can be seen from the mean score of experimental class, and student's reading comprehension achievement by using 3 strategies is better that convensional strategy. So students reading comprehension achievement by using predicting information from the pictures is better that convensional strategy at grade XI SMA N 3 Panyabungan. [24]

The second research was done by Abdul Halim about " The comparative study of reading comprehension by using extensive reading and intensive reading to the eleventh grade student of SMA N 1 Kotanopan". The concluding his research is the hypothesis is accepted its means there is significant different

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[24]Fadhilah Tanjung, " The Effect of SQ3R ( Survey, Question, Read, Recite, and Review) Strategy to Students' Reading Comprehension at Grade XI SMA N 1 Panyabungan" . A Thesis , STAIN Padangsidimpuan, 2013). p. 52.

of extensive reading and intensive reading on student's ability in reading comprehension mastery.[25]

The third research was done by Lisma Ritonga " An analysis on students' ability in reading sport text at grade X MAS YPKS Padangsidimpuan". The result of her research shows that the students' ability in reading the sport text can be categorized into enough category. It can be seen in the result of test that grade X students ( class X-2 ) get 50 % ( enough category).[26]

## C.                    Conceptual Framework

In education, reading is one of skills is very important. Reading can help students to understand for every material, especially in English material Reading is interactive process between reader and the text. Reading comprehension is the ability to understand information presented in written form.

Students' problem is means something troubles in learners' mine about subject that learn by them in the school. So, there are students' problem in reading comprehension and need to be solved. The students' problem necessary and important to explain students' problem to find problem solving in reading comprehension in more efficient and effective.

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[25]Abdul Halim, " The Comparative Study of Reading Comprehension by Using Extensive Reading and Intensive Reading to The Eleventh Grade Student of  SMA N 1 Kotanopan" . A Thesis STAIN Padangsidimpuan, 2012). p.79.

[26]Lisma Ritonga, " An Analysis on Students' Ability in Reading Sport Texts at Grade X MAS YPKS Padangsidimpuan". A Thesis STAIN Padangsidimpuan,, 2013). p. 55

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Language is a tool of communication plays so important role in the human life. Without language human cannot communicate to other to express idea, feeling, thought, and desires. Language is used for many purposes in our daily life;the news and information will be gotten through language. It isa system of arbitery vocal symbols. The human do not interact each other without language. It means that language is very important in our daily life. One of them is English.

The English is stated as international language. English is also used as the medium of communication. Communication or information is found usually from four skills. *The first* is listening that human can get information through ear. *The second* is speaking that human use to respond what have been heard through mouth soundly. *The third* is writing that human to write information or ideas through writing which will be read by reader. *The last* is reading, or a receptive skill, it is a transaction between reader and writer.

Beside, fours skill divided to receptive competence consist of two different modes of language behavior, namely reading and listening, and productive competence consist of writing and speaking. The means of that when someone reading, another can listening what information found in reading,

after that may writing then speaking to communication or information is found after reading.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is an interactive process between the reader and the text. An interactive process happens when the readers try to understand the text. While understanding the text, the readers want to communicate with ideas proposed by the writer, for that, reading will make people can know information in the text. Reading is one of the four language skills that is used to grasp the ideas that presented to get the information. Reading is important to be learned and mastered by every human.

Generally, reading has a lot of significances. First, when someone wants to know about something in the book, he or she must read a book first. The reading act is done by someone to get information from reading text. So he or she can comprehend about content of text: he or she must know what the meaning of reading. In teaching English, reading is one of object which it can help the student in learning process. So, reading holds important matter in teaching English.

Second, reading to get the knowledge and to be familiar what the teacher has explained about the context its means that in reading. That students are expected to be able to have many skills to understand the text. So, it is useless if you do not have skill in reading because in reading involves the competence to

find some information in the text. If reading is done goodly, the students can get information from the reading text. So, the students' knowledge can be increase. As people know that their life, they always asked by our parent or teacher to read some books. Finally, reading also in connection with study language such as, vocabularies, component of paragraph, and others. It means that in reading comprehension needs new vocabulary for the reader. In this case, a reader needs vocabulary in order to be easier in understanding a text or in getting the information from the text. It also makes the reader more comprehend of the text.

The fact in the school, when researcher interview to English teacher,[1] he said some of the students are low in readingEnglish text with correctly. Some of the student are difficult to remember what they have read. Some of student are difficult to understand about the components of the paragraph. Some student are less vocabularies. Some student are difficult understand about the choose exact word to sentence and difficult understand about form of sentence.

First, the student are low read English text correctly. In this case, when the student read, they are difficult use good punctuation, and when the reader read, reader are less use good punctuation so that the listener less understand what the reader read. Second, when the students read, they are difficult to remember what they read because they are less concentration or less know what

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[1]Interview with Mr. Suyono, English teacher of the grade VIII at MTsNBatangAngkola, Saturday, 19th October 2013.

they read. Third, the students are difficult to understand about component of paragraph, after student read, they are difficult to find the main idea, supporting sentence, and conclusion of the text, the student difficult fine it. So, the writer concludes the student are less to understand about it.

Fourth, the students are less of their vocabulary. So, that they are difficult to know meaning of the text. Many vocabularies are one way to comprehend the sentence, but in reality some of the students are less vocabularies. So, if the teacher explanation about the lesson or give them task to translate they are less to understand because they are less to know the meaning what the teacher said and difficult to know the meaning of the text task. Fifth, the students are difficult to choose exact word. If the teacher to order to translate a sentence, they are difficult to understand what exact word to the sentence. Sixth, students are difficult to understand about form of sentence. If student read a text, they are less to understand form of sentence what that sentence is active sentence or passive sentence. According to the researcher, those problems should be solved.

Based on the explanation above the researcher wants to find the students' problem in reading comprehension. Therefore, the researchers interested in carrying out a research entitle" **The students' problem in reading comprehension of the grade VIII at MTsN Batang Angkola"**

B. **Focus of the Problems**

Based on the background of the problem above, this research is focused on students' problem in reading comprehension of grade VIII at MTsN Batang Angkola. Students' problem not only reading comprehension, but there is also in  only reading, but because of the limitation by the researcher on the time, knowledge, and expense. So, the researcher limited the problem in comprehension on understand the specialized vocabulary, to interest in reading, to express the answer correctly, understand the question, and forget what student read.

C. **Defenition of the Terminologies**

1. **Problem**

Problem is thing that is difficult to deal with or understand[2].While Nana Sudjana stated in  Tuntunan Penyusunan Karya Ilmiah that is problem is the questions intentional is asked for looked it answer to pass of research.[3] Problem is a basic to element determine of the something, So, problem is something that must be solved and explained

2. **Reading comprehension**

Goodman in Wayne Otto says, reading comprehension is interaction between though and language and bases evaluation of success in comprehension on the extent to which the reader's reconstructed message

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[2]*Oxford Leaner's Pocket Dictionary* (New York: Oxford University Press, 2008). p. 350.
[3]Nana Sudjana, *Tuntunan Penyusunan Karya Ilmiah* (Bandung: Sinar Baru Algensindo, 2003). p. 21.

agrees with the writers in tended message.[4] So, reading comprehension is the ability to understand information presented in written form.

Based on the above terminologies, the researcher uses of the title" The Students' Problem in Reading Comprehension of the grade VIII at MTsN Batang Angkola.

**D. Formulation of the Problem**

The problems in this research can be formulated as:

1. What are students' problem in reading comprehension of the grade VIII at MTsN Batang Angkola?

2. What are the efforts done by the students in overcome the students' problem in reading comprehension of the grade VIII at MTsN Batang Angkola.

**E. Objectives of the Research**

1. To know students' problem in reading comprehension of the grade VIII at MTsN Batang Angkola.

2. To know the efforts done by the students in overcome the students' problem in reading comprehension of the grade VIII at MTsN Batang Angkola.

**F. Significance of the Research**

The significances of the research are:

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[4]Wayne Otto, *How to Teach Reading*, (Addisen, Wesley Publishing Company, 1979), p. 151.

1. To help the teacher in solving students' problem in reading comprehension.

2. To the headmaster of MTsNBatangAngkola as supervisor to supervise the development of student and teacher in English learning process.

3. To other researcher as an information to do a further research.

## G. Outline of the Thesis

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

1. The first chapter of; background of the problem, the focus of the research, the definition of the terminologies, the formulation of the problem, objectives of the research, the significance of the research

2. The second chapter consist of: theoretical literature, review of related finding and conceptual framework. In theoretical review consist of students' problem and reading comprehension

3. The third chapter of research methodology, and in research methodology consisted place and scheduleof the research, research design, source of the data ,technique of data analysis and techniques of the checking trustworthiness.

4. Chapter fourth is the result of finding, and in findings consisted of general findings, discussion and threat of the research.

5. Chapter fifth is the conclusion and suggestion.

# CHAPTER III

## RESEARCH METHODOLOGY

### A. Place and Schedule of the Research

This research was conducted at MTsN Batang Angkola. It is located in Jl. Mandailing KM. 23.5 Tolang julu. Kecamatan Sayur Matinggi Kabupaten Tapanuli Selatan. The reason of researcher chooses this school as the location of research, because the similar research has never been conducted yet in this school. So that the researcher was interested to the research in this school. Then, the place is near from house of the research till the data will be easy collected, and also the researcher was graduated from this school. The subject of the research will focus to the grade VIII MTsN Batang Angkola. This research begins from October 2013 until June 2014

### B. Method of the Research

The method of the research will be descriptive method. It is a kind of method use in research and based on analysis of data and this research will use a qualitative approach. A qualitative approach is one in which the inquirer often makes knowledge claims used primarily on constructivist perspectives.[1] According Lexy J. Moleong, qualitative research is the research that's' mean to understand the phenomena about what is the subject research undergone by

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[1]Jhon W.Creswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA : Sage Publications, inc, 2003), p. 18.

using natural method.[2] Added L.R Gay and Peter Airasian, qualitative research is useful for describing particular localized settings and for exploratory analysis.[3] It can be concluded that descriptive research meant to analyze or make sense perception (description) about situation or events. It was used describe what the students' problem in reading comprehension of the grade VIII at MTsN Batang Angkola.

### C.    Source of the Data

The source of data in this research are divided into two parts, they are:

a.  Primary sources of data, was the grade VIII students of MTsN Batang Angkola, they are 155 students. They are divided into four classes. They are class VIII-1 consist of 37 students, class VIII-2 consist 44 students, class VIII-3 consist 35 students, class VIII-4 consist 39 students. This research will be done by using purposive sampling. Riduan said purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim.[4] Added by S. Nasution said purposive sampling will be done with take people will be choose by the researcher follow specific characteristic have been had by this sample.[5] Actually, the researchers take one class that is VIII-4 to do the

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[2]Lexy J. Moleong, *Metodologi Penelitian Kualitatif,* (Bandung: Rosda Karya,2009), p. 5.

[3]L.R. Gay & Peter Airasian, *Educational Research Competence for Analysis and  Application* (USA: Prentice Hall 2000), p. 232.

[4] Riduan, *Belajar Mudah Penelitian  untuk Guru- Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

[5]S. Nasution, *Metode Research  (Penelitian Ilmiah),* (Jakarta: PT. Bumi Aksara, 2003), p. 98.

research, because it will be representative to take the result of the research. So, there were 39 students to get information of them.

b. Secondary source of data is information from the English teacher of MTsN Batang Angkola.

**D.     Instruments of the Research**

The instrument of collecting data, the researcher will use three kinds instruments namely: observations, interview and test. They are:

a.     Observation

Observation can do to get information about conduct of human happen in fact. According Abdurrahman Fathoni that observation is a data collection technique through an observation with these records with the state or behavior of the target object.[6] According Cholid, observation is tool of data collecting be done with observation and record with systematic indication of accurate.[7] Added Gay and Airasian stated observation is a technique of collecting data to again in sight on understanding the natural environment as lived by the participant.[8] This observation will be used to know background, the situation and condition in MTsN Batang Angkola include location, facilities and subject the research.

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[6]Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006), p. 104.

[7]Cholid Narbuko*, Metode Penelitian* (Jakarta: Bumi Aksara, 1997). p. 70.

[8]Gay &Peter Airasian, *Op. Cit.*, p. 212.

b. Interview

In this research, the researcher will use structural interview that is all questions have been prepared by the researcher before it usually written and uses question list when the researcher do interview.[9] According to Gay and Peter Airasian, an interview is a purposeful interaction, usually between two people, focused on one person trying to get information from the other person.[10] Added Cholid Narbuko said, interview is a process question and answer in research will done by doing oral done two persons or more to listen of information.[11]  So, the interview is one of the techniques of collecting data by doing oral interview in individual meeting.

The researcher will interview the students about problem in reading comprehension and the effort done by them to inquire their reading comprehension. Interview  will give to the teacher about students' problem in reading comprehension and the effort done by his to inquire students' reading comprehension. The question will be given to the teacher are 5 items. Then, there are 39 students who will be interviewed in this research, but because of the limitation of the researcher on the time, the researcher took only ten students. They are 5 boys and 5 girls.

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[9]S. Nasution, *Op. Cit.,* p. 117.
[10]L.R. Gay & Peter Airasian, *Op. Cit.,* p. 219.
[11]Cholid Narbuko, *Op. Cit*., p. 83.

**E. The Techniques of Data Analysis**

After collecting data, the researcher analysis the data by using some steps, they are:

1.  Editing of data, it don't to arrange the data become a structured sentence systematically.

2.  Reduction of the data, it is done to seek the uncompleted data and put a side data unnecessary

3.  Tabulation of the data, it done to account and give the scores to respondents answer through test and take on the table that consist alternative answer, frequency and percentage. to obtain the percentage of the answer subjects and take on the table by using the formula:

    $P = f/N \times 100\%$

    Explaination:

    f = frequency

    N = Sum of the student

    P = Percentage.[12]

4.  Description of the data, it is done to describe or interpret the data that have been collected systematically.

5.  Take conclusion, it is done to conclude the discussion solidly and briefly.

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[12]Anas Sudijono, *Pengantar Statistik Pendidikan,* ( Jakarta: Raja Grafindo Persada, 1991), p. 40.

**F. Techniques of the Checking Trustworthiness**

In doing the research, the researcher needed to make validating of the findings; in this case the research used the term of 'trustworthiness' for validating the accuracy findings.

In ensuring validity of the data, there are nine techniques to determine the data trustworthiness as below:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of the research the researcher must do the research with carefully, detail and continuous to the object the research.
3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friends through discussion is done with expos the interim result or the final result that gotten in the discussion with friends.
5. Analyze the negative causes is the research collects example and in appropriate cases with the model and inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics and collected.
7. Checking the member is the most important in checking credibility.
8. The detail description is a technique to demand the researcher to report of his/her research result, so description will be done carefully and accurately to draw the context of the research.
9. Auditing is used to check the truth and certainty of data, this point is done well to the process or result and extant.[13]

So, here the researcher used the fourth techniques to determine the data trustworthiness. It was checking with my lecturer through discussion was done with expose the interim result or the final result that gotten in the

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[13]Lexy J. Msaleong, *Op. Cit.,* p. 175-183.

discussion with lecturer that has same research with the researcher or expert in this research. She is Mrs. Fitri Rayani Siregar M. Hum., we discussed together all about my thesis. We discussed chapter IV and V.

**CHAPTER IV**

**RESULT OF THE RESEARCH**

A. **Findings**

1. **General Findings**

   This research was conducted at MTsN Batang Angkola. It is located in Jl. Mandailing KM. 23.5 Tolang julu. Kecamatan Sayur Matinggi Kabupaten Tapanuli Selatan. Based on the observation, it was looked the location of this school very strategies because this school stood in the centre of society. So, the other societies got easy to reach it. [1]MTsN was built at 1997, last time this school was MTsS Tolang Julu, the Headmaster was Drs. Ismail Daulay.Then, became MTsN Batang Angkola. The first Headmaster after became MTsN Batang Angkola was Dra. Hj Warni Batubara ( 1997-2003). The second Headmaster was Makruf Siregar S.Ag (2004-2005). The third Headmaster was Drs. H. M Basyri Nasution (2006-2010). The fourth Headmaster was H. Ali Aspan S.Ag (2011-now). The students of MTsN Batang Angkola consist 727 that were 337 boys and were 390 girls, consist XIII classroom, 5 classroom of VII, 4 classroom of VIII and 4 classroom of IX. [2]

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[1]Observation location of MTsN Batang Angkola, 24th January 2014
[2] Background of MTsN Batang Angkola, *Administration Office*, 24th January 2014

**Condition the students of MTsN Batang Angkola**

| No | Class | Male | Female | Total | Total of Classroom |
|---|---|---|---|---|---|
| 1 | VII | 117 | 124 | 241 | V |
| 2 | VIII | 108 | 134 | 242 | IV |
| 3 | IX | 112 | 132 | 244 | IV |
|  | Total | 337 | 390 | 727 | XIII |

Based on the observation in MTsN Batang Angkola, generally, this school had some equipment and facilities as follow:

a. 1 Teacher office

b. 13 Classrooms

c. 1 Headmaster office

d. 1 Administration room

e. 1 Library room

f. 1 Mosque

g. 4 Bathroom

h. 1 Labolatory

This school has 34 teachers as follow:

| NO | NAME | GENDER | POSITION/ STUDY |
|---|---|---|---|
| 1 | Ali Aspan, S.Ag. | L | Kepala Sekolah |
| 2 | Efrida Wati, S.Ag. | P | Aqidah Akhlak & Ketag |
| 3 | Nursaniah, S. Ag | P | Aqidah Akhlak & P.D |

| 4 | Binsar Kesehatan, S.Ag. | L | Bahasa Arab |
|---|---|---|---|
| 5 | Saunah Siregar, S.Pd I | P | Bahasa Arab & P.D & Ketag |
| 6 | Asmidawati, S.Pd | P | B.Indonesia & IPS |
| 7 | Khadijah Khairani, S.Pd. | P | B.Indonesia & TIK |
| 8 | Siti Hania, S.Pd. | P | B.Indonesia & IPS |
| 9 | Misrahannum, S.Pd. | P | B.Inggris |
| 10 | Suyono, S.Ag. | L | B.Inggris |
| 11 | Purnama, S.Pd. | P | B.Inggris & IPS |
| 12 | Ummi Kalsum, S.Pd. | P | B.Inggris |
| 13 | Dra. Dewi Puspa | P | Fiqh & Ketag |
| 14 | Nuraliyah, S.Pd I | P | Fiqh & Pkn & Ketag |
| 15 | Rosida, S.Ag. | P | Fiqh & Pkn & P.D |
| 16 | M. Tumanggor, S.Pd | L | IPA |
| 17 | Nurhasnah, S.Pd | P | IPA & Matematika |
| 18 | Rodiah Anggi, S.Pd | P | IPA |
| 19 | Subriadi, S.Pd | L | IPA |
| 20 | Rita Husari, S.Pd. | P | IPS |
| 21 | Tupani, S.Pd. | P | IPS |
| 22 | Cambong Dlt, S.Ag. | L | Qur'An Hadits & Ketag |
| 23 | Ainun Mardiyah, S.Ag. | P | Seni Budaya |
| 24 | Arnita Yanti, S.Pd | P | P.D |
| 25 | Basyri Hrp, S.Ag. | L | TIK |
| 26 | Dullah Ritonga, S.Ag. | L | SKI & Penjaskes |
| 27 | Hj. Hilmi, S.Ag. | P | Qur'An Hadits & P.D |
| 28 | Muhajir Ansari, S.Pd. | L | Matematika & TIK |
| 29 | Nuraini, S.Pd. | P | Qur'An Hadits Seni Budaya&P.D |

| 30 | Ramdhiana,S.Pd. | P | Matematika & P.D |
|----|----|----|----|
| 31 | Sejahtera, S.Pd. | L | Penjaskes |
| 32 | Tapi Yanti, S.Ag. | P | SKI |
| 33 | Dra. Warni Holila | P | PKN |
| 34 | Yanti Rizky Nito S.Pd | P | Matematika |

2. **Specific Findings**

The specific finding in this research was consisted of the answer for formulation of the problem that was discussed in the chapter one. They were some realities in the field that were found by the researcher. So, the researcher described them as follow:

a. **The Data Description of Students' Problem in Reading Comprehension of the Grade VIII-4 at MTsN Batang Angkola**

Based on an observation in learning process at the grade VIII-4 of MTsN Batang Angkola, the researcher found many problems in English learning, especially. When the researcher came to classroom, and the student asked the lesson of the researcher, when the research answer English subject, many students answer that English subject was difficult and the students didn't like, this can seen from their face when the researcher said English subject, the students were sullen. [4]Then, the researcher asked the students about problem to understand the specialized vocabulary in reading comprehension, Miswaruddin

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[4]Observation English Learning Process of the grade VIII-4 of MTsN Batang Angkola, 21st January 2014.

said that he had problem to understand vocabulary in reading comprehension that he did not understand about meaning of text because he was poor vocabulary.[4] When the researcher asked to Nawwir Siddiq, he said that he had problem also to understand vocabulary in reading comprehension, he did not understand what he read.[5] While, Mhd. Ayyub said that he had problem to understand vocabulary in reading comprehension that he did not understand about content of reading.[6] The researcher asked to same question to Rizki, he said that he did not understand about what he read.[7] Rahmad also said that he had problem to understand vocabulary in reading comprehension that he did not understand meaning of text when he read.[8] Added Ervina, when the researcher asked same question, she said that she had problem to understand vocabulary in reading comprehension that she did not understand about meaning of text when she read and comprehend of text. [9]Indah Permatasari said had problem to understand vocabulary in reading comprehension that she

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[4]Miswaruddin, student grade VIII-4 of MTsN Batang Angkola, *Private Interview*, 21st January 2014.

[5]Nawwir Siddiq, student grade VIII-4 of MTsN Batang Angkola, *Private Interview*, 21st January 2014.

[6]Mhd. Ayyub, student grade VIII-4 of MTsN Batang Angkola, *Private Interview*, 21st January 2014.

[7]Rizki, student grade VIII-4 of MTsN Batang Angkola, *Private Interview*, 21st January 2014.

[8]Rahmad, grade VIII-4 of MTsN Batang Angkola, *Private Interview*, 21st January 2014.

[9]Ervina, grade VIII-4 of MTsN Batang Angkola, *Private Interview*, 21st January 2014.

did not understand about meaning of text and difficult to understand of text.[10] While Sri Irma said that she had problem to understand vocabulary in reading comprehension that she did not understand about meaning of text because she was poor vocabulary.[11] When the researcher asked to Nurul Huda, she said that she also had problem to understand vocabulary in reading comprehension, that she did not understand about what she read, because she was poor vocabulary,[12] and the last the researcher asked to Yusni the same question she said that she also had problem to understand vocabulary in reading comprehension, that she did know the meaning of text when she read, she did not understand what she read.[13] So, can be concluded that the student did know what they read and did not comprehend what they read because poor vocabulary.

The researcher asked about interest to read, when the researcher asked to Miswaruddin about his interest to read, he said that he did not like to read, he was lazy to read. While the researcher asked to Nawwir Siddiq, he said that he was lazy to read and he was more like played than read. Mhd Ayyub said he was also did not like to read, he was

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[10]Indah Permatasari, grade VIII-4 of MTsN Batang Angkola, *Private Interview*, 21st January 2014

[11]Sri Irma, grade VIII-4 of MTsN Batang Angkola, *Private Interview*, 21st January 2014
[12]Nurul Huda, grade VIII-4 of MTsN Batang Angkola, *Private Interview*, 21st January 2014
[13]Yusni, grade VIII-4 of MTsN Batang Angkola, *Private Interview*, 21st January 2014

difficult to read English text. The researcher asked the same question to Rahmad, he said that he was also lazy to read. Rizki was lazy to read and he was difficult to read correctly. Added Indah, when the researcher asked the same question she also less interest to read because difficult to read English text. Ervina said that she was lazy to read because did not understand of text. When the researcher asked to Sri Irma she was also lazy to read because the difficult to read of English text. Nurul said the she was lazy to read, the last the Yusni said she was lazy to read English text.

When the researcher asked about answer correctly about reading comprehension, Miswaruddin said that when he was given task he did not understand about answer correctly because he did not understand about content of reading. Mhd Ayyub said that he did not understand about answer correctly because did not understand about text. Nawwir said that he was also did not understand about answer correctly when he answer the question about reading comprehension. Added Rahmad was also said that he did not understand about answer correctly because did not understand about content of text. When the researcher asked to Indah the same question, she said that she did not know answer correctly when she answer the question about reading comprehension. Sri Irma said that she was also did not understand about answer correctly when she was given task because she did not

understand about it. When the researcher asked to Ervina she said that she  was also did not understand about answer correctly when she answer the question about reading comprehension. Nurul said that she was also did not understand  about answer correctly about reading comprehension. The last the researcher asked to Yusni she was also did not know about answer correctly in reading comprehension.

Then the researcher asked about problem to understand the question, Miswaruddin said that he did not understand about question if he was want to answer the question. Mhd Ayyub said that he also did not understand the question of the task. Added Nawwir said that he was also did not understand what question is given to answer the task. Rizki said that he did not understand about question of text and how to answer. When the researcher asked same question about understand about question of text, Rahmad said that he did not know what asked and did not know to answer. Indah Permatasari said that she did not understand about the question of text. so she was difficult to answer the question. Sri Irma said that she  she did not understand about the question of text in reading comprehension. Ervina was also said she did not know what asked in question of reading. Added Nurul said also that she also did not understand the question if she given the task. The last Yusni said that  she did not understand question if she wanted to answer the question.

The last the researcher asked about what they read. When the researcher asked about what you read, Miswaruddin said that when he read, he was forget what he read so he did not know what he read.Mhd Ayyub said that he was forget what he read because he did not understand what he read. Rahmad said that he was also often forget what he read, because he did not concentration when read. Nawwir Siddiq said that he was often forget what he read and did not understand what he read. When the researcher asked to Rizki, he said that he was forget what he read and did not know what he read. Added Indah said that she was forget what she read because not concentration when read. Sri Irma said that she was forget what she read and did not understand what she read. Ervina said that she was forget what she read, when the teacher asked her what she read, she was forget what she read.Nurul Huda said she was always forget what she read because did not understand about what she read. The last the researcher asked to Yusni, she said that she was forget what she read.

b. **The Data Description of efforts done by the students in overcoming the students' problem in reading comprehension of the grade VIII-4 at MTsN Batang Angkola**

Based on an interview to the students of the grade VIII-4 at MTsN Batang Angkola,the problem about to understand about vocabulary, Miswaruddin said that he will be often open dictionary and  learn 50 vocabularies every week. Nawwir Siddiq said will  study hard and learn 50 vocabularies to know what he read. Mhd. Ayyub said will  study hard. Rizki said that he will learn 50 vocabularies every week. Rahmad said he will be often open dictionary and learn vocabulary.While Ervina said she will learn vocabulary every day to know the meaning of text. Indah Permatasari said that she will learn vocabulary and will be often to read English text. Sri Irma said that she will study hard and learn vocabulary. Nurul said that she will be often to open dictionary and learn vocabulary to can understand about text, and Yusni said that she will study hard to know much vocabulary.

The effort done by the students in overcoming the students' problem to interest in reading, Miswaruddin said that he will be diligent to read and he will be often to read. Nawwir Siddiq said will be often to read. Mhd. Ayyub said that he will be diligent to read, and will be often to read. Rahmad said that he will be motivate his self to diligent to read.While  Rizki said that he will be diligent to read and

will be often to read to order can read correctly. Indah said will be diligent to read and motivate herself. Ervina said will be deligent to read and often to open book. Nurul said will be often to read. Irma said will be often to open book and diligent to read. While Yusni will be often to read to can read correctly.

When the researcher asked the effort done by the student to overcoming problem to express the answer correctly, Miswaruddin said that will be study hard and comprehend of text. Nawwir Siddiq said that he will repeat the lesson to understand of text. Rahmad said that he will comprehend of text. Mhd Ayyub said that he will study hard to can comprehend the text. Rizki said that he will repeat the lesson and comprehend content of text. Indah said that she will study hard to can comprehend the text to order to answer the question. Sri Irma said that she will study hard to know the answer of question correctly. Ervina said that she will comprehend of text with read correctly to can answer correctly. Nurul said that she will study hard and repeat the lesson. While Yusni said that she will read correctly and comprehend to know the answer correctly of text.

Then the effort done by the student to overcoming problem to understand the question, Miswaruddin said that he will comprehend the question to can answer the question, Mhd Ayyub said that he will comprehend one by one the question to answer. Nawwir Siddiq said

that he will comprehend what question is given to answer. Rizki said that he will open the dictionary to know the meaning of question. While Rahmad said that he will comprehend the question. Indah said that she will comprehend the question. Yusni said that she will .open the dictionary to know mean of question. Sri Irma said she will comprehen the question. Nurul said that she will study to know means of the question, and Ervina said that she will see dictionary to know means of question.

The effort done by the student to overcoming problem in forget what the student read, Miswarudid said that he will be more concentration when read.  Mhd Ayyub said that he will more comprehend reading. Nawwir Siddiq said that he will repeat reading. Rahmad said that he will repeat the reading to order to not forget.Rizki said that he will concentration and comprehend content of reading. Indah said that she will more concentration in read. Nurul said that she will be often to read and repeat reading. Sri Irma said that she will be repeat the reading and more concentration. Ervina said that she will often repeat the reading, the last Yusni said that she will be often to repeat read and more comprehend of reading. So, students' effort to anticipate students' problem in reading comprehension will often to read, study hard, repeat the lesson, more concentration in read, often to

open dictionary, diligent to read and learn by heart 50 vocabularies a
week.

## B. Discussion

Based on an interview to the student, there some problem that faced by
students in reading comprehension, such as: problem of student to understand the
specialized vocabulary, the problem of student to interest in reading, the problem
of student to understand the question and the problem of student to forget what
they read.

While according to researcher done by Fadhilah Tanjumg about "The effect
of SQ3R (Survey, Question, Read, Recite and Review) strategy to students'
reading comprehension at grade XI SMA N 3 Panyabungan". The result of her
research shows that the students' achievement in reading ability after learning by
SQ3R strategy at SMA N 3 Panyabungan was 74,3. It can be seen from the mean
score of experimental class, and student's reading comprehension achievement
by using 3 strategies is better that convensional strategy. So students reading
comprehension achievement by using predicting information from the pictures is
better that convensional strategy at grade XI SMA N 3 Panyabungan.[14]

Beside, according the research was done by Abdul Halim about " The
comparative study of reading comprehension by using extensive reading and

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[14]Fadhilah Tanjung, " The Effect of SQ3R ( Survey, Question, Read, Recite, and Review)
Strategy to Students' Reading Comprehension at Grade XI SMA N 1 Panyabungan" . A Thesis ,
STAIN Padangsidimpuan, 2013). p. 52.

intensive reading to the eleventh grade student of SMA N 1 Kotanopan". The concluding his research is the hypothesis is accepted its means there is significant different of extensive reading and intensive reading on student's ability in reading comprehension mastery.[15]

Added the research was done by Lisma Ritonga " An analysis on students' ability in reading sport text at grade X MAS YPKS Padangsidimpuan". The result of her research shows that the students' ability in reading the sport text can be categorized into enough category. It can be seen in the result of test that grade X students ( class X-2 ) get 50 % ( enough category).[16]

## C. The Threats of the Research

In this research, the researcher believed that there many threats of the researcher. It started from the titled until the techniques of analyzing data. So, the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough, and also the students did not do the test seriously. So, the researcher took the seets answer directly without care about it.

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[15]Abdul Halim, " The Comparative Study of Reading Comprehension  by Using Extensive Reading and Intensive Reading to The Eleventh Grade Student of  SMA N 1 Kotanopan" . A Thesis STAIN Padangsidimpuan, 2012). p.79.

[16] Lisma Ritonga, " An Analysis on Students' Ability in Reading Sport Texts at Grade X MAS YPKS Padangsidimpuan". A Thesis STAIN Padangsidimpuan,, 2013). p. 55

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult because there were the threats the researcher. The researcher had searched this research only. Finally, this research had been done because the helping from the entire advisors, headmaster, and English teacher.

# CHAPTER V

## CONCLUSIONS AND SUGGESTIONS

### A. Conclusions

Based on the result of interview, and an observation done by the researcher about the students' problem in reading comprehension of the grade VIII at MTsN Batang Angkola, the researcher takes the conclusion as follow:

1. The problem that faced by students in reading comprehension that the problem of student to understand the specialized vocabulary, the problem of student to interest in reading, the problem of student to understand the question and the problem of student to forget what students read

2. The students' effort to anticipate the students' problem in reading comprehension will often to read, study hard, repeat the lesson, more concentration in read, often to open dictionary, diligent to read and learn by heart 50 vocabularies a week.

### B. Suggestions

Based on the above conclusion, researcher gave some suggestions as follow:

1. To headmaster of MTsN Batang Angkola, to motivate the English teacher to decrease teachers' problems in teaching English

2. To the English teacher, to motivate the students to decrease students' problems in reading comprehension.

3. To the readers especially English learners, to decrease their problems in reading comprehension

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