



**AN ANALYSIS ON STUDENTS' ABILITY  
IN READING SPORT TEXTS  
AT GRADE X MAS YPKS PADANGSIDIMPUAN**

**A THESIS**

*Submitted to State College for Islamic Studies STAIN  
Padangsidempuan as a Partial Fulfillment of Requirement  
for Degree of Islamic Educational Scholar (S. Pd. I) in  
English Program*

Written by:

**LISMA RITONGA**  
Reg. No. 08 340 0062

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
STAIN PADANGSIDIMPUAN**

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**ENGLISH EDUCATION STUDY PROGRAM  
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**2013**

Term : Munaqosyah  
a.n. Lisma Ritonga  
I Term : 5 (five) Exemplar

Padangsidimpuan, 14 - 06 - 2013  
To:  
Bapak Ketua STAIN Padangsidimpuan  
di-  
Padangsidimpuan

*Assalamu'alaikum Wr. Wb.*

After reading, studying and giving advice for necessary revise on thesis belong to Lisma Ritonga, entitle "AN ANALYSIS ON STUDENTS' ABILITY IN READING SPORT TEXTS AT GRADE X MAS YPKS PADANGSIDIMPUAN ". 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), department of education in STAIN Padangsidimpuan.

Therefore, we hoped that she could be to defend her thesis in Munaqosyah.

That's all and thank you for your attention.

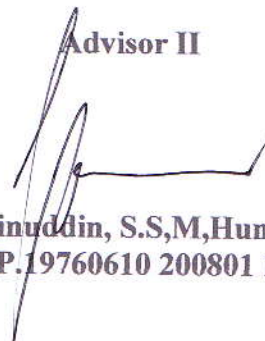
*Wssalamu'alaikum Wr. Wb.*

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## SURAT PERNYATAAN KEASLIAN SKRIPSI SENDIRI

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Judul Skripsi : *An Analysis on Students' Ability in Reading Sport Texts at Grade X MAS YPKS Padangsidimpuan.*

Menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan dari pembimbing dan tidak melakukan plagiasi sesuai dengan kode etik mahasiswa pasal 14 ayat 2.

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Padangsidimpuan, 27 Mei 2013

yang menyatakan

  
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The title of thesis : An Analysis on Students' Ability in Reading  
Sport Texts at Grade X MAS YPKS  
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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 in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in students' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, May, 27<sup>th</sup> 2013

**Declaration Maker**



**Lisma Ritonga**  
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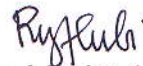
**EXAMINERS**  
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Time : 13.30 until finish  
Result/ Mark : 65,62/ C  
Predicate : Good



**RELIGION MINISTRY OF  
STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

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**LEGALIZATION**

Thesis : An Analysis on Students' Ability in Reading Sport Texts at  
Grade X MAS YPKS Padangsidempuan

Written By : Lisma Ritonga

Reg. No. : 08 340 0062

The Thesis had been accepted as a partial fulfillment of requirement for degree of Islamic Educational Scholar (S.Pd.I) in English Program.

Padangsidempuan, November, 18<sup>th</sup> 2013  
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### **In the name of Allah, the beneficent and the merciful**

Praise is to Allah lord of the word who has bestowed upon me 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. My beloved parent (Tahan Ritonga and Enni Dalimunthe), my beloved sisters (Nuraida, Samsinar, Samia, Juliana, Masro, and Mintaito), my beloved brother (Khoiruddin) my beloved brothers in law (Suandi, Khoirunnas, and Tusimin,) and all of my families who always give their materials, prays, motivation, and moral encouragement to finish my study.
2. Eka Sustri Harida, M.Pd., as the first advisor.
3. Zainuddin, S.S. M. Hum., as the second advisor.
4. Dr. H. Ibrahim Siregar, S.Ag., MCL., as the Leader of State College for Islamic Studies Padangsidempuan.
5. Mrs. Hj. Zulhingga, S.Ag., M.Pd., the dean of Tarbiyah Faculty.
6. Mrs. Rayendriani Fahmei Lubis, M.Ag, the Leader of English Study Program.
7. All lecturers and staff in English Department who had given their valuable, advice.

8. STAIN Padangsidimpuan Library (Drs. Samsuddin Pulungan, M.Ag., and his staffs), for their cooperative and permission to use their books.
9. My beloved friends Asrul, Mahdan, Idah, Juita, Fitri, Nirma, Vida, Zanna, Opil, Ilyas, Abdi, Miko, Rika, Mirna, Khotimah, and others, thanks for your help, patience and care to support me, good luck for you.
10. All the people who have helped me to finish my study that I can't mention one by one.

Thanks you so much for all.

May Allah, The almighty bless them all, Amin.

Padangsidimpuan, May, 27<sup>th</sup> 2013

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**LISMA RITONGA**

**Reg. No. 08 340 0062**

## ABSTRACT

**NAMA : LISMA RITONGA**

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**JURUSAN/PRODI : TARBIYAH/ TBI-2**

**JUDUL SKRIPSI : AN ANALYSIS ON STUDENTS' ABILITY IN READING  
SPORT TEXTS AT GRADE X MAS YPKS  
PADANGSIDIMPUAN**

This research discussed about An Analysis on Students' ability in reading sport texts at grade X MAS YPKS Padangsidimpuan. The researcher formulated the problems: what are students' problem in reading sport texts at grade X MAS YPKS Padangsidimpuan?. Students' This research intended to describe What are teachers effort to solve students' difficulties in reading sport texts and students' ability in reading sport texts at grade X MAS YPKS Padangsidimpuan.

The research was conducted by qualitative by using descriptive method. The sources of data for this research are divided into two kinds. They are primary source and secondary source. The primary source for this research is all students of class X2 MAS YPKS Padangsidimpuan. Total of them are 30 students. The secondary source is the English teacher of grade X MAS YPKS Padangsidimpuan. Next, this research used observation, interview and test. The researcher analyzed the data by editing the data, reduction of the data, tabulation of the data, description of the data and the last taking the conclusion.

After doing the research, the researcher found some facts in the field. The students' problems in reading sport texts were lack in vocabulary, less motivation, reinforcement, and hardness in studying English from their selves, the English teacher's teaching kind of reading sport texts. Then the efforts done by English teacher to solve the students difficulties in read sport texts to anticipate to the read sport texts difficulties, the English teacher often repeated or know style the read especially in mean of a word, sentence, and the difficulties in comprehending kinds of texts, the topic sport texts, main idea of the texts, summary of the texts. Then, the English teacher gave the students to find out 1 sport texts or vocabularies with their kinds and memorize them in every meeting. It can be seen in the result of the test given (appendixes IV). Based on above explanation the researcher concluded that the ability of grade X students' in MAS YPKS Padangsidimpuan get 50% (enough category).

## **CURRICULUM VITAE**

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Institute : STAIN PADANG SIDIMPUAN

## **Appendix I**

### **THE INSTRUMENT OF AN ANALYSIS ON STUDENT'S ABILITY IN READING SPORT TEXTS AT GRADE X MAS YPKS PADANGSIDIMPUAN**

#### **A. Pengantar**

1. Instrument ini hanya bertujuan untuk menjaring data dari siswa/I tentang Reading sport texts at grade x MAS YPKS Padangsidimpuan.
2. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.
3. Jawaban anda akan dijaga kerahasiaannya.

#### **B. Petunjuk**

1. Bacalah pertanyaan secara seksama!
2. Kerjakanlah soal sesuai dengan petunjuk!
3. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.
4. Waktu yang tersedia 90 menit.

Name:

Class :

#### **C. THE TOPIC SPORT TEXTS**

1. Volleyball is a team sport in which two teams of six players are separated by a net. Each team tries to score points by grounding a ball on the other team's court under organized rules. It has been a part of the official program of the Summer Olympic Games since 1964.

**What is the topic of the sport texts?**

- a. Tennis
- b. Volleyball
- c. Basketball
- d. Badminton

2. Tennis is a sport usually played between two players (singles) or between two teams of two players each (doubles). Each player uses a racket that is strung with cord to strike a hollow rubber ball covered with felt over a net and into the opponent's court. The object of the game is to play the ball in such a way that the opponent is not able to play a good return.<sup>[1]</sup> Tennis is an Olympic sport and is played at all levels of society at all ages. The sport can be played by anyone who can hold a racket, including people in wheelchairs.

**The topic of the sport texts is?**

- a. Basketball
- b. Swimming
- c. Tennis
- d. Volleyball

3. The modern game of tennis originated in Birmingham, England, in the late 19th century as "lawn tennis". It had close connections both to various field ("lawn") games such as croquet and bowls as well as to the older raquet sport of *real tennis*. During most of the 19th-century in fact, the term "tennis" referred to real tennis, not lawn tennis: for example, in Disraeli's novel *Sybil* (1845), Lord Eugene De Vere announces that he will "go down to Hampton Court and play tennis."

**What is the topic of the sport texts?**

- a. Modern game of tennis
- b. Modern game of volley ball
- c. Badminton
- b. Billiards

4. Badminton is a racquet sport played by either two opposing players (singles) or two opposing pairs (doubles), who take positions on opposite halves of a rectangular court that is divided by a net. Players score points by striking a shuttlecock with their racquet so that it passes over the net and lands in their opponents' half of the court. Each side may only strike the shuttlecock once before it passes over the net. A rally ends once the shuttlecock has struck the floor, or if a fault has been called by either the umpire or service judge or, in their absence, the offending player, at any time during the rally.

**What is the topic of the sport texts?**

- a. Badminton            c. Tennis
- b. Swimming            d. Volleyball

5. There 5 events played in badminton, Since 1992, badminton has been an Olympic sport with five events: men's and women's singles, men's and women's doubles, and mixed doubles, in which each pair consists of a man and a woman.

**What is the topic of the sport texts?**

- a. Swimming            c. Badminton
- b. Volleyball            d. Boling

6. Tennis is enjoyed by millions of recreational players and is also a hugely popular worldwide spectator sport, especially the four Grand Slam tournaments (also referred to as the "Majors"): the Australian Open played on hard courts, the French Open played on red clay courts, Wimbledon played on grass courts, and the US Open played also on hard courts.

**What is the topic of the sport texts?**

- a. Badminton      c. Billiards
- b. Tennis          d. Volleyball

7. The rules of tennis have not changed much since the 1890s. Two exceptions are that from 1908 to 1961 the server had to keep one foot on the ground at all times, and the adoption of the tie-break in the 1970s. A recent addition to professional tennis has been the adoption of electronic review technology coupled with a point challenge system, which allows a player to contest the line call of a point.

**What is the topic of the sport texts?**

- a. Badminton      c. Food ball
- b. Swimming      d. Tennis

8. Shuttlecock flight is affected by wind, competitive badminton is played indoors. Badminton is also played outdoors as a casual recreational activity, often as a garden or beach game.

**What is the topic of the sport texts?**

- a. Food ball      c. Tennis
- b. Billiards      d. Badminton

9. Shuttlecocks have a much higher top speed, when compared to other racquet sports. Because shuttlecock flight is affected by wind, competitive badminton is played indoors. Badminton is also played outdoors as a casual recreational activity, often as a garden or beach game.



**What is the topic of the sport texts?**

- a. Tennis                      c. Rugby
- b. Badminton                d. Swimming

10. Football is a ball game played by two teams with each consisting of eleven people. This sport is extremely popular and is played in 200 countries. The game of football aims to score as much as possible by using a leather ball size 27 -28 inches. field that is used in this game has a width of 50-100 yards and 100-300 yards long.

**The topic of the sport texts is?**

- a. Boxing                      c. Tennis
- b. Volleyball                d. Football

11. Football in Indonesia begins with the founding of the United Soccer Sports of Indonesia in Yogyakarta on 19 April 1930 with the leadership of Soeratin Sosrosoegondo. In the PSSI congress in Solo, the organization changed its name to All-Indonesia Football Association. [15 ] Since then, football activities are increasingly being driven by the PSSI and the more people play on the road or square where I Union Competition was held. As a form of support for the rise of "Football Nationality", Pakubuwono X founded the stadium Sriwedari Indonesia makes football more incentive.

**The topic of the sport texts is?**

- a. Baseball                    c. Badminton
- b. Football                    d. Billiards

12. Tennis is a sport that is very old. Recorded on sculpture created around 1500 BC in the wall of a temple in Egypt that shows a representation of the game of tennis balls. The game was later extended to the whole of Europe in the 8th century. In the early development of tennis played with my hands or a stick used alternately slapped a ball of solid wood. The game is then developed further into the game with the ball slapped across a barrier wall. Because at that time it was felt that more ball control was by hand, the growing media at the time was to use leather gloves which then evolved again by adding handles.

**The topic of the sport texts is?**

- a. Tennis
- b. Badminton
- c. Basketball
- d. Boxing

#### **D. MAIN IDEA**

13. The attack on the villa where Saddam's sons were hiding might be seen as driving home the point. In stead, the announcement that they had been killed by the U.S. troops in a shoot-out is welcomed by Tony Blair as "great news".

**The main idea of the text is?**

- a. U.S. troops killed Saddam in the attack on the villa.
  - b. Uday and Qusay had killed U.S. troops and Tony Blair.
  - c. The announcement of Saddam's son's death is welcomed by Tony Blair.
  - d. Tony Blair attacked the villa where Saddam's sons were hiding.
14. A large part of the work of the Trappists is concerned with their dairy. the cows are fed regularly, milked and kept healthy. The dairy, which produces about two thousand bottles of milk a day, brings the monks their main income. The monks sell about half of the milk to a large hotel in Hong Kong, while hospitals and schools buy the rest. The monk also earn some money by selling eggs. Sometimes, the trappists sell some of their cattle. the monks themselves do not eat meat, however, as they are vegetarians.

**What is the main idea of the texts?**

- a. Managing the diary is the trappists main work
  - b. The monks provide milk to a large hotel
  - c. The trappists feed the cows regularly
  - d. The trappists sell eggs for a living
15. In the past, most individuals were educated during a specific period of their lives. By the time they reached their mid-20s, they could retire their notebooks, textbooks, carbon paper, scratch pads and pencils and pens, and concentrate on building their careers. Tomorrow workers will have to hold on to their training paraphernalia because they can expect to be retrained throughout their working lives. It may mean taking company-sponsored courses every few months, after-work seminars, or spending a number of days or weeks in a nearby university attending lectures at different points during the year.

**What is the main idea of texts?**

- a. Education is changing
  - b. University attending
  - c. Spending a number
  - d. Working lives
16. Mount Bromo, together with Mount Tengger and Mount Semeru is one of the most beautiful places of interest in East Java. Watching the sun rises from the crest of Mount Bromo is very exciting experience for the tourists coming to this mountain. To reach the area, which is about 2392m above sea level, people usually take a bus or a car as far as the village of Ngadisari. From there, a pony ride will take tourists to the rim of the mountain. It is an active volcano, and the people from surrounding areas bring various things as a sacrifice to the fire god.

**What is the main idea of the texts?**

- a. Volcano
  - b. East Java
  - c. Exciting experience
  - d. Mount Bromo
17. Many people are still against nuclear power. They believe that the problem is not just the danger of an accident in the atomic power station. Highly radioactive material is used. Radioactivity can cause cancer and other illness. Only a part of the material is used. The rest-called-waste-is just as radioactive. Although it is still highly dangerous, this radioactive waste is often thrown in to the sea. Nobody can be certain what will happen to it there. Only one thing is certain. It will be highly dangerous for at least 240,000 years!

**What the main idea of the texts?**

- a. Nuclear power is very dangerous
- b. Radioactivity may cause some diseases
- c. Radioactive material is the highly dangerous for man's life
- d. Many people disagree with the use of nuclear power

18. I am a guy, twenty- eight years old. I have a problem with a girl friend. She is twenty five years old. We have been dating each other for years, since we were high school students. Now we have jobs. I feel very sure that we love each other. Now it's time for me to get married. Unfortunately, her parents never approve of our relationship ever since the very first time. My family, anyhow, does not really mind. At first I thought my girl friend had the power to defend our love. But then she surrendered. She loves me and she loves her family too. On the one hand she said "I'll be happy if my family is happy". It means she had to get approval from her parents.

**The main idea of the texts is?**

- a. The writer wants to get married.
- b. The writer has been dating for years.
- c. The writer has a problem with his girl friend.
- d. The writer feels sure that they love each other

**E. THE SUMMARY OF TEXTS**

19. Carnivorous plants, such as the sundew and the Venus-flytrap, are generally found in humid areas where there is an inadequate supply of nitrogen in the soil. In order to survive, these plants have developed mechanisms to trap insects within their foliage. They have digestive fluids to obtain the necessary nitrogen from the insects. The plants trap the insects in a variety of ways. The sundew has sticky hairs on its leaves; it gets caught up in the sticky hairs, and the leaf wraps itself around the insects. The leaves of the Venus-flytrap function more like a trap, snapping suddenly and forcefully shut around an insect.

**The Summary of texts ?**

- a. Visit the areas of carnivorous plants
- b. The importance of carnivorous plants
- c. How carnivorous survive
- d. Phenomenon

20. Mr. Morris Markey, a methodical merchant of Manhattan, was teaching his young son, Max, the dry goods business. “climb up on that ladder”, Mr. Markey instructed Max. Max climbed mechanically to the top of the ladder. “now jump, max, and father will catch you”, said Mr. Markey, next arms outstretched, motioning to Max. “I’m afraid” Max said. “jump”, said Mr. Markey, “and father will catch you”. Max jumped, Mr. Markey stepped aside. Max struck the Floor heavily. “that is the first lesson in business, Max”, said Mr. Markey, “ never trust anyone”.

**The summary of the texts is?**

- a. Mr. Markey teaching Max about business
- b. Teasing his son
- c. Playing with his son
- d. Cheating his son

21. Americans are crazy about their pet dogs. They do many things for them. They treat their pets like human beings. They like to talk to their dogs and treat them like children. My neighbors Mrs. Green talks to her dog “Ruffy” all the time. She takes him for a walk twice a day. She will not leave him when he is sick. Americans send their dogs to training school to learn to be good.

**What is the summary of the texts?**

- a. American people and their dogs
- b. Imitate American
- c. Mrs. Green’s son
- d. The dogs trainer

22. Nuclear power seems in some ways much cleaner than other sources of energy. Take oil or coal as an example. When they are used in power stations, a great deal of smoke is produced. The smoke contains a great deal of acid. Even if the smoke is cleaned by filters, a lot of the acid still escapes in to the air. This can be carried by clouds from power stations in England to Scandinavia. When it rains there, the acid comes down with the rain. As a result, the fish, in lakes and trees in forests begin to die.

**The summary of the texts is?**

- a. The acid rain
- b. An alternative energy
- c. An atomic power station
- d. The advantages and disadvantages of nuclear power.

23. Floods are caused by many different things. They occur when the water of rivers, lakes, or stream overflow their banks and flow out on to the surrounding land. Often heavy rainstorms that last for a brief time cause floods. But not all heavy storms are followed by flooding. If the surrounding land is flat and can absorb the water, there will be no flooding. If however, the land is hard and rocky, heavy

rains cannot be absorbed. Where the banks are low, a river may overflow and flood adjacent lowland.

**The summary of the texts is?**

- a. Storms
- b. The cause of floods
- c. Floods
- d. Rains

24. A tortoise is shelled reptile famed for its slowness and longevity. The giant tortoise of the Galapagos may attain over 1.5 meters in length and have a lifespan of more than 150 years. Smaller tortoises from southern Europe and North Africa make popular pets. They need to be tended carefully in cool climates and must have a warm place in which they can hibernate.

**The summary of the texts is?**

- a. Tortoise
- b. Country
- c. Market
- d. Town

25. Smoking is a bad habit that is very hard to break. Smokers are everywhere. Many people smoke just to socialize, but many others are too addicted to quit. A cigarette is like a toxin hypermarket. You can find many kinds of toxins in it: acetone, carbon monoxide, tar, arsenic, ammonia, hydrogen cyanide, and toluene. The tar itself contains more than 43 substances that can cause cancer. Smoking is indeed a serious social problem in our country. The government keeps reminding that smoking is dangerous, not only for smokers themselves, but also for other people in the surroundings (passive smokers). But the warnings do not seem to get any response.

**The summary of the texts is?**

- a. Addicted smokers
- b. The kinds of cigarettes
- c. The danger of smoking
- d. The benefit of cigarettes

## **Appendix II**

### **KEY ANSWER TO MULTIPLE CHOISE THE TOPIC SPORT TEXTS, MAIN IDEA, THE SUMMARY OF TEXTS**

1. A	11. D	21. A
2. C	12. A	22. D
3. A	13. B	23. B
4. A	14. B	24. A
5. C	15. D	25. B
6. B	16. D	
7. D	17. B	
8. D	18. C	
9. B	19. C	
10. D	20. A	

## Appendix III

### LIST OF INTERVIEW

#### A. To the Students

1. What do you know about the reading sport texts?

*Apa yang ananda ketahui tentang membaca texts olahragas?*

2. Are them hard to comprehend reading for you?

*Apakah kamu merasa sulit untuk memahami membaca texts olahraga tersebut?*

3. How do you feel when you are in the reading sport texts?

*Bagaimana perasaanmu ketika membaca khususnya dalam membaca sport texts tersebut?*

4. Where are the difficulties that you found when you the reading sport texts?

*Dimana letak kesulitanmu dalam membaca texts olahraga tersebut?*

5. How do you think about your English teachers?

*Bagaimana pendapatmu tentang guru bahas inggris mu?*

6. Are they enjoyed for learning?

*Apakah mereka cukup menyenangkan dalam pembelajaran?*

7. How do you think about the ability of English teachers in teaching?

*Bagaimana menurutmu kemampuan guru bahasa inggris mu dalam mengajar?*

8. How do you think about the Medias of learning like library, books, etc?

*Bagaimana dengan media pendukung pembelajaran seperti perpustakaan, buku-buku, dll?*

9. What do you hope for developing your English ability especially the reading sport texts?

*Apa yang kamu harapkan untuk membantu meningkatkan kemampuan dalam membaca teks olahragas?*

10. What are the problems that you found when you reading sport texts?

*Dimana letak masalahmu dalam membaca texts olahraga tersebut?*



## **B. To the English Teachers**

1. What do you think about the students in reading sport texts?

*Bagaimana menurut ibu/bapak siswa-siswa dalam proses membaca texts olahraga?*

2. What do you think about their abilities in comprehending the reading sport texts?

*Bagaimana pendapat ibu/bapak tentang kemampuan mereka khususnya dalam membaca texts olahraga?*

3. What do you know about their difficulties in comprehending especially the reading sport texts?

*Menurut ibu/bapak, dimana letak kesulitan mereka dalam memahami khususnya membaca texts olahraga tersebut?*

4. What are the important things for helping them in reading sport texts?

*Apa yang paling penting untuk membantu mereka dalam meningkatkan kemampuan mereka dalam membaca texts olahraga?*

5. What have you done to overcome the students' problems?

*Tindakan apa yang sudah ibu/bapak ambil dalam mengatasi masalah mereka?*

6. What do you hope from the head master to develop students' comprehending especially reading sport texts?

*Apa harapan anda kepada kepala sekolah untuk meningkatkan kemampuan siswa dalam memahami membaca texts olahraga?*

### **C. Interview to the Head Master**

**1. How many office in MAS YPKS Padangsidempuan?**

*Berapa banyak kantor yang ada di MAS YPKS Padangsidempuan?*

**2. How many classroom in MAS YPKS Padangsidempuan?**

*Berapa banyak ruangan belajar yang ada di MAS YPKS Padangsidempuan?*

**3. How many teachers in MAS YPKS Padangsidempuan?**

*Berapa orang guru yang ada di MAS YPKS Padangsidempuan?*

**4. How many rooms in MAS YPKS Padangsidempuan?**

*Berapa ruangan yang ada di MAS YPKS Padangsidempuan?*

**5. How many students in the class X2 MAS YPKS Padangsidempuan?**

*Berapa banyak siswa di dalam kelas X2 MAS YPKS Padangsidempuan?*

## Appendix IV

### The Students' Score in Reading Sport Texts at Grade X MAS YPKS Padangsidempuan

Respondents' numbers	Respondents' answers of each item numbers																									sum
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	4	4	4	4	0	0	4	4	0	4	0	4	0	0	4	0	4	0	0	4	4	0	0	4	4	56
2	0	4	0	0	4	4	4	4	4	4	0	4	0	4	0	4	0	0	4	4	0	0	0	4	4	56
3	0	4	4	4	0	4	4	4	4	4	0	4	4	4	0	4	0	0	4	0	4	0	0	4	4	64
4	0	0	0	4	0	0	0	0	0	0	0	4	4	0	4	4	0	0	0	0	4	0	0	0	4	28
5	0	4	4	4	4	4	4	4	4	4	0	4	0	0	4	0	0	0	0	4	4	0	0	4	4	60
6	0	4	4	4	4	4	4	4	4	4	0	4	0	0	4	0	0	0	0	4	4	0	0	4	4	60
7	0	4	0	4	0	0	0	0	0	0	0	0	0	4	4	0	0	0	0	0	0	4	0	0	4	24
8	0	4	4	4	4	4	4	4	4	4	0	4	0	0	0	0	0	0	0	0	4	0	0	0	4	48
9	0	4	4	4	4	0	4	4	4	4	4	4	0	4	0	0	0	4	0	4	4	0	0	0	4	60
10	0	4	4	4	4	4	4	4	0	4	0	4	4	0	4	4	0	0	0	0	0	0	0	4	0	52
11	0	0	0	0	0	0	0	4	0	0	0	4	0	0	0	4	4	0	0	4	0	4	4	0	0	28
12	0	4	4	4	4	4	0	4	0	4	0	4	0	4	4	0	0	0	0	4	4	4	4	4	4	36
13	0	4	4	4	4	4	4	4	4	4	0	4	0	4	0	4	0	0	4	4	4	0	0	4	0	64
14	0	4	4	4	4	0	4	4	4	4	0	4	4	4	0	0	0	0	4	4	0	0	0	4	0	56
15	0	4	4	4	4	4	4	4	4	4	0	0	0	0	4	0	0	0	4	4	4	0	4	0	56	
16	0	4	4	4	4	4	4	4	4	4	0	4	0	0	4	4	0	0	4	0	4	4	4	4	0	64
17	0	0	4	4	4	4	4	4	4	4	0	4	4	4	0	4	0	4	0	4	0	4	0	4	0	64
18	0	4	4	4	4	4	4	4	4	4	0	4	0	0	4	4	0	0	0	4	4	4	4	4	0	64
19	0	4	4	4	0	4	4	4	4	4	0	4	0	0	4	0	0	4	0	4	4	0	4	0	0	56
20	0	4	4	4	4	4	4	4	4	0	0	4	0	4	4	0	4	0	0	4	4	0	0	4	0	60
21	0	4	4	4	4	4	4	4	4	4	0	4	0	0	4	4	0	0	0	4	0	0	0	0	0	52
22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4	0	8
23	0	4	4	4	4	0	4	0	0	4	0	4	0	4	4	0	0	0	0	4	0	0	0	0	0	44
24	0	4	4	4	4	4	4	4	4	4	0	4	0	0	0	0	0	0	4	0	0	0	0	0	0	40
25	0	0	4	4	4	4	0	0	4	4	0	4	4	0	0	0	0	0	4	0	0	0	0	0	0	36
26	0	0	4	4	4	4	0	4	4	4	4	4	0	4	0	0	0	4	0	4	0	4	0	0	0	52
27	0	4	4	4	4	0	0	0	4	4	0	4	0	4	0	0	4	0	0	4	0	4	0	0	0	44
28	0	4	4	4	4	4	0	0	4	0	0	4	4	0	0	4	0	0	4	4	0	0	4	0	4	48
29	0	4	4	4	4	0	0	0	0	4	0	4	0	0	0	0	4	0	0	4	0	4	0	0	0	36
30	0	4	4	4	4	4	4	4	4	4	0	4	4	0	0	4	4	4	0	0	4	0	0	4	0	64
$\sum_{i=1}^{30}$	1	26	25	28	24	21	22	23	21	26	2	28	7	11	9	11	9	7	3	22	14	10	6	13	11	1480

The researcher calculated the score by using the formula:

$$= \frac{\sum \text{score}}{\sum \text{responden} \times \sum \text{Item} \times \text{nilai Item tertinggi}} \times 100 \%$$

$$= \frac{1080}{36 \times 25 \times 4} \times 100 \%$$

$$= \frac{1080}{3600} \times 100 \%$$

$$= 0,3 \times 100 \%$$

$$= 50 \%$$



# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Generally, Language is a means of communication. It is used by people to make interaction to others. One of the most popular languages in the world is English. English also stated as an international language, because most of people from different countries use it as a second and foreign language. Because sport texts outlines are essentially and reading sport texts on separating line.

Further, language is an important thing in our life. Everything in this world need language. Languages is a tool to do a relation with other. All people need languages to shape thoughts, feelings, desires, and deeds. One region has different languages with other. Allah SWT had created this world with many kinds of languages. Such as Arabic, English, Mandarin, French, German, Malay, etc. That is true based on the Qur'an surah Ar-rum: 22, Allah says:

وَمِنْ آيَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ السِّنِّتِكُمْ

وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

Means: “And among His Signs is the creation of the heavens and the earth, and the difference of your languages and colours. verily, in that are in deed signs for men of sound knowledge”.<sup>1</sup>

Based on the above verse, can be concluded that all kind of languages do not come accidently to this world, but Allah SWT has given it to the human as a fitrah of Mankind. He created human with many languages; it is one sign of his powerful.

Between all of languages, there are some languages that most important. Those are called as international languages. Those are so important because by mastering the international languages, someone will be able to do relations with other people in this world. English is one of them. In every level of education in Indonesia, English is of the compulsory courses that is taught from primary school until university.

Next, there are many students can not read English well, especially in reading sport texts. Whereas, students do not know how to read the sport texts in correct forms. Because the students do not master the reading structure of sport texts exactly and they do not have enough vocabularies and dictionary. The teaching on students' ability in reading as a subject is aimed at developing the abilities of the students in listening, writing, speaking and reading. Moreover it is the most important language skill, but it is not easy learning activities.

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<sup>1</sup> Muhammad Muhsin Khan. *The Noble Qur'an in the English Language* (Saudi Arabia: Maktaba Dar-us-Salam, 1993), p. 644.

One of the functions of English in high school is purposed to be able to read sport texts. Actually, there are many students in MAS Yayasan Pendidikan Karya Setia (YPKS) Padangsidimpuan in their learning have difficulties to read in English well, especially, in reading sport texts. Based on my experience while PPL (Teaching Practice) in MAS YPKS the students can not read well, they also do not know how to read sentence well. The difficulties faced by students not only come from students alone, but also from other. It can come from teachers when they teach English. They do not use various method or strategies that are interest for the students. So, it makes them lazy or boring to study.

According to the Pre-research in MAS Yayasan Pendidikan Karya Setia Padangsidimpuan, is English teacher said that there are many students still unable to use English, and can be see where students can not reading English well, because lack of vocabulary, student do not many vocabulary. So, it is important from the English teacher to introduce the steps of reading sport texts in correct forms in teaching learning and process in the school to increase students ability in reading English, especially in reading sport texts because it is included of strike conflict problems and problem solving of a reading sport texts. In relation to statement above, the researcher wants to show some reason why choose: **AN ANALYSIS ON STUDENTS' ABILITY IN READING SPORT TEXTS AT GRADE X MAS YPKS PADANGSIDIMPUAN.**



## B. Focused of the Research

In this research, the researcher has focused on analysis students' ability in reading sport texts at grade X MAS YPKS Padangsidempuan. Reading texts has reading structure such as orientation, complication, reorientation, and resolution. Sport texts contains of features, structure and its language.

## C. Definition of key Terms

To avoid vagueness and misunderstanding of the research, there the researcher states the terminologies are:

### 1. Analysis

Analysis is an inspection concerning meaning and essence something. According the Kamus Besar Bahasa Indonesia, “Analysis adalah penyelidikan terhadap suatu peristiwa untuk mengetahui keadaan yang sebenarnya”.<sup>2</sup> It means that, analysis is the research to an even to know the actual situation. According the Oxpord’s Learner’s Pocket Dictionary defines “Analyze as; 1) Series of things that are done in order achieve something. 2) Method of doing or making something, especially one of used in industry”.<sup>3</sup> So, it can be concluded that analyzed means as an event know the actually students’ ability.

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<sup>2</sup> Pusat Bahasa Departemen Pendidikan Nsional, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 43.

<sup>3</sup> A. S. Hornby, *Oxford Advanced Learner’s Dictionary (Fifth edition)* (New York: Oxford University Press, 1995), p. 482.

## 2. Student.

According to A. S. Hornby “ the student is a person who studying at a university or college”.<sup>4</sup> According to Ramayulis “the student is the member of society that tries to develop his or her self through education level process and kinds of certain educations”.<sup>5</sup>

So, based on above those definitions, the researcher concludes that the student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

## 3. Ability.

According to A. S. Hornby “Ability is the mental or physical capacity, power or skill required to do something or Forming uncountable from ending in able, profitability or capability”.<sup>6</sup> On Indonesia Dictionary stated that, “Ability is power or a mental have some one to do something, a property that people”.<sup>7</sup> “Ability is physical, mental, or legal to perform (he has ability to accomplish whatever he sets his mind to)”.<sup>8</sup> Based on definitions above the researcher concludes that ability is the power or mental having someone to do something by hard.

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<sup>4</sup> *Ibid*, p. 1187.

<sup>5</sup> Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2010), p. 169.

<sup>6</sup> A S Hornby. *Op., cit.* p. 2.

<sup>7</sup> Tim Prima Pena, *Kamus Besar Bahasa Indonesia*, (TT: Gitamedia Press,tt), p. 511.

<sup>8</sup> A. Meriam Webster, *Webster's Cologiate Thesaurus*, ( USA: Massa Chusetts, 1976), p. 33.

4. Reading is the action of a person who reads, an amount indicated or registered by a measuring instrument.

#### 5. Sport Texts

Sport is physical activity done for exercise and, usually special area and according to fixed rules or a generally word for games and activity involving physical effort. The texts are The main written or printed part of a book or page, contrasted with notes, illustrations. A text is a meaningful linguistic unit in a context.<sup>9</sup> So, sport text is the texts that consist of information about sport.

6. MAS YPKS is which address in Sadabuan, in Padangsidimpuan Nort. This school was built on 2003 MAS YPKS move to located from Jl. Soripada Mulia No. 52 A to Jl. Sutan Soripada Gang Angrek No.10A.2002 year.

#### **D. Formulation of the Problem**

Based on the background of the problem above, the formulations of the problem of this research were:

1. How is students' ability in reading sport texts at grade X MAS YPKS Padangsidimpuan?
2. What are students' problem in reading sport texts at grade X MAS YPKS Padangsidimpuan?

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<sup>9</sup> Sanggam Siahian & Kisno Shinoda. *Generic Text Structure (First Edition)*, Yogyakarta: Graha Ilmu, 2008. p. 1.

3. What are teachers' effort to solve students' difficulties in reading sport texts at grade X MAS YPKS Padangsidimpuan?

#### **E. Aims of the Research**

Based on the aims of the research above, the use of this research are expected:

1. To know the students' ability in reading sport texts at grade X MAS YPKS Padangsidimpuan.
2. To know students' problems in reading sport texts at grade X MAS YPKS Padangsidimpuan.
3. To know the efforts done by the English teacher in overcoming the problems.

#### **F. Significances of the research**

1. To give input for the head master of the school in motivating and supporting the English teacher in teaching English.
2. To give some contributions for the English teachers in teaching reading English, especially in reading sport texts.
3. To give some information for reader of reading English, and to researcher another.

#### **G. Thesis Outline**

The systematic of this thesis are divided into five chapters, each chapter consist of many sub chapters with detail as follow:

Chapter one were about introduction, consist of background of the problem, focused of the research, definition of key term, formulation of the problem, aims of the research, significances of the research, about the important reasons of the research. Formulation of the problem told about what must we search in the research, aim of the research told about the aim of the research explained what for the research did, significances of the research explained the destination of the research, definition of operational variables told about definition of terminologies, outline of the thesis explained the contents each chapter.

Chapter two were theoretical description, which explain about reading, the were are genres of reading, principal strategies for reading comprehension, types of reading and definition of texts, there are text-types, form and samples and kinds of text

Chapter three discusses about research methodology consist of; place and time of the research, method of the research, interview and observation, test, the instrument of collecting data, the techniques of collecting data, and also the techniques of analyzing data.

Chapter four consists of the result of the research. The result of the research consist of the description of the data.

Chapter five it was consists of conclusions told about concluded the result of the research, and suggestions of the research that can improve our ability in Reading.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Review

##### 1. Analysis

Analysis is an inspection concerning meaning and essence something. It means that, Analysis is the research to an even to know the actual situation.<sup>1</sup> According the Oxpord's Learner's Pocket Dictionary defines Analyze as; 1) Series of things that are done in order achieve something. 2) Method of doing or making something, especially one of used in industry. So, analysis is expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader.<sup>2</sup> So, if can be concluded the researcher wanted to know the actually situation, students' ability in reading and the truth fact of the students' ability to the reading.

##### 2. Students

According to Ramayulis that the student is the member of society that tries to develop his or her self through education level process and kinds of certain educations".<sup>3</sup> Then According to A. S. Hornby " the student is a person who studying at a university or college".<sup>4</sup>

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<sup>1</sup> Pusat Bahasa Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 43.

<sup>2</sup> Sanggam Siahian & Kisno Shinoda. *Generic Text Structure (First Edition)*, Yogyakarta: Graha Ilmu, 2008, p. 51.

<sup>3</sup> Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2010), p. 169.

<sup>4</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary (Fifth edition)* (New York: Oxford University Press, 1995), p. 1187.

So, based on above those definitions, the researcher concludes that the student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

### **3. Ability**

According A.S. Hornby Ability is the mental or physical capacity, power or skill required to do something or Forming uncountable from ending in able, profitability or capability.<sup>5</sup>

On Indonesia Dictionary state that Ability is power or a mental have some one to do somthing, a property that peopole.<sup>6</sup> Ability is physical, mental, or legal to perform (he has ability to accomplish whatever he sets his mind to).<sup>7</sup> Based on definitions above the reseacher concludes that ability is the power or mental having someone to do something by hard.

### **4. Reading**

#### **a. Definition of Reading**

Reading, according to the model using, consists of essentially the same processing stage as writing but with the direction reversed, from surface texts to plans and goals; parsing, concept recovery, simplification, idea recovery (getting the gist) and, finally, plan recovery (realizing how to take

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<sup>5</sup> *Ibid*, p. 2.

<sup>6</sup> Tim Prima Pena, *Kamus Besar Bahasa Indonesia*, (TT: Gitamedia Press,tt), p. 511.

<sup>7</sup> A. Meriam Webster, *Webster's Cologiate Thesaurus*, ( USA: Massa Chusetts, 1976), p. 33.

the message of the text).<sup>8</sup> Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.<sup>9</sup> Brown say, reading is a process of negotiating meaning: the reader brings to the text a set of schema for understanding it.<sup>10</sup>

Next, Michael O, Malley says, Reading was one assumed to be a combination of decoding and oral language, or a process a second language are similar to those acquired the first language about that they call for knowledge.<sup>11</sup> As the commandement of Allah in holy Al-Qur'an surah Al-Alaq verse 1-5:

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

<sup>8</sup> Roger T. Bell. *Translation and Translating: Theory & Practice*, (London and New York 1991), p. 222.

<sup>9</sup> David Nunan. *Practice English Language Teaching* (New York: Mc Graw Hill, 2003), p. 68.

<sup>10</sup> H. Douglas Brown. *Language Assessment Principles & Classroom Practices*, (San Fransisco State Unipersity, 2004), p. 189.

<sup>11</sup> J. Michael, O'Malley. *Authentic Assesment for English Language Learners* (USA: Addison Wesley Publishing company, 1996), p. 94.



In the Name of Allah, the most Beneficent, the most Merciful.

1. Read! In the Name of Allah of your Lord, Who has created (all that exist).
2. Has created man from a clot (a piece of thick coagulated blood).
3. Read! And your Lord is the Most Generous.
4. Who has taught (the writing) by the pen [the first person to write was Prophed Enoch (Idris)].
5. Has taught man that which he knew not.<sup>12</sup>

That little interpretation, on words read, not only order reading, but reading is the symbol from all what activities by humans, characteristic active or passive. So, reading is very important at peoples in life.

### **b. Genres of Reading**

A reader must be able to anticipate those conventions in order to process meaning efficiently. With an extraordinary number of genres present in any literate culture, the reader's ability to process texts must be very sophisticated. Consider the following abridged list of common genres, which ultimately form part of the specifications for assessments of reading ability as follow.

1. Academic reading
  - a. General interest articles ( in magazines, newspapers, etc.)
  - b. Technical reports (e.g., lab reports), professional journal articles
  - c. References materiel (dictionaries, etc.).
  - d. Essays, papers, test direction, editorials and opinion writing.
2. Job-related reading
  - a. Message (e.g., phone message).
  - b. Letters/emails, memos (e.g., interoffice).
  - c. Reports (e.g., job evaluations, project reports).
  - d. Schedules, labels, signs, announcements.
  - e. Forms, applications, questionnaires.

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<sup>12</sup> Muhammad Muhsin Khan. *The Noble Qur'an in the English Language* (Saudi Arabia: Maktaba Dar-us-Salam, 1993), p. 959.

- f. Financial documents (bills, invoices, etc).
  - g. Directories ( telephone, office, etc.), manuals, directions.
3. Personal reading
- a. Newspapers and magazines
  - b. Letters, email, greeting cards, invitations, messages, notes, list.
  - c. Schedules (train, bus, plane, etc.) recipes, menus, maps, calendars.
  - d. Advertisements (commercial, want ads),
  - e. Novels, short stories, jokes, drama, poetry
  - f. Forms, questionnaires, medical reports, immigration documents.<sup>13</sup>

The conclude genres of reading is to develop to read, because academic reading, Job-related reading, Personal reading can make all to know or people need read to important shape thoughts, the feeling in read good.

### **c. Principal Strategies for Reading Comprehension**

The assessment of reading can imply the assessment of a storehouse of reading strategies, it very important in some contexts to assess one or more of a storehouse of classic reading strategies. The brief taxonomy of strategies below is a list of possible assessment criteria.

Some principal strategies for reading comprehension.

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

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<sup>13</sup> H. Douglas Brown. *Op. cit.* p. 186.

10. Capitalize on discourse makers to process relationship.<sup>14</sup>

The concluded of principal strategies for reading comprehension to know the purpose in reading a good, to understand of the meaning sentence literal and implied sentence.

#### **d. Types of Reading**

In the previous chapters we saw that both listening and speaking could be subdivided into a least five different types of listening and speaking performances. In the case of reading, variety of performances is derived more from the multiplicity of types of texts (the genres listed above) than from the variety of overt types of performances. Nevertheless, for considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

1. Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letter, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.<sup>15</sup>
2. Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or

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<sup>14</sup> *Ibid.*, p. 188.

<sup>15</sup> *Ibid.* p. 189.

discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choose, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top down processing may be used.<sup>16</sup>

3. Interactive. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to text a set of schemata for understanding it, and in turn is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.<sup>17</sup>
4. Extensive. Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays,

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<sup>16</sup> *Ibid.* p. 189.

<sup>17</sup> *Ibid.* p. 189.

technical reports, short stories, and books. (It should be noted the reading research commonly refers to extensive reading as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition massaged a little in order to encompass any text longer than a page.) The purposes of assessment usually are to tap into learner's global understanding of a text, as opposed to asking test-takers to zoom in on small details. Top-down processing is assumed for most extensive tasks.<sup>18</sup>

The concluded of types of reading must know perceptive, selective, interactive and extensive with details and use in the read texts.

#### **e. Characteristic of Reading**

A good way to understand reading is consider what is required for fluent reading and characteristic of reading. According to Zainil that characteristic of reading:

1. Read rapidly for comprehension.
2. Recognize word rapidly and automatically.
3. Draw on a very large vocabulary store.
4. Integrate text information with their own knowledge.
5. Recognize the purpose for reading.
6. Comprehend the text as necessary.
7. Shift purpose to read strategically.
8. Use strategies to monitor comprehension.
9. Recognize and repair miscomprehension.
10. Read critically and evaluate information.<sup>19</sup>

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<sup>18</sup> *Ibid.* p. 189.

<sup>19</sup> Zainil. *Language Teaching* , ( Padang: Univesity Negeri Padang, 2006).

According to Douglas Brown that the characteristic of reading are:

1. Identify your purpose of reading text.
2. Apply spelling rules and convention for bottom up decoding.
3. Use lexical analysis (prefixes, roots, suffixes) to determine meaning.
4. Guess at meaning (of word, idiom, etc) when you are not certain.
5. Skim the text for the gist and for mine ideas.
6. Scan the text for specific information (name, date, key word).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, chart or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationship.<sup>20</sup>

The researcher concludes the characteristic of reading to know identify your purpose of reading texts and skim the texts for the gist and for mine idea and another.

#### **f. Purpose of Reading**

DP. Tampubolon said the purposes of the reading as follow:

1. Reading to details fact.
2. Reading to sequence or organization.
3. Reading for main ideas.
4. Reading for sequence.
5. Reading for inference.
6. Reading for classify.
7. Reading to evaluate.
8. Reading to compare contrast.<sup>21</sup>

Researcher concludes the purpose of reading is to have a change inside ourselves and to have a change of bad behavior to become good.

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<sup>20</sup>H Douglas Brown. *Op. cit.* p. 188.

<sup>21</sup>DP. Tampubolon, *Kemampuan Membaca Teknik Membaca Efektif dan Efesien*, (Bandung: Angkasa Bandung, 1987), p. 17.

### **g. Reading Disability**

Although failure in reading has been intensively studied for many years, terminology has not yet been standardized. Thus, depending on who examines him, the same child might be called a case of reading disability or reading deficiency, a retarded reader, an underachiever in reading, a case of developmental dyslexia, specific dyslexia, or congenital word blindness, or a case of specific language disability. Next, reading disability applies to retarded readers whose reading is significantly below age and grade norms, regardless of their potential or intelligence. Whereas, dyslexia is a term that unfortunately has been used in a variety of ways.<sup>22</sup>

So, it can be concluded that reading disability, the people must give solution on students much examination in reading, to have a change of reading disability become reading ability with good.

## **5. Sport Texts**

### **a. Definition of Sport Texts**

Sport text is the method history about something developing in a texts. So, a general word for games and activities involving physical effort. Sport (or, primarily in North America, sports) is all forms of competitive physical activity which, through casual or organized participation, aim to use, maintain or improve physical ability and provide entertainment to participants. Hundreds of sports exist, from those requiring only two

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<sup>22</sup> Albert J. Harris. *How to Increase Reading Ability, (Fift Edition)*, New York, 1969, p. 11.



participants, through to those with hundreds of simultaneous participants, either in teams or competing as individuals.<sup>23</sup>

Sports texts are usually governed by a set of rules or customs, which serve to ensure fair competition, and allow consistent adjudication of the winner. Winning can be determined by physical events such as scoring goals or crossing a line first, or by the determination of judges who are scoring elements of the sporting performance, including objective or subjective measures such as technical performance or artistic impression.

Texts is a meaningful linguistic unit in a context.<sup>24</sup> A linguistic unit is a phoneme or a morpheme or a phrase or a clause, or a sentence or discourse. Meaningful is full of meaning. Texts is the core of the reading process, the means by which the message is transmitted from writer to reader.<sup>25</sup> Next, a texts is linguistically difficult for your students is unlikely to be suitable for the development of most of these skills.<sup>26</sup>

Text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A spoken discourse can be a monolog or a dialog or a conversation. It can be a song, poetry or drama, or a lecture. The texts is a

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<sup>23</sup> Rahmad Darmawan & Ganesha Putera. *Sport*, Diakses [Http://wikipedia. the free encyclopedia](http://wikipedia.the.freeencyclopedia), p. 2-3, senin/14/01/2013/11.30 wib.

<sup>24</sup> Sihan Sanggam. *Op. cit.* p. 1.

<sup>25</sup> Christine Nuttal. *Teaching Reading Skill in a Foreign Language*, CEN, 1981. p. 15.

<sup>26</sup> *Ibid.* p. 32.



very short poem by Paul Valéry which we wanted to translate for two particular reasons.<sup>27</sup>

The formal product of selections of options from the theme system of the grammar; a unit which carries the semantic sense of the proposition (the propositional content and locution force of the speech act) through sentences which are linked by means of cohesion.<sup>28</sup> In text to mention is made of the association between words.

### **b. Kinds of Text**

According to Linda, Gerod & Peter Wignell there are kinds of texts as follows:

1. Spoof/ Recount; to retell an event with a humorous twist
2. Recount; to retell to events for the purpose of informing or entertaining.
3. Reports; to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.
4. Analytical Exposition; to persuade the reader or listener that something is the case.
5. News Item; to inform readers, listener or viewers about events of the day which are considered newsworthy or important.
6. Anecdote; to share with others an account or amusing incident.
7. Narrative; to amuse, and deal with problematic events which lead to crisis or turning point of some kind, which in finds a resolution.
8. Description; to describe a particular person, place or thing.
9. Hortatory exposition; to persuade the reader or listener that something should or should not be the case.<sup>29</sup>

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<sup>27</sup> Roger T. Bell. *Op. cit.* p. 163.

<sup>28</sup> Thomas Scovel. *Psycholinguistics*, New York, Oxford University Press, 1998. p. 107.

<sup>29</sup> Linda, Gerod & Peter Wignell. *Making Sense of Grammar* (Australia: Gerd Stabler, 1994), p.192-212.

The concluded kind of text is the read texts must know or understand of all kind when read a texts and know meaning of kinds it.

### c. Text Styles

According by Peter Newmark there are texts style is such follow:

#### 1. Narrative

A dynamic sequence of events, were the emphasis is on the verbs or, for English, dummy or empty verb plus verb- nouns or phrase, (He made a sudden appearance, he burst in).

#### 2. Description

Which is static, with emphasis on linking verbs, adjectives, adjectival nouns.

#### 3. Discussion

A treatment of ideas, with emphasis on abstract nouns (concepts), a verb of thought, mental activity (consider, argue, etc), logical argument and connectives.

#### 4. Dialogue, with emphasis on colloquialisms.<sup>30</sup>

The researcher can conclude of texts style is can to know texts style in read, narrative, description, discussion, and dialogue. That texts style is very important to read text.

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<sup>30</sup> Peter Newmark. *A Textbook of Translation* (New York London Toronto Sydney Tokyo: Prentice Hall Internasional, UK Ltd), p. 13.

#### d. Example of Sport Texts

The example of sport texts is below

##### **Tennis**

Tennis is a sport usually played between two players (singles) or between two teams of two players each (doubles). Each player uses a racket that is strung with cord to strike a hollow rubber ball covered with felt over a net and into the opponent's court. The object of the game is to play the ball in such a way that the opponent is not able to play a good return. Tennis is an Olympic sport and is played at all levels of society at all ages. The sport can be played by anyone who can hold a racket, including people in wheelchairs. The modern game of tennis originated in Birmingham, England, in the late 19th century as "lawn tennis". It had close connections both to various field ("lawn") games such as croquet and bowls as well as to the older raquet sport of *real tennis*. During most of the 19th-century in fact, the term "tennis" referred to real tennis, not lawn tennis: for example, in Disraeli's novel *Sybil* (1845), Lord Eugene De Vere announces that he will "go down to Hampton Court and play tennis.". The rules of tennis have not changed much since the 1890s. Two exceptions are that from 1908 to 1961 the server had to keep one foot on the ground at all times, and the adoption of the tie-break in the 1970s. A recent addition to professional tennis has been the adoption of electronic review technology coupled with a point challenge system, which allows a player to contest the line call of a point. Tennis is enjoyed by millions of recreational players and is also a hugely popular worldwide spectator sport, especially the four Grand Slam tournaments (also referred to as the "Majors"): the Australian Open played on hard courts, the French Open played on red clay courts, Wimbledon played on grass courts, and the US Open played also on hard courts.<sup>31</sup>

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<sup>31</sup> C. M. Jones & Angela Buxton. *BelajarTennis Untuk Pemula*, Bandung, 2009. p. 33.

Based on the example above, the structure sport text are:

- 1) Identification : Tennis
- 2) Description : The Tennis is a sport usually played between two players (singles) or between two teams of two players each (doubles).

## **B. Review Related Findings**

Related to this research, some researchers had been done as below: the first, Khotimah “an analysis of student ability in understanding references descriptive texts at grade VIII-5 students of MTsN Batang Angkola. The concluding of her research is at grade VIII-5 students of MTsN Batang Angkola in 2012-2013 academic years in identifying English references were enough category”. found the total mean score was 59,05%.<sup>32</sup>

Next, Ida Marlina “the Correlation between Paragraph Mastery and Writing Descriptive Text Mastery to the Eleventh Grade Students of SMA Negeri 6 Padangsidempuan in 2010-2011 academic year. She found that the students’ ability in identifying paragraph mastery and writing descriptive text were categorized into good, it found the total mean score was 67. 86.<sup>33</sup>

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<sup>32</sup> Khotimah, Analysis of Student Ability in Understanding References Descriptive Texts at Grade VIII-5 of MTsN Batang Angkola in 2012-2013 Academic year (Unpublished Script), (Padangsidempuan: STAIN, 2013) p. 24.

<sup>33</sup> Ida Marlina, The Correlation Between Paragraph Mastery and Writing Descriptive Text Mastery to Eleventh Grade Students of SMA Negeri 6 Padangsidempuan in 2010-2011 Academic Year (Unpublished Script), (Padangsidempuan: UMTS, 2011) p. 56.

So that, from the above description, the researcher concluded that the research can increase the students' ability in reading sport texts . So, the researcher interests will be done the research about " an analysis on students' ability in reading sport texts at grade X MAS Yayasan Pendidikan Karya Setia (YPKS) Padangsidempuan.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Kind of Research Approach

The kind of this research uses a qualitative research. The method of this research was a descriptive method. The descriptive method is a kind of method used in the research and this research used a qualitative approach. “Qualitative approach is used for investigating a variety of educational problems an issue it’s used to the terming and descript the way things”.<sup>1</sup> So, in this research used a qualitative approach. This method is used to describe the analysis on students’ ability in reading sport texts at grade X MAS YPKS Padangsidimpuan. Burhan Bungin, “qualitative research is one of the main approaches that basically is a label or the name of generally research methodology”.<sup>2</sup> “Descriptive research is a descriptive study determines and describe the way thing are, it may also compare subgroups such as males and females or experienced and experienced teachers views issues and topic”.<sup>3</sup>

So, qualitative research is base on the collection and analysis of noun numeric data such as observation, interviews and other more discursive sources of information.

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<sup>1</sup>L. R. Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application* (USA: Prentice Hall, 2000) p. 56.

<sup>2</sup> Burhan Bungin. *Analisis Data Penelitian Kualitatif* (Jakarta: PT. Raja Grafindo Persada, 2007), p. 19.

<sup>3</sup>L. R. Gay & Peter Airasian, *Op. Cit.* p. 219.

**B. Place and Time of the Research**

- a. This research has been done at MAS Yayasan Pendidikan Karya Setia (YPKS), specially AT Grade X, it is located at Sadabuan, Jln Dame II Kelurahan Tanobatu Padangsidempuan.
- b. The research and has been conducted in January 27th up to June 2013.

**C. The Sources of Data**

The sources of the data in this research is divided into two parts, they are the sources of primary data and the sources of secondary data.

- a. Primary sources of data (principal data). Primary sources of data is grade X MAS Yayasan Pendidikan Karya Setia Padangsidempuan (YPKS). They are 30 students. Actually to use the data is test students' ability.
- b. Whereas all data which are collected from English teacher and chief of grade X MAS Yayasan Pendidikan Karya Setia (YPKS) is called secondary sources of data. Actually to use the data is interview.

**D. Instrument of Collecting Data**

The key instrumets is the reseacher for collecting the data, the researcher used observations, interviews and test.

#### a. Observations

The observer can be a participant observer who and gages fully in the activities being studied but is known to the participants as a research.<sup>4</sup> The advantages of participant observation include the ability to gain insights and develop relationships with participants that cannot obtained in any other way. Observation is a tehniqe collecting to again insight on understanding the atural environment as lived by the participants. So, this observation was to know situation and looked the location from MAS YPKS Padangsidimpuan. This observation is used to know the description and the situation of the school, especially English teacher.

#### b. Interview

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person.<sup>5</sup> The researcher concludes that interview is an activity that is done to get information by giving the question to the sources of the data and it is all the Students of grade X MAS Yayasan Pendidikan Karya Setia (YPKS) Padangsidimpaun. Interview is done getting data about students' difficulties in reading comprehension. In interviews, the researcher conducts face to face interviews with participants, interview participants by telephone, or engages

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<sup>4</sup> *Ibid.*, p. 219.

<sup>5</sup> *Ibid.*, p. 211-212.



infocus group interviews in each group.<sup>6</sup> So, in this interview the researcher asked to the headmaster MAS YPKS Padangsidimpuan, to the english teacher and to the students to ask them about their ability in about the topic sport texts, mine idea and summary of texts. In this research, the researcher did interview directly with the headmaster to know about condition of school, asked English teacher to know about the students' ability in reading sport texts and the researcher also did interview to the students to ask them about their difficulties and problem in ability in sport texts.

#### c. Test

Test is some of questions or views and other tools which are used to measure skill, knowledge, and inteligent ability. The material in a tes is selected after careful analysis of the kind of reading that a child in the grades for which the test is intended may be called upon to do.<sup>7</sup> A short examination of knowledge or ability.<sup>8</sup> So, test is a practice that is used to measure someone or a group's skill, knowledge, intelligence, ability or talent.

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<sup>6</sup> John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches Second Edition*, (London: Sage Publications, 2003), p.188.

<sup>7</sup> Albert J. Harris. *How to Increase Reading Ability, (Fift Edition)*, New York, 1969, p.153.

<sup>8</sup> Yatim Riyanto. *Metodologi Penelitian Pendidikan*, (Surabaya: SIC. 2010), p. 96.

**Table I**

## Indicators of Reading Comprehension

No	Reading comprehension	Total Test	Number of Test	Score
1	The topic sport texts	12	1-12	48
2	The main Idea	6	13-18	24
3	The summary of texts	7	19-25	28
	Total	25	25	100

**E. The technique of data trustworthiness**

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradicted the assumption of qualitative research is not scientific.<sup>9</sup> To reduce the bias of the data, and to improve the data collected, Gay suggested several strategies as follow:

1. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the curlier data or to compare participant's consistency of responses.
2. Include additional participants to broaden the representative ness of the study and thus the database.
3. Make a concerted fort to obtain participant trust and comport, thus providing more detailed, honest information from participants.
4. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.

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<sup>9</sup> L. R. Gay & Peter Airasian, *Op. Cit.* p. 225.

5. Work with another researcher and independently gather and compare data collected from subgroups of the participants
6. Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.
7. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed field notes.
8. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected
9. Examine unusual result for explanation
10. Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the same description of an event, or when a participants responds similarly to a personal question asked on three different occasions.<sup>10</sup>

But the researcher just took triangulate to check the work with another researcher with compare the results of test, interview of teacher, and interview of students.

## **F. Technique of Data Analysis**

After collecting data, the researcher analyzes the data using some steps below:

- a. Editing of data, it was done to arrange the data become a structured sentence systematically.
- b. Reduction of the data, it was done two seek the uncompleted data and put a side data unnecessary.
- c. Tabulation of the data, it was done to account and give the scores to respondents answer through test and take on the table that consist

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<sup>10</sup> *Ibid.*, p. 225.

alternative answers, frequency and percentage. To obtain the percentage of the answer subjects and take on the table by using the formula:

$$P = \frac{f}{N} \times 100\%$$

Explanation: f: frequency

N: Sum of the students

P: Percentage<sup>11</sup>

- d. Description of the data, it is done to describe or interpretation data that have been collected systematically
- e. Taking conclusion, it is done to conclude the discussion solidly and briefly.

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<sup>11</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 1991), p. 40.

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. Findings

##### 1. General Findings

This research was conducted in MAS YPKS Padansidimpuan which address in sadabuan, in Padangsidimpuan Nort. This school was built on 2003 MAS YPKS move to located from Jl. Soripada Mulia No. 52 A to Jl. Sutan Soripada Gang Anggrek No.10A.2002 year.<sup>1</sup>

Based on the observation, it was looked the location of this School is very strategic because this school stood in the center of society so the other societies got easy to reach it. Generally, this school had some equipments and facilities as follows:

- a. 6 Classrooms; Two are still in process
- b. 1 Teacher office
- c. 1 Headmaster office
- d. 4 Bath rooms
- e. 1 Administration room
- f. 1 Laboratories; one is still on process

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<sup>1</sup> Sabdar Harahap, Head master of MAS YPKS Padangsidimpuan , *Private interview*, 18 May 2013

Table 2. Teachers' Name at MAS YPKS Padangsidimpuan

Number	Teachers' Names	Study
1	Drs. Sabdar Harahap, M.A.	Headmaster / B. Arab
2	Dra. Chaerani Daulay	Fiqih
3	Rahmi Murni Nst, S.Ag	Qur'an Hadits
4	Niko Sri Rahayu, S.Ag	Fisika
5	Henri Sahyuti Sir	Geografi
6	Edysah Putra	Sejarah
7	Abdul Rahman, SPd, MM	Ekonomi
8	Jurung Harahap, SPd	Bahasa Inggris
9	Dra. Nurasbah Pohan	Sosiologi
10	Zainal Arifin, MA	PPKN/ TIK
11	Zurianna, SPd	Fisika
12	Afrida Hsb, SPd	Bahasa Inggris
13	Seri Padhilah Sir, SPd	Kimia/Biologi
14	Apriani S.Pd	B. Indonesia
15	Rosida Nst, SPd	A. Akhlaq
16	Masrita Nst, S. Ag	Bahasa Arab
17	Drs. Abdul Khalik	Matematika
18	Nuriah, S. Sos	Sosiologi

In this research, the students that made as participants were all of the class X2 students of MAS YPKS (Yayasan Pendidikan Karya Setia) Padangsidimpuan. The sum of them were 30 students, they were 8 students were boys and 22 students were girls. The names of class X2 students as follow:

Table 3.Names of Class X2 Student

<b>NO</b>	<b>FEMALE</b>	<b>NO</b>	<b>MALE</b>
1	Aguslina Laoli	1	Ilhamuddin Arrasy
2	Aprilia Dewi	2	Mustafa Kamal
3	Armila Hannum	3	Mustafa Pasaribu
4	Asmila Hannum	4	Muhammad Husein
5	Asna Wati	5	Muhammad Rasidik
6	Anna Mariani	6	Nukri Saleh
7	Devi ana	7	Fazli Haryuda
8	Hotmanila Harahap	8	Rahmad Sodri
9	Ika Sarilan		
10	Laila Fitriani		
11	Lahera Hpso		
12	Lanni Sari Hsb		
13	Mastika Ida Yanti		
14	Nahriani		
15	Nursakinah		
16	Resmalia		
17	Sartika Hrp		
18	Suster Sahra Wati		
19	Tuti Yanti Rambe		
20	Yeni Siagian		
21	Yuli Rhomadani		
22	Rusmiati		

## 2. Specific Findings

The specific finding in this research was consisted of the answers for formulations 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 Description of Students' Ability reading the Reading Sport Texts**

Based on the result of the test given to respondents, it can be seen that the score of respondents between 0 up to 52. It means that the highest score gotten by respondent was 52 and the lowest score was 0. The description scores of grade X MAS YPKS Padangsidimpuan in reading sport texts can be seen in these following tables:

Table 4. Question number 1

No	The alternative answer	F	%
1	<b>Tennis</b>	1	3.33
2	Volleyball	24	80
3	Basketball	5	16.66
4	Badminton	0	0
Total		30	100 %

For the first question, there were 1 students (3.33%) who chose “tennis”. Whereas 24 students (80%) chose “volleyball”, 5 students (16.66%) chose “basketball”, and 0 student (0%) chose “badminton”. So, based on the formula by looking form of the topic sport texts and the main idea, the summary of texts is tennis.

Table 5. Question number 2

No	The alternative answer	F	%
1	Basketball	3	10
2	Swimming	0	0
3	<b>Tennis</b>	26	86.66
4	Volleyball	1	3.33
Total		30	100 %



For the second question, “basketball” was chosen by 3 students (0, 1%). Whereas 0 students (0 %) chose “have seen”, 26 students (86.66 %) chose “tennis” and chose “volleyball”. It means that there are only 1 students (3.33%) who choose the correct option; it is “tennis”. Whereas others students choose the wrong option.

Table 6. Question number 3

No	The alternative answer	F	%
1	<b>Modern game of Tennis</b>	25	83.33
2	Modern game of Volleyball	2	0.66
3	Badminton	2	0.66
4	Billiards	1	3.33
Total		30	100 %

For the third question there were only 25 students (83.33%) who chose the correct option. The correct option for this question base on the role of tense was “Modern game of Tennis”. While other students chose the wrong option (4.65 %).

Table 7 Question number 4

No	The alternative answer	F	%
1	<b>Badminton</b>	27	90
2	Swimming	2	6.66
3	Tennis	1	3.33
4	Volleyball	0	0
Total		30	100 %

For the fourth question, there were only 27 students (90 %) who chose the correct option. Whereas 9.99 % of students chose the wrong option. The correct option was “Badminton”.

Table 8. Question number 5

No	The alternative answer	F	%
1	Swimming	1	3.33
2	Volleyball	3	10
3	<b>Badminton</b>	24	80
4	Boling	2	6.66
Total		30	100 %

For the fifth question, there were only 24 students (80%) who chose “Badminton” as a correct option. Whereas 19.99 % students chose the wrong option. They were 6 students.

Table 9. Question number 6

No	The alternative answer	F	%
1	swimming	5	16.66
2	<b>volleyball</b>	21	70
3	Badminton	4	13.33
4	Boling	0	0
Total		30	100 %

For the sixth question, there were 21 students (70 %) who chose “volleyball” as a correct option. Others students chose the wrong option. They were 29.99 %. They were 9 students.

Table 10. Question number 7

No	The alternative answer	F	%
1	Badminton	3	10
2	Swimming	2	6.66
3	Food ball	3	10
4	<b>Tennis</b>	22	73.33
Total		30	100 %

For the seventh question based on the role topic reading sport texts, the correct option was smart, more than many of all students chose other options. There were 22 students (73.33 %) who chose this option. Whereas 26.66 % students chose the wrong option.

Table 11. Question number 8

No	The alternative answer	F	%
1	Food ball	1	3.33
2	Billiards	2	6.66
3	Tennis	4	13.33
4	<b>Badminton</b>	23	76.66
Total		30	100 %

For the eighth question, there were can 23 students (76.66 %) chose the correct option. Whereas the other students chose wrong option; they were 7 students (23.32 %).

Table 12. Question number 9

No	The alternative answer	F	%
1	Tennis	6	20
2	<b>Badminton</b>	21	70
3	Rugby	2	6.66
4	Swimming	1	3.33
Total		30	100 %

For the ninth question, there were 21 students (70 %) who chose the correct option. Whereas the other students chose wrong option; they were 9 students (29.99 %).

Table 13. Question number 10

No	The alternative answer	F	%
1	<b>Boxing</b>	3	10
2	Volleyball	1	3.33
3	Tennis	0	0
4	<b>Football</b>	26	86.66
Total		30	100 %

For the tenth question, there are 26 students (86.66%) who chose the correct option. There were students (13.33 %) chose the wrong option.

Table 14 Question number 11

No	The alternative answer	F	%
1	Baseball	4	6.66
2	Football	20	66.66
3	Badminton	4	13.33
4	<b>Billiard</b>	2	6.66
Total		30	100 %

For the eleventh question, there were only 2 students (6.66%) who chose the correct option. There were 28 students (86.65%) chose the wrong option.

Table 15. Question number 12

No	The alternative answer	F	%
1	<b>Tennis</b>	28	93.33
2	Badminton	0	0
3	Basketball	2	6.66
4	Boxing	0	0
Total		30	100 %

For the twelfth question, there were 28 students (93.33 %) who chose the correct option. There were 2 students (6.66 %) chose the wrong option.

Table 16. Question number 13

No	The alternative answer	F	%
1	U.S. troops killed saddam in the attack on the villa	12	43.33
2	<b>Uday and Qusay had killed U.S troops and tony Blair</b>	7	23.33
3	The announcement of saddam's son;s death is welcomed by tony blair	8	26.66
4	Tony Blair attacked the villa where Saddam's sons were hiding	3	10
Total		30	100 %

For the thirteenth question, there were only 7 students (23.33 %) who chose the correct option. There were 23 students chose the wrong option. It means that 79.99% students chose the wrong option.

Table 17. Question number 14

No	The alternative answer	F	%
1	Managing the diary is the trappists main work	11	36.66
2	<b>The monks provide milk to a large hotelo</b>	11	36.66
3	The trappists feed the cows regularly	5	16.66
4	The trappists sell eggs for a living	3	10
Total		30	100 %

For the fourteenth question, there were only 11 students (36.66 %) who chose the correct option. There were 19 students (63.32 %) chose the wrong option. It means that more than a half of all students chose the wrong option.

Table 18. Question number 15

No	The alternative answer	F	%
1	Education is changing	6	20
2	University attending	9	30
3	Spending	6	20
4	<b>Working lives</b>	9	30
Total		30	100 %

For the fifteenth question, there were only 9 students (30%) who chose the correct option. There were 21 students (70%) chose the wrong option. The correct option for this question was “Working lives”.

Table 19. Question number 16

No	The alternative answer	F	%
1	Village	8	26.66
2	East experience	7	23.33
3	Exciting experience	4	13.33
4	<b>Mount Bromo</b>	11	36.66
Total		30	100 %

For the sixteenth question, there were only 11 student (36.66%) who chose the correct option. There were 19 students chose the wrong option. The correct option was “Mount Bromo”.

Table 20. Question number 17

No	The alternative answer	F	%
1	Nuklear Power is Very dangerous	7	23.33
2	<b>Radioactivity may cause some diseases</b>	9	30
3	Radioactive material is the highly dangerous for man's life	5	16.66
4	Many people disagree with the use of nuclear power	9	30
Total		30	100 %

For the seventeenth question, there were only 9 students (30 %) who chose the correct option. There were 21 students (69.99 %) chose the wrong option.

Table 21. Question number 18

No	The alternative answer	F	%
1	The writer wants to get married	4	13.33
2	The writer has been dating for years	10	33.33
3	<b>The writer has a problem with his girl friend</b>	7	23.33
4	The writer feels sure that they love each other	9	30
Total		30	100 %

For the eighteenth question, there were still only 7 students (33.33 %) who chose the correct option. There were 23 students (76.66 %) chose the wrong option.

Table 22. Question number 19

No	The alternative answer	F	%
1	Visit the areas of carnivorous plants	9	30
2	The important of carnivorous plants	15	50
3	<b>How carnivorous survive</b>	3	10
4	Phenimenon	3	10
Total		30	100 %

For the nineteenth question, there were only 3 students (10 %) who chose the correct option. There were 27 students ( 90 %) chose the wrong option. The correct option was “How carnivorous survive”.

Table 23. Question number 20

No	The alternative answer	F	%
1	<b>Mr. Markey teaching Max about business</b>	22	73.33
2	Teasing his son	3	10
3	Playing with his son	2	6.66
4	Cheating his son	3	10
Total		30	100 %

For the twentieth question, there were 22 students (73.33 %) who chose the correct option. There were 8 students (26.66 %) chose the wrong option.

Table 24. Question number 21

No	The alternative answer	F	%
1	<b>American people and their dogs</b>	15	50
2	How carnivorous survive	7	23.33
3	Mrs. Gree’s son	5	16.66
4	The dogs trainer	3	10
Total		30	100 %



For the twenty-first question, there were 15 students (50 %) who chose the correct option. There were 15 students (49.99 %) chose the wrong option. The correct option was “American people and their dogs”.

Table 25. Question number 22

No	The alternative answer	F	%
1	The acid rain	7	23.33
2	An alternative energy	5	16.66
3	An atomic power atation	10	33.33
4	<b>The advantages and disadvantages of nuclear power</b>	8	26.66
Total		30	100 %

For the twenty-second question, there were 8 students (26.66%) who chose the correct option. There were 22 students chose the wrong option. They were 73.32 % left. The correct option was “The advantages and disadvantages of nuclear power”.

Table 26. Question number 23

No	The alternative answer	F	%
1	Storms	13	43.33
2	<b>The cause of floods</b>	5	16.66
3	Floods	10	33.33
4	Rains	2	6.66
Total		30	100 %

For the twenty-third question, there were only 5 students (16.66 %) who chose the correct option. There were 25 students (83.32 %), who chose the wrong option. The correct option was “The cause of floods ”.

Table 27. Question number 24

No	The alternative answer	F	%
1	<b>Tortoise</b>	17	56.66
2	Country	5	16.66
3	Market	4	13.33
4	Town	4	13.33
Total		30	100 %

For the twenty-fourth question, there were 17 students (56.66 %) who chose the correct option. There were 13 students (43.32%) chose the wrong option. The correct option was “Tortoise”.

Table 28. Question number 25

No	The alternative answer	F	%
1	Addicted smokers	9	30
2	<b>The kinds of cigarettes</b>	9	30
3	The danger of smoking	10	33.33
4	The benefit of cigarettes	2	6.66
Total		30	100 %

For the last question, there were only 9 students (30 %) who chose the correct option. There were 21 students (69.99 %) chose the wrong option. The correct option was “The kinds of cigarettes”.

The researcher took conclusion for grade X students’ ability in reading sport texts by using criteria below: <sup>2</sup>

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<sup>2</sup> Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung:Alfabeta,2005) p. 89.

Table 29. Criteria score interpretation

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

Based on the calculating score (see appendix IV) the students' ability in reading sport texts at grade X MAS YPKS Padangsidempuan was 50 %. Based on the criteria above, it could be categorized in to *Enough* category.

#### **b. The Description of Students' Problems in Reading Sport Texts**

##### 1) General problems

The researcher divided the problems into two forms as follow:

##### a. Problems from internal factor

##### (1) Interview to the Students

Based on the result of interview to the students, the researcher found that students had problems in motivation, reinforcement, and hardness in reading sport texts or study English. It was proven that there were still students who said that she/he was lazy in read texts especially sport texts or learning English. When the researcher asked how they had known about the read especially the read sport texts (item number 1), Rahmad

sodri said “tidak ada, karena saya merasa sulit membaca teks olahraga tersebut. (*Nothing, because I got difficulty to read sport texts.*)”.<sup>3</sup> Aprilia dewi said “ tidak ada, karena saya tidak suka dengan pelajaran bahasa Inggris, karena faktor malas dan tidak suka kepada guru bahasa Inggrisnya. (*nothing, because I did not like English, lazyness and I did not like the English teacher*)”<sup>4</sup>. Next, Aguslina laoli said “yang saya ketahui hanya teks pendek. (*I just knew the texts short*)”.<sup>5</sup> While Armila Nst, Asna wati and Anna maria said the same thing. They only knew the texts short, Example Texts Funny.<sup>6</sup>

When the researcher asked that they were hard to be learned or not (item number 2), all of the students said “ ya (*yes*)”.<sup>7</sup> After that, the researcher asked them how they felt when they were in reading sport texts (item number 3), Devi ana said that he did not so enjoy the read sport texts.<sup>8</sup> While Hotmanila Harahap said that she got confused on read so it made her hard to enjoy the reading

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<sup>3</sup> Rahmad sodri , Student of MAS YPKS Padangsidimpuan X2 class, *Private interview*, 20 May 2013

<sup>4</sup> Abrilia Dewi, Student of MAS YPKS Padangsidimpuan X2 class, *Private interview*, 20 May 2013

<sup>5</sup> Aguslina laoli, Student of MAS YPKS Padangsidimpuan X2 class, *Private interview*, 20 May 2013

<sup>6</sup> Anna Mariani, Devi ana and Asmila Student of MAS YPKS Padangsidimpuan X2 class, *Private interview*, 20 May 2013

<sup>7</sup> Ika Sarilan, Student of MAS YPKS Padangsidimpuan X2 class, *Private interview*, 20 May 2013

<sup>8</sup> Devi ana , *Op. Cit.*,

sport texts.<sup>9</sup> Ali rahman also said the same answer that he did not like the reading English because he was not seriously in the read sport texts.<sup>10</sup> Ilhamuddin Arrasy also said that he got difficulties in the reading texts.<sup>11</sup> While Lila Fitriani and Lahrera said that they enjoyed the read but they got difficulties in read sport texts .<sup>12</sup>

## (2) Interview to Engglish Teacher

When the researcher asked the English teacher miss Afrida Hsb, SPd. she also said the same thing. She said that there were some students who always chatting in reading sport texts. They were lazy for this subject and the students sport texts a little have difficulties in Pronounciation.<sup>13</sup> It could be known that they were less in motivation, reinforcement, and hardness from their selves.

So, the researcher concluded that the students still lack in motivation, hardness, and reinforcement from their selves.

### b. The problems from external factor

Based on the result of interview to the students and the teacher, there were some problems from external factor that faced

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<sup>9</sup> Hotmanila, *Op. Cit.*,

<sup>10</sup> Muhammad Husein, Student of MAS YPKS Padangsidimpuan X2 class, *Private interview*, 20 May 2013

<sup>11</sup> Ilhamuddin Arrasy Lila Fitriani and Lahrera Student of MAS YPKS Padangsidimpuan X2 class, *Private interview*, 20 May 2013

<sup>12</sup> Lila Fitriani and Lahrera Student of MAS YPKS Padangsidimpuan X2 class, *Private interview*, 20 May 2013

<sup>13</sup> Afrida Hsb, SPd , English Teacher of grade X2 MAS YPKS Padangsidimpuan *private interview*, 20 May 2013

by students. For the first, the English teacher's teaching was too fast. When the researcher asked the students how they taught about the English teacher (item number 5), actually some of them said that the teacher was enjoyed in teaching. But, when the researcher asked about their teacher in learning (item number 6), all of students said that the teacher's teaching was too fast. So, it made them hard to understand.<sup>14</sup> It means that the teacher was needed to teach slower. So, the teacher had to repair her teaching and develop that.

The second, English books in the library were not enough to help them for reading sport texts. Though, the library in the school was functioned but not enough in as place to read especially in read sport texts. When the researcher asked them about the library, all of the students said the same answer.<sup>15</sup>

Based on above explanation, it can be concluded that the student has problem in their teacher teaching technique; It made them hard to understand the subject and the minim of read texts medium like books and library.

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<sup>14</sup> Mustafa Kamal, student of MAS YPKS Padangsidempuan X2 class, *Private interview*, 18 May 2013

<sup>15</sup> *Ibid.*,

## 2) Specific problems

Based on the result of interview to the student and the teacher, the problems that were faced by students were they got difficulties in in reading sport texts and they are still poor in vocabulary. But, when the researcher asked them about their problem in reading sport texts: one by one, the researcher got the result as follow:

- a) Their problem in comprehending texts sport texts especially in pronunciation.
- b) Reading sport texts: understanding the word, the mean of sentence from the sport text it, and the poorness in vocabulary.<sup>16</sup> It was supported by the English teacher's statement that *mereka masih perlu pengulangan dalam membaca texts.*<sup>17</sup> (they still need repeating in reading sport texts).
- c) Reading sport text: have mine idea (summary of texts).<sup>18</sup>

### c. The Efforts to Solve Students' Difficulties in Reading Sport Texts

Based on the result of interview to English teacher, to anticipate the difficulties of the students in reading sport texts were the English teacher

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<sup>16</sup> Fazli Haryuda, student of MAS YPKS Padangsidempuan X2 class, *Private interview*, 20 May 2013

<sup>17</sup> Nahrian, student of MAS YPKS Padangsidempuan X2 class, *Private interview*, 20 May 2013

<sup>18</sup> Muhammad Husein, student of MAS YPKS Padangsidempuan X2 class, *Private interview*, 20 May 2013

often repeats the lesson so the students understood the texts, especially in read sport texts.<sup>19</sup>

To solve the difficulties about the poor vocabularies, the English teacher give them a task to find out 1 sport texts in every meeting. It must be arranged by their kinds. Before the English teacher gave the reading sport texts, the teacher checked their task and asked them to always read sport texts that. So, all of students were hoped to be motivated to know many meaning of words of sport texts, vocabularies.<sup>20</sup>

While to solve the students difficulties in comprehending kinds of texts, the topic sport texts, main idea of the texts, summary of the texts, the teacher asked the students to pay attention about the ending letter of the verb while the teacher gave the explanation many time about it and the teacher gave the explanation about sport texts, so the students understood truly.<sup>21</sup> The other, the English teacher always motivated the students to improve students' sprite in reading texts especially in reading sport texts.

For the library, the teacher would ask the head master to must function it as possible and to complete or to add the English book. The library will be opened in every school day.<sup>22</sup>

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<sup>19</sup> Fazlli Haryuda, Student of MAS YPKS Padangsidimpun X2 class, *Private interview*, 20 May 2013

<sup>20</sup> *Ibid.*,

<sup>21</sup> *Ibid.*,

<sup>22</sup> *Ibid.*,



To check the trustworthiness of above data, the researcher used the triangulation. Triangulation was the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data. So, the result of observation interviews and had been compared to the result of tests.

Looking for the result of the tests, it was gotten that the students' ability in read texts the reading sport texts at grade X MAS YPKS Padangsidimpuan was 50 % (see appendix IV). It can be categorized into *enough category*. Comparing to the result of interviews, almost all of students said that tenses was hard to be understood especially in the formulas of them. Another problem was the condition of the library that was not be functioned. When the writer observed to the field, there was found that the library was not functioned. It was caused by the limits of books was not enough to be opened and students were not motivated to read the books in the library.<sup>23</sup>

So, it can be concluded that the triangulation is success to be done. It can be proven that the result of the instrument of collecting data is similar to each other.

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<sup>23</sup> *Ibid.*,

## **B. The Threats of the Research**

In this research, the researcher believed that there were many threats of the researcher. It started from the title 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 seats answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence 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.

## **C. Discussion**

After analyzing the collection data, it was gotten that the students' ability in reading sport texts at grade X MAS YPKS Padangsidimpua can be categorized in to *enough category*. It can be known from the calculating score (see appendix IV) that the students' ability in reading sport texts at grade X was (50%). This category between with the researcher before that had been researched the first by Khotimah "an analysis of student ability in understanding references descriptive texts at grade VIII-5 students of MTsN Batang Angkola. The concluding of her

research is at grade VIII-5 students of MTsN Batang Angkola in 2012-2013 academic years in identifying English references were enough category". found the total mean score was 59.05%.<sup>24</sup>

The next, Ida Marlina "the Correlation between Paragraph Mastery and Writing Descriptive Text Mastery to the Eleventh Grade Students of SMA Negeri 6 Padangsidempuan in 2010-2011 academic year. She found that the students' ability in identifying paragraph mastery and writing descriptive text were categorized into good, it found the total mean score was (67.86).<sup>25</sup>

To anticipate the students difficulties, the English often repeated to know style the read especially in mean of word and sentence in sport texts, lesson the until the student understand about the lesson. English teacher must explain clearly about references, how to used it, what the different and where the position in sentence to overcome the poor vocabulary of students, English teacher must asked to students to know 1 sport texts by heart and the meaning.

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<sup>24</sup> Khotimah, Analysis of Student's Ability in Understanding References descriptive texts at grade VIII-5 of MTsN Batang Angkola in 2012-2013 Academic year (Unpublished Script), (Padangsidempuan: STAIN, 2013) p. 24.

<sup>25</sup> Ida Marlina, The Correlation Between Paragraph Mastery and Writing Descriptive Text Mastery to Eleventh Grade Students of SMA Negeri 6 Padangsidempuan in 2010-2011 Academic Year (Unpublished Script), (Padangsidempuan: UMTS, 2011) p. 56.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. The Conclusions

Based on the result of observation, interview and test done by the researcher about the students' ability in reading sport texts at grade X MAS YPKS (Yayasan Pendidikan Karya Setia) Padangsidempuan. The researcher takes the conclusion as follow:

1. The students' ability in reading the sport texts can be categorized into *enough category*. It can be seen in the result of test that grade X students (Class X2) get 50% (enough category) after calculating their scores (see appendix IV).
2. In, reading the sport texts there were some problems that faced by students, they had poor vocabularies so they felt difficulties to meaning of a word, sentence, a little a pronunciation from sentence and the difficulties in comprehending kinds of texts, the topic sport texts, main idea of the texts, summary of the texts, the teacher asked the students to pay attention about the ending letter of the texts while the teacher gave the explanation many sport texts about it and the teacher gave the explanation about sport texts.
3. The efforts by English teacher to solve the students' difficulties in reading sport texts often repeated or know style the read especially in mean of a word, sentence, and the difficulties in comprehending kinds of texts, the topic sport texts, main idea of the texts, summary of the texts. Then, the English teacher

gave the students to find out 1 text sport texts or vocabularies with their kinds and memorize them in every meeting. The other, the English teacher always motivated the students in reading strategy. The last anticipate, the English teacher would ask the head master must to function the library again and to complete the English books in the library.

## **B. Suggestions**

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

1. To the students; they have to increase their ability in reading English especially in reading sport texts by study harder. It can be done by reading English book, following the English course and they have to be more seriously in study carefully in read sport texts.
2. To the English teachers, all of the teachers have to be creatively in making the comfortable learning so the students are seriously in the read books, especially for the English teachers. They have to improve their reading ability and always motivate the students to be seriously in reading sport texts.
3. To the head master of MAS YPKS (Yayasan Pendidikan Karya Setia) Padangsidempuan. As a leader of school, the head master has to be more initiatively to organize the schedule of learning like to make English subject in the first reading much read a books especially in reading sport texts. The head master also has to motivate the English teacher in increasing their ability

in teaching English that can be done by following upgrading program. The important thing that must be looked by the head master is to complete the books in the library so the library can be operated as well as possible. This is supported by the result of interview to the students that all of students hope the library will be operated again.

4. To the curriculum maker; as a subject of read sport texts that is tested in the national final test, English have to be looked to make the best giving time in the reading sport texts.
5. To the readers, as a motivation to do better research and to improve the readers' ability in read English.

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