



**STUDENTS' PROBLEMS
IN COMPREHENDING TEXT
AT GRADE X SMA NEGERI 1 PADANGSIDIMPUAN**

A THESIS

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

BY:

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ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
2013**



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ENGLISH EDUCATION STUDY PROGRAM

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

2013



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di-

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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Maslan Marito Simamora, entitle **“STUDENT’S PROBLEMS IN COMPREHENDING TEXT AT GRADE X SMA NEGERI 1 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 thanks you for your attention.

Wssalamu'alaikum Wr. Wb.

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Thesis : STUDENT'S PROBLEMS IN COMPREHENDING TEXT
AT GRADE X SMA NEGERI 1 PADANGSIDIMPUAN

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, the researcher would like to convey her grateful to Allah SWT. The most creator and merciful has given her the health, time and chance for finishing this thesis her health, “Students’ Problems in Comprehending Text at Grade X SMA Negeri 1 Padangsidempuan”. This thesis is written in order to fulfill one on the requirements for being Sarjana Pendidikan in English section at the Tarbiyah faculty of state college for Islamic Studies (STAIN) Padangsidempuan, this thesis has been undertaken.

The researcher has received suggestions, guidance and encouragement from many people during writing this thesis. Therefore, in this opportunity the researcher would like to express her gratitude to the following people:

1. Special thanks to my beloved parent (Alm. Muhammad Husein Simamora and Sofiani Harahap), my beloved sisters (Lisna Sari Simamora, Yusrita Simamora and Sondang Maria Simamora), my beloved little sister and brother (Tukma Saida Simamora and Ozi Saputra Simamora) and all of my families who always give their materials, prays, motivation, and moral encouragement to finish my study.
2. Thanks are due to Mrs. Eka Sustris Harida, M.Pd. as advisor I and Mr. Zainuddin, S.S., M.Hum, as advisor II who had given the guidance and the motivation to the researcher in writing this thesis.

3. Thanks are to the leader of STAIN Padangsidempuan, the Deputy Leader I, II and III, the Chief of Education Department, the Chief of English Education Study Program, my advisor I and advisor II, lecturers and all for the cavities academic of STAIN Padangsidempuan who had helped in writing this thesis.
4. The finally the researcher say thanks to all of my friends, who had helped me in writing this thesis.

This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticism and suggestion from the readers to improve this thesis.

Padangsidempuan, 27 May 2013

Researcher,



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ABSTRACT

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Year : 2013

The aims of research were to know the students' ability in comprehending text at grade X SMA Negeri 1 Padangsidimpuan, to know the problems that faced by students in comprehending text at grade X SMA Negeri 1 Padangsidimpuan, to know the efforts done by English teacher to overcome the students' problems in comprehending text at grade X SMA Negeri 1 Padangsidimpuan. And to know the efforts done by students to overcome the students' problems in comprehending text at grade X SMA Negeri 1 Padangsidimpuan.

This research was done in SMA Negeri 1 Padangsidimpuan. The sources of data were the first year's students, the English teacher and headmaster of SMA Negeri 1 Padangsidimpuan. The kind of this research is qualitative research by using descriptive method. The instruments of collecting data were observation, interview and test.

After the research was done it can be known that the students' comprehending text at grade X SMA Negeri 1 Padangsidimpuan can be categorized into enough categories. The students' problems in comprehending text were the student's lack of the knowledge to comprehend the generic structure of descriptive text and narrative text. The students got confuse in tense that used in descriptive and narrative text, and had poor vocabularies to comprehend the meaning in descriptive and narrative text. The efforts done by English teacher to overcome the students' problems were the English teacher often repeat the lesson until the students comprehend about the lesson. English teacher explaining clearly about generic structure, social function, the tense that used in text and what is the different between generic structure of descriptive and narrative text and English teacher asked the students to know 15 vocabularies by heart and the meaning, before English teacher gave the lesson, the teacher asked the students randomly. The efforts done by students to overcome the students' problems were study hard, repeat the lesson, deepen knowledge about tenses and learn by heart 50 vocabularies every week.

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APPENDIX: I

The List of Observation

1. The situation of the school
2. The condition of the school
3. The facilities of the school

APPENDIX: II

Teachers' Names at SMAN 1 Padangsidempuan

No	Names	Potition/ Study
1	Drs. H.M. Irsyad Hasibuan	Kepala Sekolah
2	Drs. Mhd. Imron Nst	Matematika
3	Dra. Hj. Suaibah	Fisika
4	Tarulina Marpaung, S.Pd	Matematika
5	Dra. Hj. Latifah	Biologi
6	Apri, S.Pd	Bahasa Indonesia
7	Hazmiati	Bahasa Indonesia
8	Nasaruddin Hamidy, S.Pd	Sejarah
9	Dra. Sahara	Akuntansi
10	Dra. Merito	Bimbingan Konseling
11	Nuraisah, S.Pd	Akuntansi
12	Dra. Hj. Rosmita	Bahasa Indonesia
13	Nelliana, S.Pd	Akuntansi/Komputer
14	Derliana Daulay, S.Pd	Ekonomi
15	Hospita Lubis, Daulay	Bimbingan Konseling
16	Jannes Siahaan	Bimbingan Konseling
17	Masnawati Siregar, S.Pd	Bahasa Inggris
18	Siti Armin, S.Ag	Pendidikan Agama Islam
19	Resina Tambunan, S.Pd	Sejarah
20	Rasminem, S.Pd	Fisika
21	Dra. Hj. Emmi Herawati	Matematika
22	Nurkisah, S.Pd	Ekonomi
23	Hayanuddin, S.Pd	Bahasa Indonesia

24	Kasna Dewi Tanjung, S.Pd	Matematika
25	Ajudan, S.Pd	Bahasa Inggris
26	Irmawati	Bimbingan Konseling
27	Mahdalena Tarigan, S.Pd	Geografi
28	Eliseri Mastati, S.Pd	Sejarah
29	Siti Murni Butar-butur, S.Pd	Kimia
30	Ida Erniani, S.Pd	Biologi
31	Upprediana R. Pohan, S.Pd	Fisika/Kimia
32	Maimunah Rangkuti, S.Pd	Bahasa Inggris
33	Martua Sigiroy, S.Pd	Pendidikan jasmani dan kesehatan
34	Matrisa Glorinta, SR	Bahasa Jerman
35	Yusriani, S.Pd	Sejarah
36	Multihelpi Pasaribu, S.Pd	Pendidikan Kewarganegaraan
37	Sari Hasnah Hrp, S.Pd	Ekonomi
38	Zubaida Hafni S.Pd	Biologi
39	Masrifah Nasution, S.Ag	Pendidikan Agama Islam
40	Selvy Irena Lase, S.Pd	Biologi
41	Artati Siregar S.Pd	Fisika
42	Syamsul Lubis, S.Pd	Pendidikan jasmani dan kesehatan
43	Rosnelly Daulay, S.Ag	Pendidikan Agama Islam
44	J. Manullang, S.Pd	Pendidikan Agama Kristen
45	Ashlah Rosidah, S.Pd	Kimia
46	Jecson Sihombing, S.Pd	Bahasa Inggris
47	Rubiyah Btr, S.Pd	Bimbingan Konseling
48	Joice Trisnawati, S.Pd	Geografi
49	Nita Khairani, S.Pd	Binbingan Konseling
50	Mukhlis Anshor, SE	Komputer

51	Agustina, S.Pd	Bahasa Arab ¹
----	----------------	--------------------------

¹ SMAN 1 Padangsidempuan, *Administration Office*, 25th March 2012.

APPENDIX III

Interview Guidances

A. Interview to the Head Master.

1. How many classrooms do you have in SMA N 1 Padangsidempuan?
2. How many offices do you have in SMA N 1 Padangsidempuan?
3. How many bathroom do you have in SMA N 1 Padangsidempuan?
4. How many mosque do you have in SMA N 1 Padangsidempuan?
5. How many laboratory do you have in SMA N 1 Padangsidempuan?
6. How many volley ball court do you have in SMA N 1 Padangsidempuan?
7. How many students do you have in SMA N 1 Padangsidempuan?
8. How many teachers do you have in SMA N 1 Padangsidempuan?
9. Why the students of SMA Negeri 1 Padangsidempuan especially at grade X-8 have the problem in learning English?

B. Interview to the English teacher.

1. How is the students' ability in comprehending descriptive text?
2. How is the students' ability in comprehending narrative text?
3. What are the students' problems in comprehending descriptive text?
4. What are the students' problems in comprehending narrative text?
5. What are the English teacher efforts to overcoming the students' problems in comprehending descriptive text?

C. Interview to the students.

1. How is your ability in comprehending descriptive text?
2. How is your ability in comprehending narrative text?
3. What is your problem in comprehending descriptive text?
4. What is your problem in comprehending narrative text?
5. What are your efforts if you get the problems in learning descriptive and narrative text?

APPENDIX : IV

Name:

Class:

The List of Test
Completion Test for Class X SMA Negeri 1
Padangsidempuan

Direction:

- Write your name, class on the right top of your answer sheet!
 - Question numbers 1-20 choose a, b, c or d with the correct answer.
 - You have 2x45 minutes to finish this test then you collect it.
-

Questions

A. Choose a, b, c or d for correct answer!

Read the descriptive text below!

Description of the Tiger

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

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

1. What is the description in the text above?
 - a. Long body
 - b. Short neck
 - c. Sharp teeth
 - d. Tiger

2. In the text above, there are words that describe the tiger, except....
 - a. Long body
 - b. Short neck
 - c. Sharp teeth
 - d. Tiger
3. What is the meaning of bulky in the first paragraph?
 - a. Kecil sekali
 - b. Kecil
 - c. Besarsekali
 - d. Besar
4. There are two generic structures in descriptive text, they are identification and description. In the text above which one is the identification?
 - a. Identifying body of the tiger.
 - b. Description of the tiger.
 - c. Identifying colour of the tiger
 - d. Description colour of the tiger

Read the descriptive text below!

Borobudur Temple

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

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

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

5. What is Borobudur temple?
 - a. Borobudur is Hindu - Buddhist temple.
 - b. Borobudur is Hindu temple.
 - c. Borobudur is Buddhist temple.
 - d. Borobudur is Islam temple.
6. When the Borobudur temple rededicated as an Indonesian monument?
 - a. In 1938
 - b. In 1893
 - c. In 1983
 - d. In 1389
7. What is the tense that is used in paragraph above?
 - a. Simple present tense
 - b. Simple past tense
 - c. Present perfect tense
 - d. Present continuous tense
8. What is the meaning of stairways in the second paragraph?
 - a. Candi
 - b. Dinding
 - c. Tangga
 - d. Simbol
9. What is the description of the text above?
 - a. Identifying the phenomenon to be described in general Borobudur temple.
 - b. Describing the Borobudur temple in parts; eight terraces of Borobudur temple and its characteristics.
 - c. Borobudur is well-known all over the world.
 - d. Its construction is influenced by the Gupta architecture of India.
10. What is the identification of the text above?
 - a. Identifying the phenomenon to be described in general Borobudur temple.

- b. Describing the Borobudur temple in parts; eight terraces of Borobudur temple and its characteristics.
- c. Borobudur is well-known all over the world.
- d. Its construction is influenced by the Gupta architecture of India.

Read the narrative text below!

Rina's dream

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

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

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

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

11. Who dream?

- a. Monster
- c. Beowulf

- b. Rina
- d. Grendel

12. Who is a knight in Rina's dream?

- a. Denmark
- c. Beowulf
- b. King's castle
- d. Grendel

13. Narrative is a text containing five components as orientation, evaluation, complication, resolution, and re-orientation. Which one is orientation in the above text?

- a. Once upon a time, there was a horrible monster called Grendel.
- b. That night, Beowulf and his man took off their armour and put away their swords and went to sleep.
- c. In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. Identification, newsworthy, source, evaluation and orientation.
- d. Beowulf went back to his country and became king. He was king for fifty years.

14. He was half-man and half-monster. He lived in Denmark. One day he went to the king's castle. The king and his man tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

What is the generic structure in paragraph above?

- a. Orientation
- c. Complication
- b. Evaluation
- d. Resolution

15. In the second paragraph, what is the generic structure of that text?

- c. Orientation
- c. Complication
- d. Evaluation
- d. Resolution

16. Which one is paragraph in the text as resolution?

- a. One
- c. Three
- b. Two
- d. Four

17. What is the generic structure in the last paragraph?
- a. Re-orientation
 - b. Evaluation
 - c. Complication
 - d. Resolution
18. What is the tense that is used in paragraph above?
- a. Simple present tense
 - b. Simple past tense
 - c. Present perfect tense
 - d. Present continuous tense
19. What is the meaning of Horrible Monster in the first paragraph?
- a. Raksasa yang menakutkan
 - b. Raksasa yang baik
 - c. Raksasa yang menakjubkan
 - d. Raksasa yang mengerikan
20. What is the meaning of sword in the third paragraph?
- a. Pisau
 - b. Tombak
 - c. Pedang
 - d. Garpu

Key Answer!

A. Choose a, b, c or d for the correct answer.

- | | | | |
|------|-------|-------|-------|
| 1. D | 6. C | 11. B | 16. C |
| 2. D | 7. A | 12. C | 17. A |
| 3. C | 8. C | 13. A | 18. B |
| 4. A | 9. B | 14. B | 19. D |
| 5. A | 10. A | 15. C | 20. C |

APPENDIX V

THE STUDENTS' SCORE IN COMPREHENDING TEXT
AT GRADE X SMA NEGERI 1 PADANGSIDIMPUAN

No	Respon den	RESPONDENT ANSWER OF EACH ITEM NUMBER																				SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AM	5	0	5	5	5	5	0	5	5	5	0	5	5	0	5	0	0	5	5	0	65
2	AB	5	0	5	5	5	5	0	5	5	0	5	0	5	0	5	0	0	5	5	5	55
3	AR	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	0	0	5	5	5	85
4	AG	5	0	5	0	5	5	0	0	5	5	0	0	5	0	5	0	0	0	5	0	45
5	AS	0	5	5	0	5	5	0	5	5	0	0	0	5	0	0	0	0	0	5	5	45
6	AW	5	5	5	0	5	5	0	5	5	5	5	5	5	0	0	5	5	5	5	5	80
7	AS	5	5	5	5	5	5	5	5	5	5	5	0	5	0	5	0	5	5	5	0	80
8	BY	5	5	5	5	5	5	0	5	5	5	5	0	5	0	5	0	0	5	5	0	70
9	CE	5	5	5	5	5	5	0	5	0	0	5	5	5	5	0	0	0	0	5	0	75
10	DS	5	0	5	0	5	5	0	5	5	0	0	0	0	0	0	0	0	0	5	5	40
11	DL	5	0	5	5	5	5	0	5	0	0	0	0	5	5	5	5	5	5	5	5	70
12	DT	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	0	0	5	5	5	85
13	EY	0	0	5	0	5	5	0	5	0	0	5	0	0	0	0	0	0	0	5	5	35
14	ES	5	5	5	0	5	5	0	5	5	5	5	5	5	0	0	0	5	5	5	0	70
15	ED	5	0	5	0	5	5	0	5	5	0	0	0	5	0	0	0	5	5	5	5	55
16	FM	5	5	5	0	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	0	85
17	IS	5	0	5	5	0	5	0	5	5	5	5	5	5	0	5	0	0	5	5	5	70
18	ID	5	5	5	5	5	5	5	5	0	0	5	5	5	0	5	0	0	5	5	5	75
19	IA	5	0	5	0	0	5	0	5	5	5	5	0	0	5	5	5	0	5	0	5	60
20	JH	5	0	5	0	0	0	5	0	0	0	5	0	0	0	0	0	0	5	0	0	25
21	KO	5	5	5	0	5	5	0	5	5	5	5	5	5	0	0	5	5	5	5	5	80
22	LE	5	0	0	0	5	5	0	5	0	5	5	0	0	0	5	0	0	0	0	0	35
23	MR	5	5	0	0	5	0	5	0	0	0	5	0	0	0	0	0	0	5	5	5	40
24	NA	5	0	0	0	0	5	0	5	5	5	5	0	5	0	5	0	5	0	0	5	50
25	PR	5	0	5	5	0	5	0	5	5	5	5	0	5	0	5	0	0	5	5	5	65
26	RA	5	0	0	5	0	5	5	0	0	0	0	0	0	0	0	0	0	5	0	0	25
27	RP	5	0	5	5	5	5	0	0	5	5	0	5	5	0	5	0	0	5	0	5	60
28	RJ	5	0	5	0	5	5	0	5	5	5	5	0	0	0	5	0	0	0	0	0	45
29	SI	5	0	5	0	5	5	0	5	5	0	0	0	5	0	0	5	5	5	5	5	55
30	SE	5	5	5	5	5	5	0	5	0	0	5	5	5	5	5	0	0	5	5	0	70
31	SM	0	5	5	0	0	0	0	5	0	0	0	0	0	5	0	0	0	0	0	0	20
32	WR	5	0	5	0	5	5	5	5	5	5	5	0	0	0	5	0	5	5	5	0	65
TOTAL																					1890	

The sum result score of collecting data

The researcher calculated the score by using the formula:

$$\begin{aligned}
 M &= \frac{\sum \text{Score}}{\sum \text{Responden} \times \sum \text{Item} \times \text{Nilai Item tertinggi}} \times 100\% \\
 &= \frac{1890}{32 \times 20 \times 5} \times 100\% \\
 &= \mathbf{59,06\%}
 \end{aligned}$$

APPENDIX: VI

Test Result

1. Question Number 1: Find the object from description of the tiger

“What is the description in the text above?”

No	The Alternative Answer	F	%
1	Long body	-	-
2	Short neck	1	3,12
3	Sharp teeth	1	3,12
4	Tiger	30	93,75
Total		32	100%

2. Question Number 2: about object

“In the above text, there are words that describe the tiger, except....”

No	The Alternative Answer	F	%
1	Long body	3	9,37
2	Short neck	4	12,5
3	Sharp teeth	11	34,37
4	Tiger	14	43,75
Total		32	100%

3. Question Number 3: vocabulary of descriptive text

“What is the meaning of bulky in the first paragraph?”

No	The Alternative Answer	F	%
1	Kecil sekali	-	-
2	Kecil	-	-
3	Besar sekali	4	12,5

4	Besar	28	87,5
Total		32	100%

4. Question Number 4: Generic structure of descriptive text

“There are two generic structures in descriptive text, they are identification and description. In the text above which one is the identification?”

No	The Alternative Answer	F	%
1	Identifying body of the tiger.	14	43,75
2	Description of the tiger.	17	53,12
3	Identifying colour of the tiger	1	3,12
4	Description colour of the tiger	-	-
Total		32	100%

5. Question Number 5: Descriptive text about Borobudur temple

“What is the Borobudur temple?”

No	The Alternative Answer	F	%
1	Borobudur is Hindu - Buddhist temple.	25	78,12
2	Borobudur is Hindu temple.	2	6,25
3	Borobudur is Buddhist temple.	5	15,62
4	Borobudur is Islam temple	-	-
Total		32	100%

6. Question Number 6: Borobudur temple text

“When was Borobudur temple built as an Indonesian monument?”

No	The Alternative Answer	F	%
1	In 1938	2	6,25
2	In 1893	-	-
3	In 1983	29	90,62
4	In 1389	1	3,12
Total		32	100%

7. Question Number 7 : Tense that is used in descriptive text

“What is the tense that is used in paragraph above?”

No	The Alternative Answer	F	%
1	Simple present tense	9	28,12
2	Simple past tense	18	56,25
3	Present perfect tense	2	6,25
4	Present continuous tense	3	9,37
Total		32	100%

8. Question Number 8: Object

“What is the meaning of stairways in the second paragraph?”

No	The Alternative Answer	F	%
1	Candi	3	9,37
2	Dinding	1	3,12
3	Tangga	27	84,37
4	Simbol	1	3,12
Total		32	100%

9. Question Number 9: Generic structure of descriptive text

“What is the description of the text above?”

No	The Alternative Answer	F	%
1	Identifying the phenomenon to be described in general Borobudur temple.	3	9,37
2	Describing the Borobudur temple in parts; eight terraces of Borobudur temple and its characteristics.	23	71,87
3	Borobudur is well-known all over the world.	5	15,62
4	Its construction is influenced by the Gupta architecture of India.	1	3,12
Total		32	100%

10. Question Number 10: Generic structure of descriptive text

“What is the identification of the text above?”

No	The Alternative Answer	F	%
1	Identifying the phenomenon to be described in general Borobudur temple.	16	50
2	Describing the Borobudur temple in parts; eight terraces of Borobudur temple and its	4	12,5

	characteristics.		
3	Borobudur is well-known all over the world.	10	31,25
4	Its construction is influenced by the Gupta architecture of India	2	6,25
Total		32	100%

11. Question Number 11: Object of Rina's dream text

"Who dream?"

No	The Alternative Answer	F	%
1	Monster	5	15,62
2	Rina	23	71,87
3	Beowulf	2	6,25
4	Grendel	2	6,25
Total		32	100%

12. Question Number 12: Object of Rina's dream text

"Who is a knight in Rina's dream?"

No	The Alternative Answer	F	%
1	Denmark	9	28,12
2	King's castle	5	15,62
3	Beowulf	13	40,62
4	Grendel	5	15,62
Total		32	100%

13. Question Number 13: Generic structure of narrative text

“Narrative is a text containing five components as orientation, evaluation, complication, resolution, and re-orientation. Which one is orientation in the above text?”

No	The Alternative Answer	F	%
1	Once upon a time, there was a horrible monster called Grendel.	23	71,87
2	That night, Beowulf and his man took off their armour and put away their swords and went to sleep.	2	6,25
3	In the morning, Beowulf went to the lake. He killed Grendel’s mother with a special sword. Identification, newsworthy, source, evaluation and orientation.	6	18,75
4	Beowulf went back to his country and became king. He was king for fifty years.	1	3,12
Total		32	100%

14. Question Number 14: Generic structure of narrative text.

He was half-man and half-monster. He lived in Denmark. One day he went to the king’s castle. The king and his man tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

“What is the generic structure in paragraph above?”

No	The Alternative Answer	F	%
1	Orientation	12	37,5
2	Evaluation	6	18,75
3	Complication	9	28,12
4	Resolution	5	15,62
Total		32	100%

15. Question Number 15: Generic structure of narrative text

“In the second paragraph, what is the generic structure of that text?”

No	The Alternative Answer	F	%
1	Orientation	6	18,75
2	Evaluation	2	6,25
3	Complication	20	62,5
4	Resolution	4	12,5
Total		32	100%

16. Question Number 16: Generic structure of narrative text

“Which one is paragraph in the text as resolution?”

No	The Alternative Answer	F	%
1	One	1	3,12
2	Two	3	9,37
3	Three	4	12,5
4	Four	24	75
Total		32	100%

17. Question Number 17: Generic structure of narrative text

“What is the generic structure in the last paragraph?”

No	The Alternative Answer	F	%
1	Re-orientation	10	31,25
2	Evaluation	1	3,12
3	Complication	4	12,5
4	Resolution	17	53,12
Total		32	100%

18. Question Number 18: Tense that used in narrative text

“What is the tense that is used in paragraph above?”

No	The Alternative Answer	F	%
1	Simple present tense	4	12,5
2	Simple past tense	23	71,87
3	Present perfect tense	4	12,5
4	Present continuous tense	1	3,12
Total		32	100%

19. Question Number 19: Meaning of vocabulary in Rina’s dream

“What is the meaning of Horrible Monster in the first paragraph?”

No	The Alternative Answer	F	%
1	Raksasa yang menakutkan	4	12,5
2	Raksasa yang baik	2	6,25
3	Raksasa yang menakjubkan	2	6,25
4	Raksasa yang mengerikan	24	75
Total		32	100%

20. Question Number 20: Meaning of vocabulary in Rina's dream

“What is the meaning of sword in the third paragraph?”

No	The Alternative Answer	F	%
1	Pisau	2	6,25
2	Tombak	6	18,75
3	Pedang	19	59,37
4	Garpu	5	15,62
Total		32	100%

CURRICULUM VITAE

A. Identity

Name : Maslan Marito Simamora
Place and birthday : Padangsidimpuan, 12 March 1989
Sex : Female
Religion : Moslem
Address : Jln. SM. Raja, Gg: Subur, Sitamiang Baru
Padangsidimpuan.

B. Parents

Father : (Alm) Muhammad Husein Simamora
Mother : Sofiani Harahap

C. Background of Education

1. Elementary School at SD Negeri 19 Bakaran Batu, Sitamiang Baru, 2002.
2. Junior High School at SMP Negeri 3 Padangsidimpuan, 2005.
3. Senior High School at SMA Negeri 7 Padangsidimpuan, 2008.
4. Student of English Section at State College for Islamic Studies (STAIN) Padangsidimpuan 2008-2013.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is the system of communication for speaking and writing which are used by people to express ideas, and feeling using movement, symbols and sounds. English is very important in our life, because English is an International Language. In this era students must communicate in English well. Moreover, in Indonesia English has been studied in school, from elementary school, junior high school, senior high school until university level. Students must be able to communicate with international communities in globalization era through English.

Studying English as a foreign language is not easy, students are expected to achieve four basic skills of language namely reading, listening, speaking and writing. Language skill is often categorized as receptive skill or productive skill. Speaking and writing are the productive skills. Listening along with reading is a receptive skill. In the English curriculum 2006 that is competency based curriculum, it is clearly stated that the objective of teaching English is to improve students' ability in four basic skills of the language. The English curriculum also enables students to grow and develop their smartness. In Indonesia, curriculum of the English subject is a standard of every level.

It is known that the aim of English teaching at Senior High School is to acquire the abilities of reading with understanding, listening, speaking, and writing. In this case, the researcher will focus on reading especially in comprehending text. It is considered as an important subject that should be known by the students of Senior high School.

Studying reading seems easy for student, but if talking about comprehending text, many students often got confused because comprehension of the students about text is still poor. There are many students find difficulties and mistakes in comprehending text. Students have problems to comprehending generic structure, object and tense that is used in text, especially into descriptive and narrative text with a good generic structure. Generic structure is the activity to introduce students to idea that science writing is organized in identifiable pattern. Another problem faced by students is about vocabulary. The students do not have many vocabularies, students are lack of vocabulary. Lack vocabulary made students have problems in comprehending descriptive and narrative text well. In this subject, students must comprehending the generic structure, object and tense that is used in text, especially into descriptive and narrative text correctly and have many vocabularies to decrease problems in comprehending descriptive and narrative text well.

Based on my experience in PPL (Teaching Practice) at SMA Negeri 1 Padangsidimpuan, the problems faced by students did not only come from

students alone, but also come from teachers, when the teacher taught English the teacher did not use various method or strategies yet that are interest for the students. So, it makes students lazy or boring to study. Thus, here the researcher gets interested in conducting the research about “Students’ Problems in Comprehending Text at Grade X SMA Negeri 1 Padangsidempuan”.

B. Focus of the Research

The researcher limits the problem to make it more specific. Further the researcher is interested in finding students’ problems in comprehending text. The researcher only discusses about descriptive text and narrative text.

C. Definition of the Key Terms

1. Students’ Problems

Student is a person usually over the age of 16, who is studying at a university or college. Person who observes or has a particular interest of something.¹ Based on the above definition, the researcher concludes that the student is the person who learn on the elementary, junior and senior high school whether it is for formal education or informal education.

It is stated on Oxford Dictionary by A.S Hornby that problem is a thing that is difficult to deal with or to understand.² So, problem is a matter or situation

¹A. S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English* (New York: Oxford University Press, 1995), p. 1344.

² *Ibid.*, p. 1049.

regarded as unwelcome or harmful and needing to be dealt with and overcome or any question or matter involving doubt, uncertainty, or difficulty.

2. Comprehending

It is stated on Oxford Dictionary by A.S Hornby that comprehend is the infinite distances of space are too great for the human mind to comprehend.³ So, Comprehending means properly understanding what have reading.

3. Text

It is stated on Oxford Dictionary by A.S Hornby that text is the main printed part of a book or magazine, not the notes, pictures, etc.⁴ So, Text is the printed of original group of words in order are needed to the activity of paraphrase, translation and condensation or the result of a process in expressing some material in the form of printed work and can be an illustrative in a book.

4. SMA Negeri 1 Padangsidimpuan

SMA Negeri 1 Padangsidimpuan is one of Senior High School in Padangsidimpuan that take place is in Jalan Merdeka No 188 Kota Padangsidimpuan.

Based on the above definitions, the researcher concludes that the definition of students' problems in comprehending text is the person who learn on the elementary, junior and senior high school whether it is for formal education or informal education that have difficult to deal with or to making sense out of text.

³ *Ibid.*, p. 263.

⁴ *Ibid.*, p. 1397.

D. Formulation of the Problem

Based on the above background and limitation of the problem, the researcher formulates the problems of the research as follow:

1. How was the students' ability in comprehending descriptive text and narrative text at grade X SMA Negeri 1 Padangsidimpuan?
2. What were the students' problems in comprehending descriptive text and narrative text at grade X SMA Negeri 1 Padangsidimpuan?
3. What were the English teacher efforts in overcoming the students' problems in comprehending descriptive text and narrative text at grade X SMA Negeri 1 Padangsidimpuan?
4. What were the students' efforts in overcoming the students' problems in comprehending descriptive text and narrative text at grade X SMA Negeri 1 Padangsidimpuan?

E. The Aims of the Research

Based on the above formulation of the problems, the researcher states the aims of the research as follow:

1. To know the students' ability in comprehending descriptive text and narrative text at grade X SMA Negeri 1 Padangsidimpuan.
2. To find out the students' problems in comprehending descriptive text and narrative text at grade X SMA Negeri 1 Padangsidimpuan.

3. To know the English teacher efforts in overcoming the students' problems in comprehending descriptive text and narrative text at grade X SMA Negeri 1 Padangsidempuan.
4. To know the students efforts in overcoming the students' problems in comprehending descriptive text and narrative text at grade X SMA Negeri 1 Padangsidempuan.

F. The Significances of the Research

This research is expected to be useful for as:

1. Headmaster, to develop and encourage English teachers to teach English best.
2. Teachers, to develop their capability in teaching text.
3. Further researchers, as the information to do deep research in the same field.

G. Outline of the Thesis

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

Chapter one consists of: background of the problem, limitation of the problem, definition of the key term, formulation of the problem, the aims of the research, significances of the research and outline of the thesis.

Chapter two consists of: the theoretical description involve: theoretical review consist of: definition of comprehending in reading text, definition of text, students problems in comprehending text. In this chapter explained clearly what

the meaning of comprehension, basic comprehension processes and level comprehension. In this chapter also explained about text consist of descriptive and narrative text, the generic structure of descriptive and narrative text and the example of descriptive and narrative text. And also explain about students' problems in comprehending text. Review of related findings and conceptual framework.

Chapter three consist of: location and schedule of the research, kind of research, the sources of data, technique of collecting data, checking of trustworthiness and data analysis. The kind of the research was qualitative approach, the research done in SMA Negeri 1 Padangsidempuan, the technique of collecting data that used by researcher were interview, observation, and test.

Chapter four consists of: analysis of discussion and result of the research consist description of comprehending text, the problems of the student in comprehending text and the efforts of teacher to overcome the problems about. In this chapter about result of the research, the problems that faced by students in comprehending text, and how to overcome the problems about.

Finally, chapter five consists of: conclusion and suggestion. The conclusion include the result of the research, the problems that faced by students to comprehending text, and the efforts by English teacher to overcome the problems that faced by students the suggestion include the suggestion researcher to headmaster, English teacher, and the reader.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Review

1. Comprehending Text

a. Concepts of Comprehension in Reading Text

Comprehension is a multiplication affected by various skills.¹ It is stated on Oxford Dictionary by A.S Hornby that comprehension is the ability to understand, or an exercise that train the students to understand a language.² Then, Comprehension is the process by which a person understanding the meaning of written and spoken language clearly.³ Comprehension is making sense out of text.

Successful comprehension involves the readers' discovering meaning needed to achieve the particular purpose get for, or by him. Although word recognition, decoding, and fluency are building blocks of effective reading, the ability to comprehend text is the ultimate goal of reading instruction. Good comprehension is when your eyes reading rate and your minds interpreting rate are almost identical. The key to good comprehension is focus and attentiveness. Comprehension involves concentration and the ability to connect words with ideas. While comprehending the text, the reader wants to communicate with ideas

¹ Wayne Otto, et. al., *How to Teach Reading* (USA: Addison Wesley Publishing Company, 1979), p. 241.

² A. S. Hornby, *Op. Cit.*, p. 263.

³ Muhammad Dahri Pane, "The Correlation Between Summarizing Skill and Reading Comprehension Text Mastery A Study at the XII Grade Students of SMK Negeri 1 Batang Angkola"(Unpublished Script), Universitas Muhammadiyah Tapanuli Selatan, 2010, p. 12.

proposed by the writer. So, comprehension is the ability to understand written and spoken language and prerequisite for acquiring content knowledge and expressing ideas and opinions through discussion and writing.

1) Basic Comprehension processes that work together simultaneously and complement one another:⁴

(1) Microprocessing

Microprocessing refers to the reader's initial chunking of idea units within individual sentences. Chunking involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary.

(2) Integrative processes

Integrative processes are as the reader's progresses through individual sentences, he or she is processing more than the individual meaning units within sentences.

(3) Macroprocesses Ideas

Macroprocesses are better understood and more easily remembered when the reader is able to organize them in a coherent way.

(4) Elaborative processes

Elaborative processes when we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text.

⁴ Janetta K. Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: A Division of Guilford Publications, 2007), p. 8-10.

(5) Metacognitive processes

Metacognitive processes much has been made of the importance of metacognition, that is, thinking about thinking.

For the clear explanation, microprocessing is about the understanding of the word in the text. Then, the integrative process concerns with the reader interpretation of the sentence and context. The next, macroprocesses is the reader ability to get the sequence information. Further, the elaborative process is the reader ability to interference the text with the prior knowledge. The last is metacognitive process is about the reader perception about the ideas.

2) Levels of Comprehensions

Levels of comprehension tell about how far the students understand reading material and which level has been achieved. Then, Mc. Whorter states that to select an appropriate level of comprehension and recall, you might try to clearly define your purpose for reading the material and you will be required to do after you have read the material.⁵ There are four levels of comprehension that must be achieved in reading comprehension, they are:

(1) Literal Comprehension

Literal comprehension involves acquiring information that is directly stated. The basic of literal comprehension is recognizing stated main idea,

⁵ Kathleen T. Mc. Whorter, *Efficient and Flexible Reading* (New York: Harper Collins Publisher, 1992), p. 33.

detailed cause effect and sequence. It is also prerequisite for higher level understanding.

Recognizing stated main ideas, details, causes and effects and sequence is the basis of literal comprehension, and through understanding of vocabulary, sentence meaning, and paragraph meaning is important.

(2) Interpretative Comprehension

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. This level includes inferring main ideas of passages in which the main ideas are not directly stated. Cause and effect relationship when they are not directly stated, referents of pronouns, referents of adverbs, omitted words, detecting mood, detecting the author's purposes in writing, and drawing conclusions.

(3) Critical Comprehension

Critical comprehension involves evaluating written material, comparing the material with known standards and drawing conclusions about their accurately, appropriateness and timeless. Critical comprehension refers to the ability to make judgment about ideas and information a writer offers. Competent reader will measure them against what they already know accepting or rejecting them in whole or part or with holding judgment until confirmation is reached.

(4) Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imaginations.⁶

In addition, Carver in Otto⁷ suggests four levels of comprehension, they are:

(1) Word Level

Before one can understand a complete sentence, one must know the meaning of at least most of the words in the sentence, as they are used in that sentence.

(2) Sentence

The reader must combine the words in the sentence and understand what the whole sentence means. The process of combining is not simply additive. Fluent readers do not read or comprehend one word at time, in a linier fashion, and then add up the meanings. Furthermore, the meaning of a particular sentence, as with a particular word, depends in part on the meanings of the sentences that surround it.

⁶Syafri Ahmad Siregar, "The Comparative Study Between Reciprocal Teaching Strategy and Expository Strategy to Students' Reading Comprehension at Grade X SMA Nurul 'Ilmi Padangsidempuan in 2011-2012 Academic Year"(Unpublished Script), Universitas Muhammadiyah Tapanuli Selatan, 2012, p. 7-8.

⁷ Wayne Otto, *Op. Cit.*, p. 241.

(3) Unit of the Paragraph

Readers comprehend the words and sentences in a paragraph and also develop an understanding of the meaning of the paragraph itself. This third level of reading comprehension, like the other levels, does not involve just one skill. In comprehending a paragraph a reader may identify the main idea, draw an inference, or use the information in the paragraph to determine cause and effect.

(4) Element of Reasoning

Reasoning resembles the critical and creative levels of reading comprehension. This level associated with no particular unit and may involve thinking activities which are not at all associated with literal, implied, or tangential meanings of the prose.

Based on the above definitions, the researcher concludes that the basic comprehension there are five processes that must be understood in order to more easily comprehend the meaning of a text is read, such as microprocessing, integrative process, macroprocesses, elaborative process and metacognitive process. And there are four levels of comprehensions that must be achieved in reading comprehension suggest of syafri ahmad siregar in his thesis, such as; literal comprehension, interpretative comprehension, critical comprehension and creative comprehension. In addition, Carver in Otto suggests four levels of

comprehension, they are; word level, sentence, unit of the paragraph and element of reasoning.

b. Definition of Text

A text is any meaningful linguistic unit in both linguistic context and non linguistic context.⁸ It is stated on Oxford Dictionary by A.S Hornby that text is the main printed part of a book or magazine, not the notes, pictures, etc.⁹ Understanding the text requires both general and close reading, general reading to get the gist have to read encyclopaedias, textbooks or specialist papers and close reading is required, in any challenging text, of the words both out of and in context.¹⁰ Text is transcription of racial mind in order of instructional purposes.¹¹ Based on the above definition, the researcher can conclude that text is meaningful linguistic units in a context or shapes the discourse have communication.

Furthermore, Siahaan and Kisno suggested as follow:

A text is both a spoken text and 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 or poetry or a drama or a lecture, etc. A written text is any meaningful written text. It can be a notice or a direction or an advertisement or a paragraph or an essay or an article or a book, etc. A text refers to any meaningful short or long spoken or written text.¹²

⁸ Siahaan, Sanggam and Kisno Shinoda, *Generic Text Structure* (Pematangsiantar: Graha Ilmu, 2007), p. 1

⁹ A. S. Hornby, *Op. Cit.*, p. 1397.

¹⁰ Peter Newmark, *A Textbook of Translation* (USA: Prentice Hall International, 1988), p. 11.

¹¹ Tarigan, H. G. and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia* (Bandung: Angkasa, 1989), p. 11.

¹² Siahaan, Sanggam and Kisno Shinoda, *Op. Cit.*, p. 1.

So, a text of a language is a text spoken or written in a language. An English text is a text spoken or written in English. A German text is a text spoken or written in German. An Indonesian text is a text spoken and written in Indonesian. A text is spoken or written in any language.

Many kinds of text such as descriptive text, procedure text, narrative text, recount text, news item text, report text and anecdote text. Here, the researcher only discusses descriptive text and narrative text.

1) Descriptive Text

a) Definition of Descriptive Text

It is stated on Oxford Dictionary by A. S. Hornby that description is a piece of writing or speech that says what is like; the act of writing or saying in words what.¹³ Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.¹⁴ Descriptive text is a text that describes the characteristic of a particular thing, a place or a person.¹⁵ Descriptive language uses words that appeal to one or more of your senses. Descriptive words enable you to create a mental or imaginary picture of the object, person, or event being

¹³A. S. Hornby, *Op. Cit.*, p. 357.

¹⁴Siahaan, Sanggam and Kisno Shinoda, *Op. Cit.*, p. 89.

¹⁵Sri Dewi Astuti, *Comparing and Contrasting Descriptive and Report Texts* (Bekashi: Aldhi Aksara Abadi Indonesia), p.1.

described.¹⁶ So, Descriptive text means you describe their colors, shapes, sizes, weight, height, width, density, contents, and so on.

b) Generic Structure of Descriptive Text

Description is a text containing two components that is identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object.¹⁷ Lowes and Clark also explained that the structure of the descriptive text consists of:

- (a) Identification: is writing the name or something, place, picture, city and family with brief description.
- (b) Description : are described parts, qualities, characteristics of thing.¹⁸

So, descriptive text is a text containing two components that are identification and description.

c) Dominant grammatical aspects

- (a) Focus on specific participants
- (b) Use of attributive and identifying processes
- (c) Use of simple present tense¹⁹

¹⁶ Kathleen T. Mcwhorter, *Op. Cit.*, p. 257.

¹⁷ Siahaan, Sanggam and Kisno Shinoda, *Op. Cit.*, p.89.

¹⁸ Lewis and Clark, "Descriptive Text" (<http://www.campusschool.edullofti/primary>, accessed at February 22, 2013 retrieved on 11 pm).

¹⁹ Siahaan, Sanggam and Kisno Shinoda, *Op. Cit.*, p. 91.

(d) Example of Descriptive Text:

Borobudur Temple

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

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

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.²⁰

(e) Generic Structure analysis:

(a) Identification: Identifying the phenomenon to be described in general

Borobudur temple.

(b) Description: Describing the Borobudur temple in parts; eight terraces of Borobudur temple and its characteristics.

2) Narrative text

a) Definition of Narrative Text

It is stated on Oxford Dictionary by A.S Hornby that narrative is a description of events, especially in a novel or the act, process or skill of telling

²⁰Wikipedia, "Borobudur Temple" (<http://en.wikipedia.org/wiki/Borobudur>, accessed at January 22, 2013, retrieved on 10 pm).

a story.²¹ Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.²² Narration focuses on events and actions and is organized using the time order pattern.²³ So, narrative text is a text that tell a story, that something goes wrong and to entertain, amuse, and to deal with actual or vicarious experience in different ways: Narrations deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

b) Generic Structure of Narrative Text

Narration is a text containing five components as orientation, evaluation, complication, resolution, and re-orientation by which a writer amuses, entertain people, and to deal with actual or vicarious experience.

The orientation is the beginning of the text. Its function is to set the scene and introduces the participants. The second is the evaluation. It is a stepping back to evaluate the plight. The third is the complication. This is the place in which a crisis arises. The fourth is the resolution in which the crisis is resolved for better or for worse. The fifth is the re-orientation. It can be optional.

c) Dominant Grammatical Aspect

(a) Focus on specific and usually individualized participants.

²¹A. S. Hornby, *Op. Cit.*, p. 881.

²²Siahaan, Sanggam and Kisno Shinoda, *Op. Cit.*, p. 73.

²³Kathleen T. Mcwhorter, *Op. Cit.*, p. 262.

(b) Use of material processes, (and in this text, behavioral and verbal processes).

(c) Use of relational processes and mental processes.

(d) Use of past tense.²⁴

d) Example of Narrative Text:

Rina's dream

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

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

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

Beowulf went back to his country and became king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men.²⁵

e) Generic Structure Analysis:

(a) Orientation: Once upon a time, there was a horrible monster called Grendel.

²⁴ Siahaan, Sanggam and Kisno Shinoda, *Op. Cit.*, p. 75.

²⁵ Ahmad Doddy, et. al., *English for SMA* (Bandung: Grafindo Media Pratama, 2004), p. 5.

(b) Evaluation : He was half-man and half-monster. He lived in Denmark.

One day he went to the king's castle. The king and his man tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

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

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

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

2. Students' Problems in Comprehending Text

a. Some Problems in Comprehending Text

Students often have difficulty to comprehend the text in books and other reading material that is written at their grade levels. Some problems in comprehending text, they are: word reading (decoding) or difficulty reading multisyllabic words, fluency (accuracy and speed of reading), vocabulary (knowing what the words mean in context) and word knowledge (having sufficient background knowledge to benefit from reading text).²⁶ So, students' problems in comprehending text are decoding, reading multisyllabic, fluency, vocabulary and background knowledge.

b. Some Reason of Students' Problems in Comprehending Text.

Some reason of students' problems in comprehending text. This can occur for several possible reasons:

- 1) The material may be written at a level that is beyond their current independent reading skill level.
- 2) They may have limited prior knowledge about the content being read or have limited vocabulary knowledge. This can lead to confusion during reading and in class discussion about what is being read.

²⁶ Janetta K. Klingner, *Op. Cit.*, p. 6.

- 3) They may not be aware of how the reading material is structured as in the elements of story structure, the organization of the material in a text book, or the characteristics of the genre of literature being read.
- 4) They meaning of sentences and passages may become lost as the reader struggles with the mechanics of reading. This leads to difficulty remembering what was read.
- 5) They may have difficulty determining what information is important in written passages.²⁷

From the above explanation, the researcher found that the students' problems in comprehending descriptive and narrative text are students have limited prior knowledge about the content being read or have limited vocabulary knowledge, students meaning of sentences and passages may become lost as the reader struggles with the mechanics of reading and students have difficulty determining what information is important in written passages. The researcher also found that the students' problems in comprehending descriptive and narrative text at grade X-8 SMAN 1 Padangsidempuan, they are:

- 1) Generic structure, students got confused to comprehend the generic structure of descriptive and narrative text.

²⁷Ann Logsdon, "Understanding Reading Comprehension problems"
(<http://learningdisabilities.about.com/od/readingstrategies/a/Understanding-Reading-Comprehension-Problems.htm>, accessed at February 22, 2013 retrieved on 11 pm).

- 2) Tenses, students don't know what is the tense that used in descriptive and narrative text.
- 3) Vocabulary, students are lack vocabulary. Students don't know what the meaning of the vocabulary in descriptive and narrative text and poor vocabulary made students have problem in comprehending object in descriptive and narrative text.

So, the researcher conclude that the students' problems in comprehending text are word reading, fluency, vocabulary, word knowledge, generic structure and the tense that is used in text.

c. Factors of Difficulties

From explanation above, there are problems that faced by students they are word reading, fluency, vocabulary, word knowledge, generic structure and the tense that is used in text. The problems that faced by students can be caused by 2 (two) factors; the first, internal factor (factors from the self child involve, physiology factors such as healthy, and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve: social factor, such as relationship between child's parents, school environment. So, students problems can be caused by 2 (two) factors; they were internal factor and external factor.

B. Review of Related Findings

Related to this research, some researcher had been done as below: the first, Andika Gultom had done the research about “The Students’ Ability in Comprehending Narrative Text at Grade XI of SMA Negeri 3 Padangsidempuan”. The concluding of his research to the grade XI students of SMA Negeri 3 Padangsidempuan in 2011-2012 academic years in comprehending Narrative text was stated into enough categories. Actually after collecting and analyzing the data, it has known that the score of them was 62, 73.²⁸

The second, Muhammad Dahri Pane had done the research about “The Correlation between Summarizing Skill and Reading Comprehension Text Mastery (A Study at the XII Grade Students of SMK Negeri 1 Batang Angkola)”. The concluding of his research is the XII grade students of SMK Negeri 1 Batang Angkola in 2009-2010 academic years in Summarizing Skill and Reading Comprehension Text were categorized into able”. Actually after collecting and analyzing the data, it has known that the score of them was 70.25.²⁹

The last, Lannora Pratiwi “The Comparative study on the students’ in learning reading comprehension and writing text on the grade VIII at SMP Negeri 1 Sigalangan”. She found that the students’ achievement in reading comprehension at grade VIII students SMP Negeri 1 Sigalangan is categorized

²⁸Andika Gultom, “The Students’ Ability in Comprehending Narrative Text at Grade XI of SMA Negeri 3 Padangsidempuan” (*Unpublished Script*), STAIN Padangsidempuan, 2012.

²⁹Muhammad Dahri Pane, “The Correlation Between Summarizing Skill and Reading Comprehension Text Mastery A Study at the XII Grade Students of SMK Negeri 1 Batang Angkola” (*Unpublished Script*), Universitas Muhammadiyah Tapanuli Selatan, 2010.

into “good”, the mean score of reading comprehension method is 75,06. The students’ achievement in writing text at grade VIII students of SMP Negeri 1 Sigalangan is categorized “enough”, the mean score of writing text is 69,21.³⁰

So, from the above descriptions the researcher concludes that the research show many aspects correlate to reading comprehension. It is also found that the students’ are enough in mastering text. If the above researcher looked the correlation between reading comprehension with summarizing skill and writing text, in this research will look the students’ problems in comprehending text at grade X SMA Negeri 1 Padangsidempuan.

C. Conceptual Framework

Based on the above theoretical description, comprehension is powerful because the ability to construct meaning comes from the mind of the reader. It relates to comprehending text, because the comprehension very needed to comprehend the text. So, comprehending text is the ability to understand the generic structure of text, the tense that is used in text and object. Text is often found in some books but the students still have problems in comprehending text. Text is one of the material English which is taught in junior and senior high school. Every student is expected to comprehend the text. Thus, researcher

³⁰Lannora Pratiwi, “The Comparative study on the students’ in learning reading comprehension and writing text on the grade VIII at SMP Negeri 1 Sigalangan” (*Unpublished Script*), Universitas Muhammadiyah Tapanuli Selatan, 2011.

assumes that with much knowledge about text, so the students' problems in comprehending text especially descriptive and narrative text can be decrease.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Schedule of the Research

This research was conducted at SMA Negeri 1 Padangsidimpuan which location is in Jalan Merdeka No 188 Kota Padangsidimpuan. The researcher chose this location because the researcher has done PPL (Teaching Practice) there. The research had been done from 10 May 2012 up to 08 May 2013.

B. Kinds of the Research

Based on analysis of data, this research has been used qualitative approach. Qualitative research is the research that means to understand the phenomenon about what is the subject research undergone by using natural method.¹ Qualitative approach is used for investigating a variety of educational problems an issue it's used to the terming addescript the way things.² Qualitative approach is based on the data collection and analysis of non numerical data such as observations, interviews, and more other discursive sources of information."³ Based on the method, this research has done descriptive method. The descriptive method is a kind of method used in the research. Descriptive method is a research

¹Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2009), p. 126.

²L.R. Gay and Peter Airasian, *Educational Research: Compenties for Analysis and Application* (USA: Prentice Hall Incorporate, 2000), p. 56.

³*Ibid.*, p. 9.

want to describe objects.⁴ Descriptive research is a descriptive study determines and describes the way things are. It may also compare subgroups such as males and females or experienced and experienced teachers view issues and topic”.⁵

So, kind of this research is qualitative approach with used descriptive method. Descriptive this method has done to describe students’ problems in comprehending text at grade X SMA Negeri 1 Padangsidempuan.

C. Informant of the Research

In this research, all of the data were taken from 2 (two) sources, they are primary source of the data is the students as the informant of this research was 32 students of grade X-8. The secondary source is the English teacher and the headmaster.

D. Technique of Data Collecting

The key instrument of this research is the researcher herself. The researcher took the data by herself and meets the head master, students and the teacher to collect the data valid. Based on the source of data, the instrument of collecting data that used by researcher as follows:

a. Observation

Observation is a technique of collecting data to again in sight on understanding the natural environment as lived by the participants.⁶ This

⁴Sukardi, *Metode Penelitian Pendidikan, Kompetensi dan Prakteknya* (Jakarta: Bumi Aksara, 2003), p. 157.

⁵*Op. Cit.*, p. 275.

observation is used to know how the situation of the school, condition of the school, and the facilities of the school.

b. Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁷ In this research, the researcher does interview directly with the Headmaster to know about situation, condition and facilities of school and to know why the students of SMA Negeri 1 Padangsidimpuan especially at grade X-8 have problem in learning English. Asks English teacher to know about the students' problems in comprehending descriptive and narrative text and to know what are the English teacher efforts in overcoming students' problems in comprehending descriptive and narrative text. The researcher also does interview with the students to know students' problems in comprehending text and to know students' efforts in overcoming students' problems in comprehending descriptive and narrative text.

c. Test

In order to gather the data accurately on students' problems in comprehending text, the researcher gives a writing test. Test is some question to get information that pointed understanding the text. Appropriate with the instrument of this research, the researcher wants to know the students' problems in comprehending text. In writing test, the material is about text are: descriptive

⁶*Ibid.*, p. 212.

⁷*Ibid.*, p. 219.

text and narrative text. In writing test, the students answer twelve multiple choice. So, the item consists of 20 items. The time allocated for the test is 2 x 45 minutes. Every number have 5 score. So, total of score is 100. The indicator can be seen as follow:

Table 1:
Indicators of the Test

No	Indicators	Sub Indicators	Item	Number Item	Score
1	Students are able to comprehend the text: a. Descriptive text	- finding object	4	1,2,5,6	5
		- finding meaning of vocabulary	2	3,8	5
		- finding identification from text	2	4,10	5
		- finding description from text	1	9	5
		- finding tenses of text	1	7	5
		2	b. Narrative text	- finding object	2
- finding meaning of vocabulary	2			19,20	5
- finding orientation from text	1			13	5
- finding evaluation from text	1			14	5
- finding complication from text	1			15	5
- finding resolution from text	1			16	5
- finding Re-orientation from text	1			17	5
- finding tenses of text	1			18	5
Total			20	20	100

Test result that obtained is interpreted to the table criteria score interpretation table 2.

Table 2
Criteria Score Interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very high ⁸

E. Checking of 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. To reduce the bias of the data, and to improve the validity of the data collected, Gay suggested several strategies as follows:⁹

1. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses.
2. Include additional participants to broaden the representativeness 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.
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 filed notes.

⁸Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005), p. 89.

⁹*Ibid.*, p. 225.

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 participant responds similarly to a personal question asked on three different occasions.

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

F. Analysis data

After collecting data, the researcher analyzed them by using some steps.

They were:

1. Editing data, it was done to arrange systematically.
2. Reduction of the data, it was done to seek the uncomplete data and be side unnecessary.
3. Tabulation of the data, it was done to account and give the score to students answer through the test and take on the table that consist of alternative answer, frequency any percentage those all, to obtain the percentage of the students' answer and put them on the table by using the formula:

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

Explanation:

F : Frequency

N : Sum of the sample

P : Percentage¹⁰

4. Description of data was done to describe or interpretative data have been collected systematically.
5. Taking conclusion, it was done to conclude the discussion solidly and briefly.¹¹

So, from the explanations above that the researcher analyzed the result of the test with meant score, the researcher interviews the English teacher and some of students, the researcher arrange the data systematically and concluding of the research descriptively.

¹⁰Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 40.

¹¹Lexy J Moleong, *Op. Cit.*, p. 247.

CHAPTER IV

THE RESULT OF RESEARCH

A. Findings

1. General Findings

The research was conducted in SMA Negeri 1 Padangsidimpuan which address is in Jalan Merdeka No. 188 Kota Padangsidimpuan. Based on an observation and interview to the headmaster about situation, condition and facilities of the school, it was looked the location of this school is very strategic because this school stood in the centre of society. So, the other society gets easy to reach it. This school has some equipments and facilities as follows: SMAN 1 Padangsidimpuan has 19 classrooms, the grade X was 8 rooms, the grade XI was 6 rooms, and the grade XII was 5 rooms. There are some facilities in this school, such as: 1 teacher office, 1 headmaster office, 1 administration office, 2 bathrooms, 1 library, 1 mosque, 3 laboratories and 1 volley ball court.

In this research, the students that made as participant were the entire grade X-8 in SMAN 1 Padangsidimpuan. The sum of them was 32 students, 15 students were boys and 17 students were girls. The sum of the teachers in SMAN 1 Padangsidimpuan there are 51 teachers, the sum of English teachers was 4 teachers.¹ (See appendix II)

¹ Drs. H. M. Irsyad Hasibuan, *Private Interview*, Headmaster Office, 25th March 2013.

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 Data Description of the Students' Ability in Comprehending Descriptive and Narrative Text at Grade X-8 SMA Negeri 1 Padangsidempuan

1) Interview Result

a) English Teacher

Based on an interview to the English teacher, Masnawati said that the students' ability in comprehending descriptive and narrative text especially at grade X-8 is enough because from 32 students, about 10 students can comprehend descriptive and narrative text well.² So, students' ability in comprehending text is enough.

b) Students

Based on an interview to the students, Aulia Mulqi said that his ability in comprehending descriptive and narrative text is enough because he had problem in comprehending descriptive text.³ Next, Ira Aryanti said,

² Masnawati, English Teacher in SMA Negeri 1 Padangsidempuan, *Private Interview*, Teacher Office, 25th March 2013.

³ Aulia Mulqi, *Private Interview*, Students of SMAN 1 Padangsidempuan, 25th March 2013.

her ability in comprehending descriptive and narrative text is enough because she had problem in comprehending narrative text.⁴

Beside, Raja Akbar Rahman said, his ability in comprehending descriptive and narrative text is enough because he doesn't know the formula of simple present tense and past tense that is used in text.⁵ Further, Rosalina Putri said, her ability in comprehending descriptive and narrative text is enough because she didn't know the meaning of vocabulary in the text.⁶

Thus, students' ability in comprehending descriptive and narrative text is enough because students' have problems involve: students can't comprehend the generic structure of descriptive and narrative text, students don't know the formula of tense that is used in text and students don't know the meaning of vocabulary in descriptive and narrative text.

2) Test Result

Based on the result of the test given to respondents, it can be known that the score of the respondents was between 20 up to 85. It means that the highest score gotten by respondents was 85, the lowest score was 20. The means score (59.06). It can be seen on the table below:

⁴ Ira Aryanti, *Private Interview*, Students of SMAN 1 Padangsidempuan, 25th March 2013.

⁵ Raja Akbar, *Private Interview*, Students of SMAN 1 Padangsidempuan, 25th March 2013.

⁶ Rosalina Putri, *Private Interview*, Students of SMAN 1 Padangsidempuan, 25th March 2013.

Table 3
Score Students

Means Score	: 59,06
Highest Score	: 85
Lowest Score	: 20

Based on the calculating score (see appendix IV) an analysis of students' ability in comprehending text at grade X SMAN 1 Padangsidimpuan was 59.06%, it can be categorized into enough category.

b. The Data Description of Students' Problems in Comprehending Descriptive and Narrative Text at Grade X-8 SMA Negeri 1 Padangsidimpuan

1) Interview Result

a) Head Master

Based on an interview to the headmaster, the headmaster said:

The students of SMAN 1 Padangsidimpuan had problems in learning English, especially at grade X-8 students of SMAN 1 Padangsidimpuan, students' ability in English were low. Students don't have motivation to study English. Students were lazy and boring to study English, it made students have low score in English.⁷

⁷ Drs. H. M. Irsyad Hasibuan, *Op. Cit.*

The Head Master said that the students of SMAN 1 Padangsidimpuan had problems in learning English because the head master is always making observation in students' learning. Based on the result of interview with the Head Master, it can be concluded that the students of SMAN 1 Padangsidimpuan had problems in learning English, especially at grade X-8 students of SMAN 1 Padangsidimpuan.

b) English Teacher

Based on an interview to the English teacher, Masnawati said that:

There are some problems that usually faced by students in comprehending text, such as the students can't comprehend the generic structure of text, students confused of it because the generic structure every text can't same. Student also face problem in tense that is used in descriptive and narrative text.⁸

Further, Masnawati said "students also had poor vocabulary, because students felt difficulty when learning about text, because students don't know what the meaning of the vocabulary and with poor vocabulary the student also face problem in comprehending text."⁹

Thus, based on the result of interview with the English teacher and observation about students' problems in comprehending text, it can be concluded that the students had poor knowledge about generic structure of

⁸ Masnawati, *Op. Cit.*

⁹ *Ibid.*

text especially descriptive and narrative text, and with poor knowledge about vocabulary and tense that is used in descriptive and narrative text.

c) Students

Based on an interview to the students at grade X-8 SMAN 1 Padangsidimpuan about students' problems in comprehending text, Aulia Mulqi said, he had problem in comprehending descriptive text because he can't comprehend the generic structure of descriptive text. He didn't know which one is identification and description in descriptive text.¹⁰ Next, Ira Aryanti said, she had problem in comprehending narrative text because she can't comprehend the generic structure of narrative text.¹¹

Beside, Raja Akbar Rahman said, he had problem in comprehending descriptive and narrative text because he doesn't know the formula of simple present tense and past tense that is used in text.¹² Further, Rosalina Putri said, she had problem in comprehending descriptive and narrative text because she didn't know the meaning of vocabulary in the text.¹³

Thus, students' problems in comprehending descriptive and narrative text have variation, students' problems involve: students can't comprehend the generic structure of descriptive and narrative text,

¹⁰ Aulia Mulqi, *Op. Cit.*

¹¹ Ira Aryanti, *Op. Cit.*

¹² Raja Akbar, *Op. Cit.*

¹³ Rosalina Putri, *Op. Cit.*

students don't know the formula of text and students don't know the meaning of vocabulary in descriptive and narrative text.

2) Test Result

As stated at the previous chapter that the instrument of this research was test. In this case, the students were asked to answer the questions about comprehending descriptive and narrative text. Based on the result of the test given to respondents, it can be seen that score of respondents between 20 up to 85. It means that the highest score gotten by respondent is 85 and the lowest score is 20. The description of grade X-8 students of Sekolah Menengah Atas Negeri 1 Padangsidimpuan in comprehending text about the question No: 1, 2, 5, 6, 11, 12 the test is about finding the object from description of the Tiger, Borobuduer Temple and Rina's Dream, students do not know to find the object from text because the students do not know the meaning of text. It made students have problems in comprehending descriptive and narrative text.

Next, the test number 3, 8, 19 and 20 the test is finding meaning of vocabulary from description of the Tiger, Borobuduer Temple and Rina's Dream, students confuse to find the meaning of words in text because students lack vocabulary. So, lack vocabulary made the students have problems in comprehending descriptive and narrative text.

Further, the test number 4, 10 and 9 the test is about generic structure of descriptive text, students lack knowledge about generic structure of descriptive text because the students do not know which one is identification and description. Lack knowledge about generic structure of descriptive text made the students have problems in comprehending descriptive and narrative text.

Then, the test number 13, 14, 15, 16 and 17 the test is about generic structure of narrative text, students lack knowledge about generic structure of narrative text because the students do not know which one is orientation, evaluation, complication, resolution and re-orientation. It made the students have problems in comprehending descriptive and narrative text.

The last, the test number 7 and 18 the test is about finding tense that is used in descriptive and narrative text, students do not know what is the tense that is used in descriptive and narrative text because the students do not know what is the formula of tense that is used in descriptive and narrative text. It made the students have problems in comprehending descriptive and narrative text.

From above questions that given to the students, there are problems in comprehending descriptive and narrative text such as; students do not know to find the object, students confuse to find the meaning, students lack knowledge

about generic structure and students do not know what is the tense that is used in descriptive and narrative text.

c. The Data Description of English Teacher Efforts to Overcome the Problems in Comprehending Descriptive and Narrative Text at Grade X-8 SMA Negeri 1 Padangsidempuan

Based on an Interview to the English Teacher

Masna Wati said that: to anticipate the problems of students in comprehending text the English teacher often repeat the lesson until the students comprehend about the lesson. English teacher explaining clearly about generic structure, social function, the tense that used in text and what is the different between generic structure of descriptive and narrative text.¹⁴

In comprehending descriptive and narrative text, to anticipate problems faced by students in learning descriptive and narrative text the English teacher explain to students what is generic structure of descriptive and narrative text, how to determine generic structure that used in text, what is the social function of descriptive and narrative text, and what is the tense that is used in descriptive and narrative text, the English teacher overcome the poor vocabulary of students, English teacher asked to students to know 15 vocabularies by heart and the meaning, before English teacher gave the lesson, the teacher asked the students randomly.

¹⁴Masnawati, *Op. Cit.*

So, based on interview with the English teacher, it can be concluded that to anticipate the students' problems in comprehending text, the English teacher must often repeat the lesson and English teacher must explaining the lesson clearly. Students had poor vocabulary, to overcome the poor vocabulary the English teacher must asked to students to know 15 vocabulary by heart before English teacher gave the lesson.

According to researcher opinion, the English teachers' strategy in teaching descriptive and narrative text is good, because in learning descriptive and narrative text the English teacher must explain clearly, and about the English teacher asked to students to know 15 vocabularies by heart is very good, because all of the students can be motivated to remember the vocabulary.

d. The Data Description of students Efforts to Overcome the Problems in Comprehending Descriptive and Narrative Text at Grade X-8 SMA Negeri 1 Padangsidimpuan

Based on an interview to the students at grade X-8 SMAN 1 Padangsidimpuan, Aulia Mulqi said that he will study hard until his problem in comprehending descriptive text can be resolved.¹⁵ Next, Ira Aryanti said that she will repeat the lesson until her problem in comprehending narrative text can be decrease.¹⁶ Beside, Raja Akbar Rahman said that he will deepen knowledge about

¹⁵Aulia Mulqi, *Op. Cit.*

¹⁶Ira Aryanti, *Op. Cit.*

tenses.¹⁷ Further, Rosalina Putri said that she will learn by heart 50 vocabularies every week.¹⁸

So, students' efforts to decrease students' problems in comprehending descriptive and narrative text were study hard, repeat the lesson, deepen knowledge about tenses and learn by heart 50 vocabularies every week.

e. The Result of Triangulation

Based on the triangulation by composite test result, interview result to English teacher and interview result to students, it can be concluded that the students have problems in comprehending descriptive and narrative text, the students did not comprehend generic structure of descriptive and narrative text, the students didn't know the tense that is used in descriptive and narrative text and lack vocabulary and it made the students faced problems in comprehending descriptive and narrative text. So, the data that obtained were true based on result of triangulation, the result of three sources were same.

B. Discussion

After analyzing the data collected, it was found that the students' problems in comprehending descriptive and narrative text at grade X SMAN 1 Padangsidempuan can be categorized into enough categories. It can be known from the calculating score (see appendix IV) that comprehending descriptive and

¹⁷Raja Akbar, *Op. Cit.*

¹⁸Rosalina Putri, *Op. Cit.*

narrative text at grade X-8 was 59.06%. Based on gave the test to the students, almost all of the students got low score, it can be seen from the students' score.

Further, based on an interview to students, there are some problems that faced by students in comprehending descriptive and narrative text, such as: the students can't comprehend generic structure of descriptive text, students confused of determining which one is identification and description and also in narrative text, students confused of determining which one is orientation, evaluation, complication, resolution, and re-orientation. Students also faced problems to comprehend the tense that is used in descriptive and narrative text. Based on an interview to English teacher, the researcher has found the same answer. The students faced problems in comprehending descriptive and narrative text because the students also had poor vocabulary, it made students have problem to comprehend descriptive and narrative text well.

While according to research done by Andika Gultom about the students' ability in comprehending narrative text at grade XI of SMA Negeri 3 Padangsidimpuan that the result of his research can be categorized into enough categories.¹⁹ Beside, according to research done by Muhammad Dahri Pane which the title about the correlation between summarizing skill and reading comprehension text mastery (a study at the X grade students of SMK Negeri 1 Batang Angkola) the result of his research can be categorized in to able

¹⁹ Andika Gultom, "The Students' Ability in Comprehending Narrative Text at Grade XI of SMA Negeri 3 Padangsidimpuan" (*Unpublished Script*), STAIN Padangsidimpuan, 2012.

category.²⁰ While, according to research done by Lannora Pratiwi which the title about the comparative study on the students' in learning reading comprehension and writing text on the grade VIII at SMP Negeri 1 Sigalangan that the result of her research can be categorized in to good category.²¹ The findings of this research can be categorized in to enough categories. So, that is give that the students reading comprehension is enough, because in writing test about descriptive and narrative text many students can't comprehend what is the meaning of text.

The researcher found the same factors as Muhibbin Syah said that the learning difficulties can be caused by 2 (two) factors; they were: the first, internal factor (factors from the self child involve, physiology factors such as healthy, and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve: social factor, such as relationship between child's parents, school environment.²²

The researcher said that the learning difficulties can be caused by to anticipate the learning difficulties, the English teacher often repeat the lesson until the students comprehend about the lesson. English teacher must explain clearly about generic sturcture, how to determined it, what is the tense that used in

²⁰Muhammad Dahri Pane, "The Correlation Between Summarizing Skill and Reading Comprehension Text Mastery A Study at the XII Grade Students of SMK Negeri 1 Batang Angkola" (*Unpublished Script*), Universitas Muhammadiyah Tapanuli Selatan, 2010.

²¹Lannora Pratiwi, "The Comparative study on the students' in learning reading comprehension and writing text on the grade VIII at SMP Negeri 1 Sigalangan" (*Unpublished Script*), Universitas Muhammadiyah Tapanuli Selatan, 2011.

²²Muhibbin Syah, *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2008), p. 182-184.

descriptive and narrative text to overcome the poor vocabulary of students, English teacher must asked to students to know 15 vocabularies by heart and the meaning.

According to researcher opinion, the English teachers' strategy in teaching descriptive and narrative text is good, because in learning descriptive and narrative text the English teacher must explain clearly, and about the English teacher asked to students to know 15 vocabularies by heart is very good, because all of the students can be motivated to remember the vocabulary.

C. The Threats of The Research

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

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the researcher took the 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.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the result of interview, observation, and test done by the researcher, the researcher took the conclusions as follow:

1. The students' ability in comprehending descriptive and narrative text at grade X-8 SMAN 1 Padangsidempuan can be categorized into enough categories, because students' score is 59.06%.
2. The problems that faced by students' comprehension towards descriptive and narrative text were: students do not know to find the object, students confuse to find the meaning, students lack knowledge about generic structure and students do not know what is the tense that is used in descriptive and narrative text.
3. The English teacher efforts to anticipate the students' problems in comprehending descriptive and narrative text were the English teacher often repeat the lesson until the students comprehend about the lesson. English teacher explaining clearly about object, generic structure, the tense that is used in descriptive and narrative text, the English teacher overcome the poor vocabulary of students, English teacher asked to students to know 15

vocabularies by heart and the meaning, before English teacher gave the lesson, the teacher asked the students randomly.

4. The students' efforts to anticipate the students' problems in comprehending descriptive and narrative text were study hard, repeat the lesson, deepen knowledge about tenses and learn by heart 50 vocabularies every week.

B. Suggestions

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

1. To headmaster of SMAN 1 Padangsidimpuan, to motivate the English teacher to decrease teachers' problems in teaching English.
2. To the English teacher, to motivate the students to decrease students' problems in comprehending text especially in comprehending descriptive and narrative text.
3. To the readers especially English learners, to decrease their problems in comprehending descriptive and narrative text.

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Bapak/Ibu
1. Eka Sustrri Haridah, M.Pd
2. Zainuddin, S.S.,M.Hum
di -
Padangsidimpuan

alamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji Akademik Judul Skripsi, telah ditetapkan judul skripsi mahasiswa di bawah ini sebagai berikut:

Nama : MASLAN MARITO SMR
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Jurusan / Prog.studi : **Tarbiyah/TBI-2**
Judul Skripsi : **"STUDENTS' PROBLEMS IN COMPREHENDING TEXT AT GRADE X SMA NEGERI 1 PADANGSIDIMPUAN"**

Berdasarkan musyawarah Jurusan Tarbiyah, judul tersebut dapat diterima sebagai judul Skripsi, untuk diharapkan kepda Bapak/Ibu membimbing mahasiswa tersebut dalam penulisan proposal sekaligus ampurnaan judul bila diperlukan.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak / Ibu, kami ucapkan terima kasih.

alamu'alaikum Wr. Wb.

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Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Padangsidempuan menerangkan bahwa :

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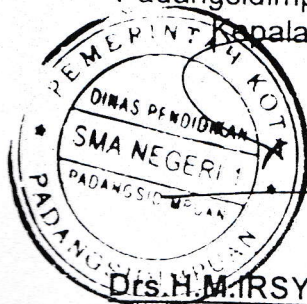
Benar bahwa yang bersangkutan telah mengadakan Penelitian di SMA Negeri 1 Padangsidempuan mulai Bulan September 2012 s/d Januari 2013 yang berhubungan dengan SKRIPSI dengan Judul :

“Students’ Problems In Comprehending Text At Grade X SMA Negeri 1 Padangsidempuan “.

Hal ini dilaksanakan sesuai dengan Surat Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidempuan Nomor : Sti.14/ I.B.4/PP.00.9/296/2013, 4 Maret 2013.

Demikian Surat Keterangan ini disampaikan untuk dapat dipergunakan seperlunya.

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