



THE STUDENTS' READING COMPREHENSION
OF THE SECOND YEAR MLC MUHAMMADIYAH 22
PADANGSIDIMPUAN

A THESIS

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

Written By :

WALIDAH SOFYAN SIREGAR
Reg. No. 16 203 00057

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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To :
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Appendix : 8 (Eight) Exemplars

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belongs to WAIDAH SOFYAN SIREGAR, entitled "*The Students' Reading Comprehension of the Second Year MTs Muhammadiyah 22 Padangsidempuan*", we assume that the thesis has been acceptable to complete the assignment and fulfill for the degree of Islamic Educational Scholar (S.Pd) in English, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hoped she could be defend her thesis in Munaqosyah. That is all and thank you for the selection.

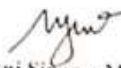
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Thesis : **THE STUDENTS' READING COMPREHENSION
OF THE SECOND YEAR MTs. MUHAMMADIYAH 22
PADANGSIDIMPUAN**
Written By : WALIDAH SOFYAN SIREGAR
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ABSTRACT

This research is talking about the students' reading comprehension of the second year MTs. Muhammadiyah 22 Padangsidempuan. The problems of this research are the students were seldom to do reading activity, the students are lack of vocabulary and motivation in reading, seldom to practice or repeat at home, and lack of attention about the important of reading, because of the problems make them still confused to determine the main idea from the text. The purpose of this research was to know the students' reading comprehension of the second year MTs. Muhammadiyah 22 Padangsidempuan.

This research employed descriptive quantitative research. The population of this research is grade VIII MTs. Muhammadiyah 22 Padangsidempuan. The total of population was one class. Then, the sample of the research was all the population at grade VIII. It was taken total sampling. To collect the data, researcher used test for measuring students' reading comprehension ability. To analyze the data, the researcher used mean scores or the average scores. After the researcher gets the data, it would enter in test hypothesis with Z-test.

Based on the result of the research, researcher got the description of the data was found that mean score was 56.76. It means that the students' reading comprehension of the second year MTs. Muhammadiyah 22 Padangsidempuan was categorized into enough ability. Then, from the result of the hypothesis testing, the researcher found that $Z_{\text{count}} = -3.57 < Z_{\text{table}} 0.3264$. It means the hypothesis was rejected. Thus, the result of mean score the students' ability in enough ability and actually it should be accepted hypothesis, but based on the result of that score it is rejected. So, maybe there is a mistake in instrument or in calculation.

Key Words: *Reading Comprehension, Descriptive Text.*

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ABSTRAK

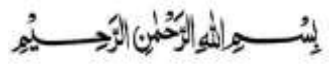
Penelitian ini membahas tentang pemahaman siswa pada tahun kedua MTs. Muhammadiyah 22 Padangsidempuan. Permasalahan dalam penelitian ini yaitu peserta didik jarang melakukan aktivitas membaca, kurangnya kosakata dan motivasi peserta didik dalam membaca, jarang berlatih dan mengulang di rumah, kurangnya perhatian tentang pentingnya membaca, karena permasalahan tersebut membuat mereka bingung dalam menentukan ide pokok dalam teks. Tujuan dalam penelitian ini untuk mengetahui pemahaman membaca siswa tahun kedua MTs. Muhammadiyah 22 Padangsidempuan.

Penelitian ini melakukan penelitian deskriptif kuantitatif. Populasi dalam penelitian ini yaitu kelas VIII MTs. Muhammadiyah 22 Padangsidempuan. Jumlah seluruh populasi yaitu 1 kelas. Kemudian sampel dalam penelitian ini adalah semua populasi pada kelas VIII. Penelitian menggunakan total sampling untuk mengumpulkan data, peneliti menggunakan test untuk menghitung kemampuan pemahaman membaca peserta didik. Untuk menganalisis data, peneliti menggunakan mean score atau nilai rata-rata. Setelah peneliti memperoleh data, akan dimasukkan dalam uji hipotesis yaitu uji Z.

Berdasarkan hasil penelitian, peneliti memperoleh deskripsi data yang ditemukan bahwa *mean score* 56.76. Kemampuan membaca siswa pada tahun kedua MTs. Muhammadiyah 22 Padangsidempuan dikategorikan ke dalam *enough ability*. Kemudian dari hasil uji hipotesis, peneliti menemukan $Z_{hitung} = -3.57 < Z_{tabel} 0.3264$. Itu berarti bahwa hipotesis ditolak. Sehingga hasil *mean score* dari kemampuan siswa adalah *enough ability* dan seharusnya hipotesisnya diterima, tapi berdasarkan hasil dari skor tersebut hipotesis ditolak. Jadi, mungkin ada kesalahan pada instrumen atau dalam perhitungannya.

Kata Kunci: *Reading Comprehension, Descriptive Text.*

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This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidimpuan (IAIN Padangsidimpuan) as partial fulfillment of the requirement for degree strata 1 (S1).

In writing this thesis, the researcher found various difficulties. Fortunately, the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

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Nothing in the world is perfect, the researcher realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Last but not least, the researcher just wants to say thank you very much for their helping. May Allah bless them and the researcher hope this thesis useful for all.

Padangsidempuan, 19 Juni 2020
Researcher

WALIDAH SOFYAN SIREGAR
Reg. No. 16 203 00057

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the skills that very important in teaching and learning English. Reading is not only important for teaching and learning English, but also important in life such as read Al-Qur'an and others book that give knowledge. It is one of skills that students should learn and care of. Reading is more beneficial to them during their study because it enables them to acquire many things about the knowledge of language and to understand different subject areas.

Reading is the way to get information from something that was written, to obtain information and to improve the science and knowledge. By reading, it will be easier for students to interpret language, and make students able to find every message of the text. Then, "reading is bringing meaning to and getting meaning from printed or written material".¹ So, reading is a process to understand a text because there is a transaction between the text and the reader.

The reasons of the students' reading in the classroom is to get the information. According to Beatrice S. Mikulecky and Linda Jeffries state that reading is an important way to improve language skills, help the students to learn

¹Siti Nurhamidah, Syahid Muammar Pulungan, and Eka Sustri Harida, "The Analysis of Teachers' Strategies in Teaching Reading Comprehension At SMAN 2 Padang Bolak," *Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 4, no. 2 (2018): p. 303, <https://jurnal.iain-padangsidempuan.ac.id/index.php/TZ/>.

to think in English, can enlarge English vocabulary, can improve students' writing, and is a good way to find out about new ideas, facts, and experiences.² It means that reading is very important to improve students' language skills in English. Through reading, students are able to read English text effectively and efficiently.

Reading comprehension is a good way to develop and understand what have been read from the text. In reading comprehension, the students are not only understanding ideas, but also recognizing the relationships and structures among ideas. In reading comprehension, the students should have the particular purpose of their mind before they interact with the text. It means the students need to learn and have the background knowledge about the text that they will read. So, the students get the information and message from the written text that they have read.

Based on the reason above, reading is important because it can improve the science or knowledge and also give pleasure. It is undeniably that reading is necessary for everybody in variety of purpose and needs. It means by reading students get the information and knowledge and understanding English.

Reading involves two skills, receptive and active skill. First, receptive skill refers to the fact that readers have to infer meaning, using their knowledge. Receptive means that the reader receives input from a writer. The readers rarely

²Beatrice S. Mikulecky and Linda Jefries, *More Reading Power* (United States of America: Longman, 1996), p. 1.

have opportunity to question the author about what he/she really had in mind when writing a text. Second, reading as active skill, which a reader finds a reading passage interesting. His/her mind is fully engaged in trying to understand the reading material.

From both of the reading skill show us that in reading needed that namely comprehension to understand the text. To comprehend, the reader must have a wide range of capacities and abilities. The students also must be able to read and catch some paragraph message or information from the text. One of the way to measure the students' comprehension from the text is by asking them some question about the paragraph from the text given. If the students can answer the question well, it can conclude that they can catch the message from the text. If the students can't answer the question , it can conclude that they can't catch the message from the text.

Today, almost all students only read but did not comprehend the content of the text. Based on interviewbetween researcher and the students in MTs. Muhammadiyah 22 Padangsidempuan, it was known that there are some problems that made students' reading comprehension was not perfect. There were so many students can't reading well when students were asked to do reading activity.

The First, the students were seldom to do reading activity in the school moreover in the house and made them still confused to determine the main idea

from the text.³Whereas, to make students comprehend in reading, the students should have many times to do reading activity. When the students tried to catch the content of the text in learning process, the students were difficult to do it. It caused the students were seldom to do reading activity.

The Second, they were seldom to repeat the material at home.⁴It is not meaningful if the students not repeat it anymore. So, the students still have low ability in reading comprehension and everything that had been learned by them will be lose and not develop.

Based on the problems above, the researcher was interesting to know how the reading comprehension of students when reading descriptive text. So, the researcher decided to analyze the students' reading comprehension in Descriptive Text. Then, the researcher applied it through the title "*The Students' Reading Comprehension of the Second Year MTs. Muhammadiyah 22 Padangsidempuan.*"

B. Identification of the Problem

Based on the background above the researcher identified the problems of the students' reading comprehension, students were seldom to do reading activity, the students are lack of vocabulary and motivation in reading, seldom to practice or repeat at home, and lack of attention about the important of reading, and they were also still confused to determine the main idea from the text.

³ Dea Marissa Harahap, *Private Interview to the Students of MTs.Muhammadiyah 22 Padangsidempuan*, (Padangsidempuan: MTs.Muhammadiyah 22 Padangsidempuan, 19 October 2019).

⁴Rika Annisa, *Private Interview to the Students of MTs.Muhammadiyah 22 Padangsidempuan*, (Padangsidempuan: MTs.Muhammadiyah 22 Padangsidempuan, 19 October 2019).

C. Limitation of the Problem

Based on the identification of the problem above, there were many problems that were found in reading comprehension of descriptive text. In this research, the researcher was focused on students' ability in understanding reading comprehension to determine the main idea from the text. In short, the researcher focused on students' ability in reading comprehension especially in descriptive text of the second year MTs. Muhammadiyah 22 Padangsidempuan.

D. Formulation of the Problem

To make the problems clearly in this research, the researcher formulated them as follow:

“How is the students' ability in reading comprehension of the second year MTs. Muhammadiyah 22 Padangsidempuan?”

E. Purpose of the Research

The purpose of this research is to know the students' ability in reading comprehension of the second year MTs. Muhammadiyah 22 Padangsidempuan

F. Significances of the Research

The researcher hope this research can be useful the research, and will be something worthwhile as follow:

1. The result can be used to students as input to add knowledge in reading comprehension which is in this opportunity use descriptive text.
2. To English teachers, as a tool compare students in determine the topic, the main idea, give the conclusion, and identify the information from the text in

students' reading comprehension of the second year MTs. Muhammadiyah 22 Padangsidempuan.

3. For headmaster, to give suggestion to English teacher to improve learners' ability in English, especially to determine the topic, the main idea, give the conclusion, and identify the information from the text in descriptive text.
4. For reader or the researcher, as references for the next researcher in some problems and for the other writers in conducting further researcher in the same topic.

G. Definition of Key Terms

Based on before explanation, the writer has conveyed some theory of each key terms. Therefore, writer can conclude the key terms as follow:

1. Reading

Reading is a receptive skill, that there is a transactional between reader and writer. Reading also is an active process of constructing meaning of words.

2. Reading Comprehension

Reading comprehension is the process to understand what have been read and get the information from the text. Reading comprehension also is an activity to get the meaning or message from written text. Comprehension of text depends on 2 main things, reader and what they read. Students have to comprehend the text if they can explain the main point of the text, and also

they can make connection between the new information they get after reading and their prior knowledge.

So, my title in this research is “THE STUDENTS’ READING COMPREHENSION OF THE SECOND YEAR MTs. MUHAMMADIYAH 22 PADANGSIDIMPUAN”. This title means to show the students’ reading comprehension of grade VIII. The students is tested by using multiple choice of descriptive text with 20 items. In this research, the students would find some of the hard question because they have to be concentration of the text.

H. 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 I, it consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significances of the research, and outline of the thesis.

Chapter II, it consists of the theoretical description, related findings. In theoretical review consists of students’ reading comprehension and descriptive text. Related finding consists of some findings that are done by other researcher in the same research.

Chapter III, it consists of research methodology which consists of time and place of the research, method of the research, research design, sources of data collection, technique of data analysis.

Chapter IV, it consists of the result of the research taking about the analysis of data, the result of the research. This chapter consist of data description of the result.

Finally, in chapter V consists of conclusion that is giving conclusion about the result of the research and suggestion that give suggestion to the students and teachers by researcher.

CHAPTER II

THEORETICAL DESCRIPTION

I. Literature Review

1. Definition of Ability

Ability is a quality or state being able, power to perform, whatever to perform, whatever physical moral intellectual, conventional or legal capacity, skill or competence in doing, sufficiency of strength, skill, resource. Ability is a natural tendency to do something successful or well.⁵ Mariam says that “the ability is a quality or being able, especially in physical, mental or legal power to perform”.⁶ The ability means the quality or capacity of being able to do something well. As said by Hornby, the definition of ability such as, “ability is:

- a) Capacity or power to do something physical and mental.
- b) Cleverness, intelligence.
- c) Special natural power to do something well that talent.⁷

Based on explanation above ability is quality to makes students be able to do something, students can be easy to understand what they do and the students have intelligence well.

⁵Trianto, *Definition of Ability*, (<http://www.brainyquote.com/words/ab/ability126113.html>). retrieved on 5:57 PM (2020).

⁶Webster A Mariam, *Webster's Collegiate Thesaurus* (USA: Massa Chusettes, 1976). p. 33

⁷Hornby A.S, *Oxford Advance Learner's Dictionary of Current English* (New York: Oxford University Press, 2000). P .38

According to Douglas Brown, the word “ability” has three meanings, they are:⁸

- a) Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b) Capacity is potential ability and can be measured by the individual’s capacity.
- c) Aptitude is quality and can be expressed by especially training.

So ability is the student’s potential that can be used to measure or to know the individual’s capacity and also can be expressed by training.

2. Reading Comprehension

a. Definition of Reading

Reading is an activity by giving the response to understand the text using the background knowledge of the readers. According to Stoller and Grabe “reading is the ability to draw the meaning from the printed page and interpret this information appropriately”.⁹Reading is the skill of the reader or a group of reader to interpret information transferred by a writer.¹⁰ Both of opinions mean that reading is the process to get information from the written form.

⁸Brown H. Douglas, *Teaching by Principles and Interactive Approach to Language Pedagogy* (New jersey: Engle wood Cliffs, 2001). P. 236-238

⁹William Grabe and Fredicka L. Stoller, *Teaching and Researching Reading*, ed. Crishtopher N. Candlin & David R. Hall, Second Edition (New York: Routledge, 2011),p. 6.

¹⁰Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2017), p. 3.

Reading is not just saying the words but reading is also the process of getting meaning from the text. According to Whotter states that “reading is a complex process; it involves much more than adding word meanings together. Reading involves not only understanding ideas, but also recognizing the relationship and structures among ideas”.¹¹ It means that in reading is not only saying the word but also understanding the meaning, recognizing the relationship and structures of ideas.

So, from the definition stated before it can be conclude that reading is an activity of getting meaning from the text in reading, the readers must be able to combine their own background knowledge and information from the text build meaning and readers also must understand ideas, recognize the relationship and structures of ideas. Because the goal of reading is comprehension, so readers must be able to remember and understand about the text.

b. Definition of Reading Comprehension

According to Manser in oxford learner’s pocket dictionary, comprehension is ability to understand.¹²It is the ability to understand a language to get a message and information from the text. So, comprehension is the process of making sense of the words.

¹¹Kathleen T. Mc. Whorter, *Efficient and Flexible Reading*, Third Edition (United State of America: Harper Collins, 1992), p. 99.

¹²Martin H. Manser, *Oxford Learner’s Pocket Dictionary* (New York: Oxford University, 2008), p. 86.

Then, reading comprehension is the process of constructing meaning from the text. Reading comprehension is a skill that can balance and coordinate many abilities that seem easy and enjoyable to fluent readers.¹³ When writer's messages are successfully understood, reading can be a wonderfully inspiring, enjoyable and transforming experience.¹⁴ It means that reading comprehension is the process of getting the meaning from the text and it is enjoyable activities for fluent readers and for transforming experience if the writer messages are successfully understood.

Moreover, according to Snow, reading comprehension is the process of extracting and constructing meaning involving the written language.¹⁵ However, for just read it's a book without comprehend the meaning or identify the text need many vocabularies. It means that the readers construct meaning from a text being read connected to the background knowledge that they have.

From the explanation above, it's concluded that reading comprehension is interaction of thought and analysis for understanding

¹³Grabe and Stoller, p. 23.

¹⁴Paula J Clarke, Emma Truelove, and Charles Hulme, *Developing Reading Comprehension* (UK: Willey Blackwell, 2014), p.1, www.wiley.com/wiley-blackwell.

¹⁵Catherine E Snow, *Reading for Understanding :: Toward an R & D Program in Reading Comprehension*, ed. Barbara Angell Caslon (Hardvard University: Rand Education, 2002), p. 11, <http://www.rand.org>.

information presented in written form, transforming experience and it is enjoyable for fluent readers. Furthermore reading comprehension is

conceptualized as an interactive process requiring the dynamic combination of readers' background knowledge with the information decoded from text.

3. Concept of Reading Comprehension

a. Types of Reading

According to Brown there are several types of reading material they are:

1) Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse letters, word, punctuation, and other graphemes symbols.

2) Selective.

This category is largely an artefact of assessment formats. In order to as a certain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language certain.

3) Interactive.

Include among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in a psycholinguistic sense, interact with the text.

4) Extensive.

Extensive reading is applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories, and book.¹⁶

Based on explanation above, the researcher can conclude that these are all the types of reading that can be used by the readers when reading.

¹⁶ H. Douglas Brown, *Language Assesment Principles and Classroom Practices* (San Francisco: Longman, 2003), p.189.

b. Model of Reading Comprehension

There are three models of reading process such as bottom-up, top down and interactive as follows:

1) Bottom-up.

Models typically consist of lower level reading processes. Student start with the fundamental basics of later and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to identification of grammatical structures, sentences and longer text. Letters, letter clusters, word phrases, sentences, longer texts, and finally meaning are the order in achieving comprehension.

2) Top-down models.

On the other hand, begin with the idea that comprehension resides in the reader. The reader use background knowledge makes prediction and searches the text confirms or reject the predictions that are made. A passage can thus be understood even if all on the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather on mastery of word recognition.

3) Interactive models.

Interactive models are accepted as the most comprehensive description of the reading process. This third type combines elements of both bottom-up models assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources.¹⁷

So, it's concluded that the three models of reading as an interactive approach to reading and can reach the meaning and comprehend the text.

c. Principles in Teaching Reading Comprehension

There are some principles strategies in reading comprehension stated by Brown as follows:

¹⁷David Nunan, *Practical English Language Teaching*(New York: Graw Hill, 2003), p. 70-71.

- 1) Identify your purpose in reading text.
- 2) Apply spelling rules and conventions for bottom-up decoding.
- 3) Use Lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- 4) Guess at meaning (of words, idiom, etc.) when you aren't certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scan the text for specific information (names, dates, key words).
- 7) Use silent reading techniques for rapid processing.
- 8) Use marginal notes, outlines, chart or semantic map for understanding and retaining information.
- 9) Distinguish between literal and implied meaning.
- 10) Capitalize on discourse markers to process relationship.¹⁸

From the explanation above the researcher conclude that a good reading teacher should apply the principles above in teaching reading to make the students easier to comprehend the text.

d. Purpose of Reading

The point of reading is to get the information from the text, to use the information for a particular purpose. There are some purposes of reading.

They are:

- 1) Reading to search for simple information and reading to skin. In reading to search, we typically scan the text for a specific piece or information or a specific word. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.
- 2) Reading to learn for text. Reading to learn is usually carried-out a reading rate somewhat slower than general reading comprehension. In addition, make stronger inference demands than general comprehension to connect text information with background knowledge.

¹⁸Brown, p.188.

- 3) Reading to integrate information, write and critic texts.
- 4) Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting of conflicting information and the likely restructuring of a theoretical frame to accommodate information from multiple sources.
- 5) Reading for general information. Reading for general comprehension when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in informing a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.¹⁹

From the purposes of reading above, it can be concluded that reading is used to search information, to write and to give any critique about the contents of the text of reading materials.

e. Level of Reading Comprehension

In reading, the reader effort to take meaning or senses from paragraph and to improve comprehend and conclusion when the reader read paragraph. To know how far the readers comprehend the text, it can be measure by some levels of reading comprehension.

Heilman et.al identifies the following comprehension skill levels:²⁰

1) Literal level

This level is simplest level. It means that what the reader needs to do is reproduce the fact as they are related by the writer. At this

¹⁹Erika Sinambela, Sondang Manik, and Rotua Elfrida Pangaribuan, "Improving Students' Reading Comprehension Achievement by Using K-W-L Strategy," *English Linguistic Research* 4, no. 3 (2015): p. 15, <https://doi.org/10.5430/elr.v4n3p13>.

²⁰Heilman and Et.al, *The Principles and The Practices of Teaching Reading* (Ohio: Charles E. Merrill Publishing Co, 1988), p. 24-25.

level, questions are factual and detailed. The skills needed for this level are nothing factual data, sequence, chronology, and enumeration. The abilities which refer to the literal are:

- a) Knowledge of word meanings.
- b) Recalling of ideas directly stated or paraphrased in own word.
- c) Understanding of grammatical (clue-subject, verb, pronoun, conjunction and so forth).
- d) Recalling of main idea explicitly stated.
- e) Knowledge of sequence of information presented in the text.

2) Imperative level

This level requires the reader to go beyond the information given by the writer. The reader is required to see the significance of the data; to not various relationships such as cause effect and relation of the part of the whole, to make comparison, to draw conclusion and inference and to make generalization. The abilities which are refer to the interpretative are:

- a) Reasoning with the information presented to understand the writer's tone, purpose and attitude.
- b) Inferring factual information, main ideas, comparison, cause-effect relationship not explicitly stated in the text.

3) Critical level

This level the students learn to evaluate and judge the information and writer's use of language for guiding the reader's interpretation; nothing evidence of the writer's bias, his qualifications, his point of view, intent and truthfulness. The abilities which refer to the critical level are:

- a) Reacting to information in a text indicating its meaning to the reader.
- b) Analyzing and evaluating the quality of written information in terms of some standards.

4) Creative level

This level requires the reader's involvement with the information presented as he uses it to formulate or rethink ideas of this own. The abilities that refer to the creative level are:

- a) Knowledge of emotional response of literary techniques.
- b) Knowledge of response of forms, style and structures.

Based on explanation above the researcher conclude that there four levels of reading comprehension such as literal level, interpretative level, critical level, and creative level. It can be stated that each level requires different abilities or skills.

f. Assessing Reading

Assessment is a tool to measure how far the students' ability and comprehension about the material. Reading comprehension has some indicators. The indicators are students' ability to:

- 1) Identify the topic from the text
- 2) Identify main idea from the text
- 3) Identify information that needed from the text
- 4) Give conclusion from the text
- 5) Understand the vocabulary from the text²¹

Based on indicators above, the students should be able to identify the topic from the text, identify the main idea from the text, identify information that needed from the text, give conclusion from the text, and understand the vocabulary from the text. These indicators will be an escort for teacher in assessing students' reading comprehension. So, the researcher who wants to research about students' reading should focus on the assessing reading.

g. Techniques of Reading Comprehension

Reader needs to know reading techniques effectively, because by using some technique will be better. The techniques of reading comprehension that can use, they are:²²

- 1) Identify the Purpose of reading

²¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Longman, 2003), p. 190.

²² Brown, *Language Assessment: Principles and Classroom Practices*. p. 292-296.

Efficient reading consists of clearly identifying the purpose in reading something. The reader must know the looking for and can weed out potential distracting information. It is important for the teacher to teach reading technique and to set up the purpose of reading.

2) Skimming

One of the most technique that using by the students in reading is skimming. Skimming consist of quickly running one eyes across whole text to get the gist. Skimming give the readers the advantage of being able to predict the purpose of the passage, the main topic or the message, and possibly some of the developing of supporting detail.

3) Scanning

Scanning is reading technique quickly searching for some particular piece of pieces of information in a text. This technique asks the students to look for name or dates, to find a definition or key concept, or to list a certain number of supporting details. The purpose of scanning is to find the specific information without reading through whole the text.

4) Guessing

Guessing is very helpful for the students, the advantages of guessing are: to guess the meaning word, grammatical relationship, a discourse relationship, about culture reference, and content message.

5) Vocabulary analysis

One way for learners to make guessing pay off when the students do not immediately recognize a word is to analyze it in terms of what the students know about it. These are some techniques: look for the prefix, suffix, roots familiar, grammatical context, and semantic context.

Based on the explanation above, the researcher can conclude that there are some techniques of reading comprehension: they are: identify the purpose of reading, skimming, scanning, guessing, and vocabulary analysis. In comprehending the text, technique is one of the important ones to make it successful. Because the techniques help and make simply the reader to know what the content of the text.

4. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text that gives information about a particular person, place, or thing. Gerot states that “descriptive text is a kind of text with a purpose to give information”.²³ The context of this kind of text is description of things, animals, persons and others.

²³ Imelda Wardani, Hasan Basri, and Abdul Waris, “Improving The Ability in Writing Descriptive Text Through Guided-Questions Technique,” *E-Journal of English Language Teaching Society (ELTS)* 2, no. 1 (2014): p. 2, <http://jurnal.untad.ac.id>.

Mukarto et al states that a descriptive text is used to describe something, someone, or place.²⁴ In other word, descriptive text is the text with function to describe particular person, things or place with the aim to give information to the reader.

Descriptive text is a kind of text that can occur as ‘stand-alone’ text. They are often part of a longer text, such as the description of a character or setting in a story or biography.²⁵ It means that descriptive text is to describe the character or setting from the text.

So, the researcher concludes that descriptive text is a kind of text in genre that gives description about things. Descriptive text describes much information about an object, where the information is about the parts, qualities, characteristics of object, or setting that is described.

b. Generic Structure of Descriptive Text

Descriptive text consists of generic structures that can be elaborated as follows:

1) Identification.

It means that to identify the phenomenon that to be describe from text.

²⁴Fauzul Etfita, “Improving Students’ Reading Comprehension of Descriptive Texts Through Cognitive Strategy at Grade VII-2 of SMPN 1 Indra Praja Tembilahan,” *Lingua Dadikta* 7, no. 2 (2014): p. 24, <https://doi.org/P-ISSN 1979-0457; E-ISSN 2541-0075>.

²⁵Adam, “Improving Students’ Reading Comprehension of Descriptive Texts through Cognitive Strategy at Grade VII-2 of SMPN I Indra Praja Tembilahan,” *Anglo-Saxon* 8, no. 2 (2017): p.167, <https://doi.org/P-ISSN 2301-5292; E-ISSN 2598-9995>.

2) Description.

It describes parts, activities and characteristic of thing, person, animal and place.²⁶

Based on explanation above the generic structures of descriptive text are identification and description person, thing, animal and place.

c. Language Features of Descriptive text

There are three language features of descriptive text they are:

- 1) Using simple present tense
- 2) Using attributive and identifying process
- 3) Using adjective and classifiers in nominal group²⁷

Mabrurroh explains the language features of descriptive text as follows:

- 1) Specific participant
 - a) Certain noun, for example; my car, my dog, my new house.
 - b) The use of detail noun phrase, for example I have a white skinned girlfriend.
 - c) The use of adjective that have features describing, numbering, classifying; for example two strong legs.
 - d) The use of thinking verb and feeling verb to express private writer opinion about the subject, for example I think it is clever animal, Police believe the suspect is armed.
 - e) The use of action verb for example my cat eats my mouse.

²⁶ Etfita, "Improving Students' Reading Comprehension of Descriptive Texts Through Cognitive Strategy at Grade VII-2 of SMPN 1 Indra Praja Tembilahan," p.77.

²⁷ Sukarta Kartawijaya, "Analysis of The Students' Reading Comprehension in Comprehending Descriptive Text" *Jurnal Curricula2*, no. 3 (2017): p. 84, <http://dx.doi.org/10.22216/jcc.v2i3.2695>.

- f) The use of figurative language like that simile, metaphor, for example Jhon is white as chalk.
- 2) Simple present tense, for example *I live in simple house, the house is very beautiful, it has a wonderful park.*²⁸

Based on explanation above the researcher can conclude that the language features of descriptive text are using simple present tense, using adjective, certain noun, thinking verb, action verb, and figurative language.

d. Example of Descriptive Text

Descriptive text is one of the text that describe about person, place, animals and things. In this text, the tenses that used is simple present tense, this text is very familiar because the content consists of information and describing of particular person, animal, and things. Here is the example of descriptive text as follow:

Rafflesia Arnoldi

The rafflesia arnoldi is the biggest flower in the world. It is unusual because of its large size.

The flower is almost 100 centimeters in diameter and 140 centimeters in height. Rafflesia is derived from the name of the British Governor General, Sir Thomas Stanford Raffles, who once governed and Built the Botanical Garden in Bogor. Though it is called Rafflesia after Raffles, the man who discovered the plant was Beccary, and Italian Botanist who visisted Sumatra in 1928.

Rafflesia consists of two parts: the stick-like part which grows in the middle and the petals around and below it.

While the flower is blssoming, it has a very unpleasant smell which affects insects, especially green flies. They seem eager to

²⁸Kartawijaya, p.84.

explore the flower. But if the flies touch the bottom part of the stick-like centre, they die.²⁹

Analysis of the generic structure

Identification: The rafflesia arnoldi is the biggest flower in the world. It is unusual because of its large size.

Description: The flower is almost 100 centimeters in diameter and 140 centimeters in height. Rafflesia is derived from the name of the British Governor General, Sir Thomas Stanford Raffles, who once governed and Built the Botanical Garden in Bogor. Though it is called Rafflesia after Raffles, the man who discovered the plant was Beccary, and Italian Botanist who visited Sumatra in 1928.

Rafflesia consists of two parts: the stick-like part which grows in the middle and the petals around and below it.

While the flower is blossoming, it has a very unpleasant smell which affects insects, especially green flies. They seem eager to explore the flower. But if the flies touch the bottom part of the stick-like centre, they die.

²⁹M Mursyid PW, *English Learning Handout for Grade VIII: Learning Descriptive Text*, n.d.

B. Review of Related Findings

There were related findings that discusses about reading comprehension. The first is Poso Harahap. He concluded that in comprehending a text were enough categories. He found the total mean score was 41.67%. The students' strategy in reading comprehension used skimming and scanning, students were like scanning more.³⁰ So, the students were enough categories in reading comprehension especially to find main idea, determine topic, give conclusion, and identify the information from the text.

The second is Sari. She concluded the students were good in comprehending English text for literal and creative level, but they are low in comprehending English text for interpretive and critical level. She found the total mean score: literal 93.33%, interpretive 53.33%, critical 36.63%, and creative 72.00%.³¹ It means that most of the students could comprehend in English text well for literal and creative level, but they low in comprehending English text for interpretive and critical level.

The third is Sekarni. She concluded that the perception of students about Narrative text, which 13.3% is easy, 86.7% is difficult.³² It means that students faced prove that understanding reading text is not as simple as many

³⁰Poso Harahap, "The Analysis on Students' Reading Comprehension at Grade IX SMP N 2 Satu Atap Batang Onang" (IAIN Padangsidimpuan, 2015).

³¹Dian Permata Sari, "An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMA N 10 Bengkulu Academic Year 2014/2015)," *Jurnal IAIN Bengkulu*, 2017, ejournal.iainbengkulu.ac.id.

³²Anindya Sekarni, "An Analysis of Students' Reading Comprehension Constraints," *Jurnal Unila*, 2017, <http://jurnal.fkip.unila.ac.id>.

people mostly though. If students do not master one of the factors they always have missing piece of understanding reading text.

The fourth is Nona Tari Pulungan. She concluded that students' reading comprehension can be categorized into enough categories. It can be seen by the result of the test, the score was 58.66%.³³ So, the students' reading comprehension is enough categories.

The fifth is Kartawijaya. He concluded that the students' ability in comprehending descriptive text was low. It could be seen from the data, the majority of the students got high score was 4.76% and the total of low score was 33.33%.³⁴ It means that most of the students failed in comprehending descriptive text.

The sixth is Eka Sustri Harida. She concluded that students' reading comprehension are still low. It is found that many students can't apply the reading strategies and have many problems in reading.³⁵ So, the students' reading comprehension are still low, and it is need to make them better in reading.

In summary, from the above description, the researcher concluded that it was related to this research entitled The Students' Reading Comprehension of The Second Year MTs. Muhammadiyah 22 Padangsidimpuan.

³³Nona Tari Pulungan, "An Analysis of Students' Reading Comprehension in Explanation Text at Grade XI SMA Negeri 3 Padangsidimpuan" (IAIN Padangsidimpuan, 2018).

³⁴Kartawijaya, "Analysis of The Students' Reading Comprehension in Comprehending Descriptive Text."

³⁵Eka Sustri Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan)," *Al-Ta'lim Journal* 21, no. 3 (2014), <http://dx.doi.org/10.15548/jt.v21i3.102.>, p. 187.

C. Hypothesis

Based on formulation of the problem above, the hypothesis is a good proposition in testing form and predicting a particular relationship between two or more variables. Here, the hypothesis of the research is “The Students’ reading comprehension is enough ability.

CHAPTER III

RESEARCHED METHODOLOGY

A. Place and Time of the Research

This research has been conducted at MTs. Muhammadiyah 22 Padangsidempuan especially at grade VIII. It is located at Jl. Arif Rahman Hakim No. 3 Kampung Marancar, district of North Padangsidempuan, Padangsidempuan city, Province of North Sumatera, Indonesia. It is 5.2 km from centre of Padangsidempuan. It has been conducted from December 20th 2019 up to June 2020.

B. Research Design

This research is used quantitative research with descriptive method. Quantitative research is the research based on collection and analysis of numerical data, usually obtained from questionnaires, test, checklist and other formal paper and pencil instrument. It means that researcher was analyzing students' ability in comprehending English text. The researcher was applied quantitative research as a kind of descriptive. Descriptive research is a research to analyze or make a sense perception (descriptive) about situation and phenomenon students' reading comprehension of the second year MTs. Muhammadiyah 22 Padangsidempuan.

C. Population and Sample

1. Population

The population was the whole of the students at grade VIII of MTs.Muhammadiyah 22 Padangsidempuan. The population of the research consisted of 1 class with 30 students. It can be seen from the table follow:

Table 1
Population of grade VIII of MTs.Muhammadiyah 22
Padangsidempuan

No	Class	Total Students
1	VIII	30
TOTAL		30

2. Sample

In this research, the researcher used total sampling to take the sample. A total sampling was used if the population less than 100. The sample was taken from one class at grade VIII that consisted of 30 students. So, the researcher took all the population as the sample, namely: 30 students were the sample of this research.

D. Instrument of Collecting Data

In this research, the instrument for collecting data was test. Based on source of data the research used test. In detail, they would be explained below:

1. Test

Based on the source of the research, the research used the test as instrument for collecting data, although this research used the qualitative research. Appropriate with the instrument of this research, the researcher wanted to analyze students' reading comprehension in descriptive text. How the students understand the texts such as determine the topic, main idea, identify the information and give conclusion from the text.

The researcher used multiple choice test in this research. The researcher gave the test on reading descriptive text. Before the instrument would be given to the respondents, the researcher also told verbal instruction to make sure that the respondents choose if they know what to do.

The instruction was asking students to choose the best answer by crossing a, b, c, or d that they found in multiple choice test. There were some indicators that are used by the researcher to measure the students' ability in reading descriptive text. It can be seen in the table of the test indicator.

Tablel 2

There were indicators of reading comprehension test before testing validity

No.	Indicators	Number of items	Items
1.	Identify the information from the text	1, 2, 4, 7, 9, 14, 17, 20, 22, 25	10
2.	Identify the topic from text	3, 5, 12, 13, 16, 21	6
3.	Identify main idea from the text	8, 11	2
4.	Give conclusion from the text	6	1
5.	Understand vocabulary	10, 15, 18, 19, 23, 24	6
Total			25

There were 25 items multiple choice test in this research. The items were still invalid berfore validity test. Table below was the test after validity test of reading comprehension test.

Table3
Indicators of the the Test after testing validity

No	Indicators	Total Test	Number of Items	Scores
1	Identify the information from the text	6	1, 2, 4, 7, 9, 20	$6 \times 5 = 30$
2	Identify the topic from the text	5	3, 5, 12, 14, 16	$5 \times 5 = 25$
3	Identify main idea from the text	3	8, 11, 17	$3 \times 5 = 15$
4	Give conclusion from the text	1	6	$1 \times 5 = 5$
5	Understand voocabulary	5	10, 13, 15, 18, 19	$5 \times 5 = 25$
Total		20	20	100

There were 25 items multiple choice test in this research. The test consisted of 20 items after validity the test and above was a table after testing validity. The 20 items that have valid were used as a instrument in this research. In this research absolutely the test took after testing validity by sharing 20 items for students, because the condition were not possible. So, the researcher took the data from validity test.

E. Technique of Data Analysis

After collecting the data, the researcher analyzed the result of the test with mean scores and the average scores. The researcher presented the result of the test in descriptive data with the formula as following:

$$M = \frac{\sum x}{n}$$

Explanation:

M : Mean score (average)

$\sum x$: Total of the result

n : Sum of respondent³⁶

After the researcher got the data, it would enter in test hypothesis with the formula as following:

Z-Test

$$Z = \frac{xn - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Explanation:

x: Data that includes hypothesis categories.

n: All of data

p: Hypothesis proportion³⁷

³⁶Anas Sujdiono, *Pengantar Statistik Pendidikan* (Jakarta: Grafindo Persada, 2011), p. 81.

After the researcher get the data, it has been presented in frequency table as following:

Table 4
Classification Quality of the Students' Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21 – 40%	Low
3	41% - 60 %	Enough
4	61% - 80%	High
5	81% - 100 %	Very high ³⁸

After the researcher found the mean score of all students, it would be consulted to the criteria as the following :

1. If the value of mean score is 0 -20, it can be categorized into very low ability.
2. If the value of mean score is 21 – 40. It can be categorized into low ability.
3. If the value of mean score is 41 – 60, it can be categorized into enough ability.
4. If the value of mean score 61 – 80, it can be categorized into high ability.
5. If the value of mean score 81 – 100, it can be categorized into very high ability.

³⁷Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan* (Medan: Perdana Mulya Saran, 2014), p. 80.

³⁸Riduwan, *Pengantar Statistik Untuk Penelitian: Pendidikan Sosial, Komunikasi, Ekonomi Dan Bisnis* (Bandung: Alfabeta, 2013), p. 23.

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, this research discussed about the result that consisted of description of data, calculation, mean score, hypothesis testing and discussion. This quantitative descriptive analysis used mean score to get their whole result as general, then to teste the hypothesis. Then to teste the hypothesis, the researher used formula of Z. Next, the detailed description of data as follows:

A. Description of the Data

Absolutely, to know the extent of the students' reading comprehension text of the second year MTs.Muhammadiyah 22 Padangsidimpuan, the researcher used test as instrument of the collecting the data. The research asked the students to answer the multiple choice test. The kind of text in the test wasdescriptive text and there were 7 texts that researcher found in the test. Then, the instrumenthave been given for the grade VIII students of MTs.Muhammadiiyah 22 Padangsidimpuan, the score each of them could be seen in the table below:

Table 5
Students' Total Score in Reading Comprehension Test

NO	Students' Initial	Total Score
1	AMN	40
2	AFH	90
3	AV	40
4	AG	35
5	AR	35
6	DMH	80
7	FHSD	95
8	FPRS	40
9	FMH	50
10	KF	40
11	LAR	35
12	LN	95
13	MFP	50
14	MHAH	75
15	MIR	75
16	MYP	40
17	NFD	25
18	NFL	85
19	NVAH	70
20	NZ	75
21	RA	30
22	ROB	65
23	SSS	40
24	SRS	35
25	SKH	90
26	UHH	75
27	URMH	20
28	WMH	35
29	YA	95
30	YAL	30
	Total	1703
	Mean Score	56.76

Based on table above, the total scores of the second year MTs. Muhammadiyah 22 Padangsidempuan in reading comprehension test was 1703. It can also be seen that there were students who have got 95 as the highest score and there were students who have 20 score as the lowest score.

1. Mean score

$$\bar{X} = \frac{1703}{30} = 56.76$$

2. Median score

$$\begin{aligned} Me &= b + p \left(\frac{\frac{1}{2}n - f}{f} \right) \\ &= 32.5 + 13 \left(\frac{\frac{1}{2}(30) - 4}{11} \right) \\ &= 32.5 + 13 \left(\frac{15 - 4}{11} \right) \\ &= 32.5 + 13 \left(\frac{11}{11} \right) \\ &= 32.5 + 13 \left(\frac{11}{11} \right) \\ &= 32.5 - 13 \\ &= 19.5 \end{aligned}$$

3. Modus score

$$\begin{aligned} Mo &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\ &= 32.5 + 13 \left(\frac{7}{7+9} \right) \\ &= 32.5 + 13 \left(\frac{7}{16} \right) \end{aligned}$$

$$= 32.5 + 13 (0.43)$$

$$= 32.5 + 5.68$$

$$= 38.18$$

To know the quality score each of the students in identifying word classes can be seen as below:

Table 6
Quality Score of The Students' Reading Comprehension Test

No	Students' Initial name	Total score	Quality score
1	AGM	40	Low
2	AFH	90	Very High
3	AV	40	Low
4	AG	35	Low
5	AR	35	Low
6	DMH	80	High
7	FHSD	95	Very High
8	FPRS	40	Low
9	FMH	50	Enough
10	KF	40	Low
11	LAR	35	Low
12	LN	95	Very High
13	MFP	50	Enough
14	MHAH	75	High
15	MIR	75	High
16	MYP	40	Low
17	NFD	25	Low
18	NFL	85	Very High
19	NVAH	70	High
20	NZ	75	High
21	RA	30	Low
22	ROB	65	High
23	SSS	40	Low
24	SRS	35	Low
25	SKH	90	Very High
26	UHH	75	High
27	URMH	20	Very Low
28	WMH	35	Low
29	YA	95	Very High

30	YAL	30	Low
	Total	1703	

Based on table above, it is clear that quality scores of the students' scores in reading descriptive text was different. There were many students who have very low, low, enough, high, and very high quality. It can also seen there was 1 student has very low quality, 14 students have low quality, 2 students have enough quality, 7 students have high quality, and 6 students have very high quality of score. It means that the ability of grade VIII students MTs. Muhammadiyah 22 Padangsidempuan in 2019-2020 academic year in reading descriptive text test was various.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table 7
Resume of Variable Score in Reading Comprehension Test

No	Statistic	Variable
1	High score	95
2	Low score	20
3	Mean score	56.76
4	Median	19.5
5	Mode	38.18

From table above, it was known that the high score for variable in reading descriptive text test had been searched from 30 students, and based on the total of sample research the highest score is 95 and low score is 20, mean score 56.76, median is 19.5 and mode is 38.18.

Based on the calculation of mean score was 56.76. So, application of reading comprehension was enough, it can be known from the table interpretation mean score in chapter III. To know revelation of data done to group with the variable score in reading descriptive text which interval 13, it can be seen in the table below:

Table 8
Frequency Distribution in Reading Comprehension Test

No	Interval Class	Frequency Absolute	Frequency Relative
1	20 – 32	4	13%
2	33 – 45	11	37%
3	46 – 58	2	6.75%
4	59 – 71	2	6.75 %
5	72 – 84	5	16.5%
6	85 – 97	6	20%
	i = 13	30	100 %

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

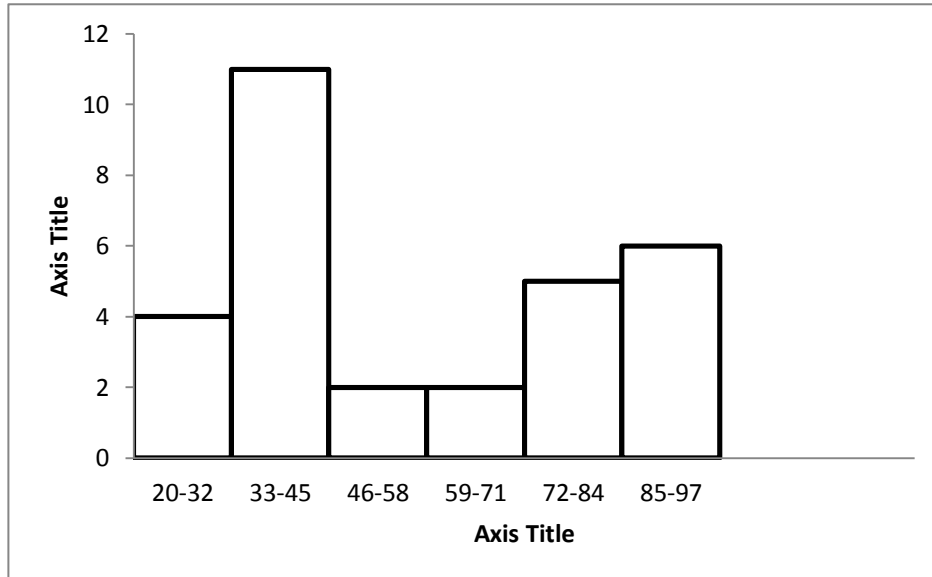


Figure 1 : Histogram of Students' Reading Comprehension of the Second Year MTs. Muhammadiyah 22 Padangsidempuan

Based on the above table, it was known that the variable revelation of students' reading comprehension in descriptive text shown that the respondent at 20 – 32 were 4 students (13%), interval 33 – 45 were 11 students (37%), interval 46 – 58 were 2 students (6.75%), interval 59 – 71 were 2 student (6.75%), interval 72 – 84 were 5 students (16.5%), interval 85 – 97 were 6 students (20%). So, the meaning of interval in this research is showing the count of sample who got score in percentage.

B. Hypothesis Testing

The hypothesis of research was “ The students’ reading comprehension of the second year MTs.Muhammadiyah 22 Padangsidempuan is enough ability”’.

Based on the collected data, the data have been analyzed to prove hypothesis by using formula of Z- test. It can be seen as follow:

Calculation Z count :

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(p-1)}{n}}}$$

$$Z = \frac{\frac{12}{30} - 0.70}{\sqrt{\frac{0.70(0.70-1)}{30}}}$$

$$= \frac{0.4 - 0.70}{\sqrt{\frac{0.70(0.30)}{30}}}$$

$$= \frac{0.47 - 0.70}{\sqrt{\frac{0.21}{30}}}$$

$$= \frac{-0.3}{0.084}$$

$$= -3.57$$

calculation Z_{table} :

$$Z (1/2 \alpha) = Z_{table}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2} (0.05)$$

$$Z = -3.75$$

$$0.025 = 0.3264$$

Based on calculation it can be concluded that $Z_{\text{count}} = -3.57$ was less than $Z_{\text{table}} = 0.3264$ ($Z_{\text{count}} = -3.57 < Z_{\text{table}} = 0.3264$ by level 0,05. So, from the result above the researcher concluded that the hypothesis was rejected by using Z-test. Because $Z_{\text{count}} = -3.57 < Z_{\text{table}} = 0.3264$.

The meaning in the level 5 % Students' reading comprehension of the second year MTs. Muhammadiyah 22 Padangsidempuan was enough ability.

So, students' reading comprehension of the second year MTs. Muhammadiyah 22 Padangsidempuan was in enough ability based on the classification quality of the students' score in table 4 chapter III, because the mean score was 56,76. Thus, it can be stated that the hypothesis is rejected because the result of Z score is lower than Z table.

C. Discussion

After analyzing the data, it was known that the students' reading comprehension of the second year MTs. Muhammadiyah 22 Padangsidempuan was categorized into enough ability or 56.75 score; it was gotten from the result of students' mean score in doing the test by analysis descriptive text in reading comprehension. This category was same as researcher before according to table 4 in chapter III that had been done by Poso Harahap, he has done research with the result of this research is that students' total mean score was 41.67%.³⁹ The students' reading comprehension from the percentages above can be categorized

³⁹Poso Harahap, "The Analysis on Students' Reading Comprehension at Grade IX SMP N 2 Satu Atap Batang Onang" (IAIN Padangsidempuan, 2015).

into enough categories with the 41.67%. So, the researcher's finding was higher than previous research.

The second is Sari. The result of this research can be seen from the total mean score: literal 93.33%, interpretive 53.33%, critical 36.63%, and creative 72.00%.⁴⁰ Comparing with this research, the students' reading comprehension based on the literal level, the researcher's finding was lower than previous research. Based on the interpretative level, the researcher's finding was higher than previous research. Based on the critical level, the researcher's finding was higher than previous research. Based on the creative level, the researcher's finding was lower than previous research.

The third was done by Sekarni. The perception of students about narrative text, which 13.3% is easy, 86.7% is difficult.⁴¹ The students' reading comprehension from percentages above can be categorized still low. So, the researcher's finding was higher than previous research.

The fourth was done by Nona Tari Pulungan. The kind of this research was quantitative descriptive. The result of research shows that students' reading comprehension can be categorized into enough categories. It can be seen from the result of students' total mean score was 58.66%.⁴² The students' reading

⁴⁰Dian Permata Sari, "An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMA N 10 Bengkulu Academic Year 2014/2015)," *Jurnal IAIN Bengkulu*, 2017, ejournal.iaibengkulu.ac.id.

⁴¹Anindya Sekarni, "An Analysis of Students' Reading Comprehension Constraints," *Jurnal Unila*, 2017, <http://jurnal.fkip.unila.ac.id>.

⁴²Nona Tari Pulungan, "An Analysis of Students' Reading Comprehension in Explanation Text at Grade XI SMA Negeri 3 Padangsidempuan" (IAIN Padangsidempuan, 2018).

comprehension from the percentages above can be categorized into enough categories with the 58.66%. So, the researcher's finding was lower than previous research.

The fifth was done by Kartawijaya. The students' ability in reading comprehension was low. The students got high score was 4.76% and the total of low score was 33.33%.⁴³ So, the students' reading comprehension in descriptive text still low and based on the percentages above the researcher's finding was higher than previous research.

The sixth is Eka Sustri Harida. The students' reading comprehension were still low.⁴⁴ It means the students' reading comprehension were still low. The researcher's finding was enough ability but in previous research was low category. So, the researcher's finding was different with the previous research.

Therefore, the researcher concluded that the students' reading comprehension done by 6 researchers was different and category among the 6 researchers above. It can be seen as follows:

⁴³ Sukarta Kartawijaya, "Analysis of The Students' Reading Comprehension in Comprehending Descriptive Text" *Jurnal Curricula*2, no. 3 (2017): 80–87, <http://dx.doi.org/10.22216/jcc.v2i3.2695>.

⁴⁴Eka Sustri Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan)," *Al-Ta'lim Journal* 21, no. 3 (2014), <http://dx.doi.org/10.15548/jt.v21i3.102>, p. 187.

Table 9
Result of Previous Research

No	Name of Researcher	Result of Research in reading comprehension	Category of Mean Score
1	Poso Harahap	41.67	Enough
2	Dian Permata Sari	Literal Level: 93.33	Very High
		Interpretative Level: 53.33	Enough
		Critical Level: 36.63	Low
		Creative Level: 72.00	High
3	Anindya Sekarni	13.3	Very Low
4	Nona Tari Pulungan	58.66	Enough
5	Sukarta Kartawijaya	4.67	Very Low
6	Eka Sustri Harida		Low

D. Threats of the Research

In conducting this research, the researcher realized that there were many threats of the researcher. It start from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

In doing the test, there were the treats of time, because the students' had activities. Beside, the time was given to the students were not enough. Then, students also did not do the test seriously. So, the researcher only asked the students to answer the test as much as they can.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult become there were

threats the writer, the researcher helping from the entire advisors, headmaster and English Teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculations of the data, the researcher got the conclusion that students' reading comprehension of the second year MTs. Muhammadiyah 22 Padangsidempuan was categorized into enough ability. It can be seen from the value of the percentage from mean score gotten by students, that is 56.76 mean score. Then from the result of the hypothesis testing, the researcher found that the hypothesis was rejected. It can be proved from $Z_{\text{count}} = -3.57 < Z_{\text{table}} 0.3264$. Thus, the result of mean score the students' ability in enough ability and actually it should be accepted hypothesis, but based on the result of that score it is rejected. So, maybe there is a mistake in instrument or in calculation.

B. Suggestion

After taking the conclusion, the researcher wanted to give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the Headmaster, to motivate the teachers, especially English teachers of MTs. Muhammadiyah 22 Padangsidempuan, to keep motivating their students in studying English.
2. It is suggested to the English teachers, especially to the grade VIII English teachers before studying about vocabulary, or word classes. The teachers

apply the suitable strategies, method, ways or procedures which can improve or help the students in understanding English especially in word classes. The teacher should be serious to teach about this. Even, up to university, the students still learn about this topic and the last is word classes that is basic knowledge to be able grammar in writing skill. So, be sure that the students have been understood first.

3. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

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APPENDIX 1

TEST

NAME :

CLASS :

SUBJECT :

Instruction : Read descriptive text carefully and answer the question below. Each one is followed by several questions about it. The questions are 20 items and you have 45 minutes to answer all of the questions. So, you choose the best answer a, b, c or d to each question/ give mark (x) on the best your answer.

TEXT 1 for question number 1-3

My Pet

Most people in the world have a pet. I also have it. My pet is a cat, named Miko. Its colour is brown. It has brown eyes too. I got this pet from my friend at the beginning of 2012. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbour's cat. I love him very much because he can be my friend too.

1. Miko's eyes are...
 - a. Black
 - b. White
 - c. Brown
 - d. Dark brown
2. The writer gets the pet from...
 - a. His neighbour
 - b. A pet shop
 - c. His friend
 - d. His mother

3. What is the text about?
 - a. My lovely cat
 - b. My best friend
 - c. My pet shop
 - d. His mother

TEXT 2 for question number 4-6

YogyaKembali Monument

The YogyaKembali Monument is located in Yogyakarta. It is Three kilometres north of the Yogya city centre in the Jongkang village of the Sleman Regency. The monument was inaugurated on June 29th, 1985 to commemorate the historic Indonesian struggle for independence. YogyaKembali means Yogya Returns, as a reminder of the returning of the Indonesian Republic Government.

There are two section of the YogyaKembali Monument. The first section of the Cureng Aircraft is on the eastern gate, while the other section of Guntai Aircraft stands closer to the western entrance of the monument. The monument has two wheeled-machine guns which can be seen from a podium towards the eastern and the western side. In the southern end of the yard, there is a wall engraved with 420 names of freedom fighters who lost their lives during a great struggle, from December 19th, 1948 to June 29th, 1949. A poem by Chairil Anwar, titled KarawangBekasi, is written on one side of the wall dedicated to these unknown patriots.

The YogyaKembali Monument is surrounded by fish ponds. It is divided in to four alleys which lead to the main building. The main building consist of different floors displaying a wide range of collections during and after the war times. It shows dioramas, carved reliefs or collection of clothes and weapons.

4. What can be found in the western entrance of the monument?
 - a. A two wheeled machines guns
 - b. A replica of the Guntai Aircraft

- c. A replica Cureng Aircraft
 - d. A wall engraved with 420 names of freedom fighters
5. What is the topic of the text above?
- a. A Yogyakarta
 - b. The Guntai Aircraft
 - c. The YogyaKembali Monument
 - d. The history of Indonesian struggle
6. From the text above we can conclude that...
- a. The collection during and after the war is displayed outside the building
 - b. The YogyaKembalil Monument is surrounded by fish ponds
 - c. Dioramas can be seen in one of the four alleys
 - d. The main building has only one floor

TEXT 3 for question 7-9

Robot

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot.

My robot is very nice. It is about twenty centimetres tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. Its two strong legs are covered with blade boots.

My robot can be moved with two medium sized batteries. After interesting the batteries at the back of the robot body, we can make it move when we push the button behind its neck. The robot will move its left and right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

7. What are the colour of the robot's eyes?
- a. Red
 - b. Blue
 - c. Black

- d. White
- 8. What is the main idea of the paragraph three?
 - a. A medium sized battery must be put to make the robot strong
 - b. A two batteries are needed to make the robot move
 - c. The writer's robot is difficult to move
 - d. The robot can moved without batteries
- 9. From the text we know that...
 - a. The robot can't move backward
 - b. The robot's feet are bendable
 - c. The robot can't move at all
 - d. The robot has no arms

TEXT 4 for number question 10-12

Boyolali

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

10. "...they are seeking in Boyolali" (paragraph 3). What does the underlined word refer to?
- a. A people from out town
 - b. Places in Boyolali
 - c. Cow statues
 - d. Real cows

11. What is the main idea of the last paragraph?
- a. The statues help people to find places easily
 - b. The statues decorate the town beautiful
 - c. The cow can get their way easily around the town
 - d. The people from out of town easily find the statues
12. The text mainly tells us about...
- a. The colour of the statues
 - b. Cow statues in Boyolali
 - c. A town called Boyolali
 - d. How to raise cows

TEXT 5 for number question 13

Kediri

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brnatas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

13. "Those who do not work here..." (last sentence). The underlined word refers to...
- a. The local people
 - b. The factory workers
 - c. The farmers
 - d. The traders

TEXT 6 for number question 14-16

Durian

Durian is classified as *DurioZibethinus*. It is native to South East ASIA. Durian is known as “ King of Fruit”. It is not only the most expensive fruit but also the most controversial fruit. It is only fruit which banned from airlines cabins, hotels and some public transport.

The durian tree is large and very tall. It can grow up to 25-50 meters and it has green elliptic loves. A durian tree usually can bear fruit after four or five years. The durian fruit, which can hang from any branches, matures in about three months after pollination. The fruit can grow 30 centimetres long and 15 centimetres in diameters. The husk is covered with sharp thorns. The colour of the husk ranges from green to brown. The flesh is pale yellow. It is very soft but not juicy. When it is ripe, it tastes sweet and smells very strong.

Durian contains a lot of sugar, vitamin C, and potassium. Durian is also a good source of carbohydrates, proteins, and fats. Durian is usually eaten fresh. Sometimes it is also cooked to make “dodol” or jam.

Durian used to be grown from seed, but now it is propagated by grafting.

14. What does this text tell us about?

- a. To describe about durian
- b. To tell about the taste of durian
- c. To explain how to choose good durian
- d. To show that durian is “The King of Fruit”

15. A durian tree usually can bear fruit after or five years. The underlined word has the same meaning as the word..

- a. Produce
- b. Harvest
- c. Plant
- d. Grow

16. The following statements are right, *except*...

- a. A durian trees can produce fruit monthly
- b. Durian is a King of Fruit
- c. Durian is the most expensive fruit in the world
- d. A durian trees is huge and tall

TEXT 7for number question 17-20

Jellyfish

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all. Jellyfish have stomachs and mouths, but no heads. They have nervous systems for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example they may glow to scare away predators or to attract animals they like to eat. Most jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and in icy waters near North and South poles.

17. What is the main idea of the text?
 - a. The life of jellyfish
 - b. Kinds of jellyfish
 - c. All invertebrate animal
 - d. Some kinds of sea animals
18. “Some jellyfish can glow in the darkness by making their own light.” (paragraph 3) The word “glow” in the sentence means...
 - a. Move
 - b. Produce
 - c. Appear
 - d. Shine

19. “They are made almost entirely of water, which is why you can look through them.”

The underlined word refers to...

- a. Fish
- b. Jellyfish
- c. Animals
- d. Scientists

20. Which one is TRUE about the jellyfish based on the text?

- a. They belong to invertebrate animals
- b. They have heads like other animals
- c. Their brain helps them find the food
- d. They cannot live in fresh water

APPENDIX 2

Key Answer

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

Appendix 3

Validity Test

NO	NAMA	Item																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	AGUS MUFLIH NST	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1
2	AKBAR FIKRIANSYAH	1	1	1	1	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1
3	ALMIRA FAUZIYYAH HRP	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1
4	AMALINA RITONGA	1	1	0	1	1	0	1	0	0	1	0	1	1	0	0	0	0	1	0	0	0
5	AZHARUNNUR GTM	1	1	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1
6	FARI HAMDY SYAH DAULAY	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1
7	FARIZA PUTRI RAMADHANI SIREGAR	1	0	0	0	1	0	1	0	1	1	0	0	1	0	0	0	1	1	1	0	0
8	FAAUZAN MAHDI HRP	1	1	1	0	1	0	1	0	1	1	0	0	1	0	0	0	1	1	1	0	0
9	KHOIRUNNISA FITRI	0	0	0	0	1	0	1	0	1	1	0	0	1	0	0	0	1	1	1	0	0
10	LATIFAH AINI RAMBE	1	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1
11	LIA NAWADDAH	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1
12	MUHAMMAD FAIZ POHAN	1	1	1	0	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	1
13	MUHAMMAD HAFIDZ AR-RASYID HTG	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	1	0	0	1
14	MUHAMMAD IBRAHIM RKT	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1
15	MUTIARA ELISYA RANGKUTI	1	0	1	0	1	1	1	1	0	1	1	0	1	0	1	1	0	0	1	1	1
16	MUTIARA YUSTI PSB	1	1	0	0	1	0	1	0	1	1	0	0	1	0	0	0	1	1	1	0	0
17	NADINE VIDYA ASKIA HSB	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1
18	NASYWA FEBRINA LUBIS	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	0	0	1

19	NAUFAL F. DALIMUNTHER	0	0	0	0	1	1	1	0	0	0	0	1	1	0	0	0	0	1	0	1	0
20	NAZWA ZASKIA	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1
21	RAFAEL OMAR BASYID	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	1	1	0	0	1	0
22	RUDI HERIANSYAH	1	1	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
23	SALSABILAH SAFITRI SRG	1	1	0	0	1	0	1	0	1	1	0	0	1	0	0	0	1	1	1	0	0
24	SHABIRA RESKIANA SYAPUTRI	1	0	0	1	1	1	1	0	0	0	0	1	1	1	0	0	0	1	0	0	0
25	SITI KHOIRIYAH HARAHAP	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1
26	UCOK RANGGA MULIA HRP	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1
27	UMMUL HABIBAH HARAHAP	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1
28	WARIATUL MARHAMAH HTS	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1
29	YELNY ARDESTA LUBIS	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
30	YENNI AZIZAH	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1
	N = 30	26	20	20	14	23	18	27	17	17	22	14	15	11	2	16	13	11	11	12	13	19
	p	0.9	0.7	0.7	0.5	0.8	0.6	0.9	0.6	0.6	0.7	0.5	0.5	0.4	0.1	0.5	0.4	0.4	0.4	0.4	0.4	0.6
	q	0.1	0.3	0.3	0.5	0.2	0.4	0.1	0.4	0.4	0.3	0.5	0.5	0.6	0.9	0.5	0.6	0.6	0.6	0.6	0.6	0.4
	r table	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
	r hitung	0.5	0.47	0.43	0.4	0.51	0.47	0.51	0.6	0.6	0.6	0.8	0.6	0.2	0.1	0.7	0.8	0	0.2	0.5	0.7	0.5

APPENDIX 4

Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ in Pre-Test

A. Calculation of Test

1. Mean score from score total (M_t)

$$M_t = \frac{\sum X_t}{n}$$

$$M_t = \frac{389}{30} = 12.97$$

2. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum X_t^2}{n} - \left(\frac{\sum X_t}{n}\right)^2}$$

$$SD_t = \sqrt{\frac{5869}{30} - \left(\frac{389}{30}\right)^2}$$

$$SD_t = \sqrt{195.63 - 168.22}$$

$$SD_t = \sqrt{27.41} = 5.24$$

3. Mean Score

Item 1

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_1}$$

$$M_{pl} = \frac{21+10+11+9+7+19+11+13+7+19+10+16+16+18+12+15+18+17+15+7+12+9+20+6+17+21}{26}$$

$$M_{pl} = \frac{364}{26} = 14$$

Item 2

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_2}$$

$$M_{pl} = \frac{21+10+19+9+7+13+19+10+16+16+12+15+18+17+15+7+12+20+17+21}{20}$$

$$M_{pl} = \frac{294}{20} = 14.7$$

Item 3

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{pl} = \frac{20+10+7+19+13+7+19+10+16+16+18+15+16+18+15+8+20+16+5+21}{16}$$

$$M_{pl} = \frac{289}{16} = 18.06$$

Item 4

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{21+10+9+19+16+16+15+18+17+15+7+9+17+21}{14}$$

$$M_{pl} = \frac{210}{14} = 15$$

Item 5

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{21+19+9+19+11+13+10+7+19+16+16+18+12+18+8+17+15+12+9+20+17+5+21}{23}$$

$$M_{pl} = \frac{332}{23} = 14.43$$

Item 6

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{21+10+19+19+7+19+10+16+18++18+8+17+15+9+20+6+17+21}{18}$$

$$M_{pl} = \frac{270}{18} = 15$$

Item 7

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl} = \frac{21+10+19+9+7+19+11+13+10+7+19+10+16+16+18+12+15+18+8+17+15+12+9+20+17+5+21}{27}$$

$$M_{pl} = \frac{374}{27} = 13.85$$

Item 8

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{pl} = \frac{21+19+7+19+7+19+10+16+16+18+15+18+17+20+17+5+21}{17}$$

$$M_{pl} = \frac{265}{17} = 15.59$$

Item 9

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{pl} = \frac{21+19+19+11+13+10+19+16+12+15+18+17+12+20+6+17+21}{17}$$

$$M_{pl} = \frac{266}{17} = 15.65$$

Item 10

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$M_{pl} = \frac{21+19+9+19+11+13+10+19+16+16+18+12+15+18+17+15+7+12+20+17+2+21}{22}$$

$$M_{pl} = \frac{327}{22} = 14.86$$

Item 11

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$M_{pl} = \frac{21+19+19+19+10+16+18+15+18+17+15+20+17+21}{14}$$

$$M_{pl} = \frac{245}{14} = 17.5$$

Item 12

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n12}$$

$$M_{pl} = \frac{21+19+9+19+19+16+16+15+18+8+17+15+9+17+21}{15}$$

$$M_{pl} = \frac{239}{15} = 15.94$$

Item 13

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n13}$$

$$M_{pl} = \frac{21+9+11+13+10+18+12+8+7+12+9}{11}$$

$$M_{pl} = \frac{130}{11} = 11.81$$

Item 14

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n14}$$

$$M_{pl} = \frac{9+20}{2}$$

$$M_{pl} = \frac{29}{2} = 14.5$$

Item 15

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n15}$$

$$M_{pl} = \frac{21+10+19+7+19+19+10+16+16+18+15+18+17+20+17+21}{16}$$

$$M_{pl} = \frac{263}{16} = 16.44$$

Item 16

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$M_{pl} = \frac{21+19+19+19+16+16+18+15+18+17+15+17+21}{13}$$

$$M_{pl} = \frac{231}{13} = 17.77$$

Item 17

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$M_{pl} = \frac{11+13+10+16+12+15+17+15+12+6+17}{11}$$

$$M_{pl} = \frac{144}{11} = 13.09$$

Item 18

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{pl} = \frac{100+9+11+13+10+16+12+8+12+9+20}{11}$$

$$M_{pl} = \frac{130}{11} = 11.82$$

Item 19

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n19}$$

$$M_{pl} = \frac{21+19+19+11+13+10+19+18+12+12+20+21}{12}$$

$$M_{pl} = \frac{195}{12} = 16.25$$

Item 20

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$M_{pl} = \frac{21+19+19+19+16+18+15+8+17+15+20+17+21}{13}$$

$$M_{pl} = \frac{225}{13} = 17.3$$

Item 21

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$M_{pl} = \frac{21+10+19+7+19+10+16+16+18+15+18+17+20+6+17+5+21}{19}$$

$$M_{pl} = \frac{281}{19} = 14.79$$

Item 22

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n22}$$

$$M_{pl} = \frac{10+19+18+18+8+7+20+2+21}{9}$$

$$M_{pl} = \frac{123}{9} = 13.67$$

Item 23

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{pl} = \frac{21+19+19+11+13+10+19+10+16+18+12+18+15+12+20+21}{16}$$

$$M_{pl} = \frac{254}{16} = 15.88$$

Item 24

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{pl} = \frac{21+19+19+11+13+10+19+16+18+12+18+15+12+20+21}{16}$$

$$M_{pl} = \frac{244}{16} = 15.25$$

Item 25

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{21+19+19+19+18+20+6+21}{8}$$

$$M_{pl} = \frac{143}{8} = 17.88$$

4. Calculating of the Formulation $r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$

Item 1

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{14 - 12.97}{5.24} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{1.03}{5.24} \sqrt{9}$$

$$r_{pbi} = 0.19 \times 3 = 0.57$$

Item 3

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{14.55 - 12.97}{5.24} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.58}{5.24} \sqrt{2.33}$$

$$r_{pbi} = 0.3 \times 1.53 = 0.46$$

Item 5

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{14.43 - 12.97}{5.24} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.46}{5.24} \sqrt{4}$$

$$r_{pbi} = 0.27 \times 2 = 0.54$$

Item 7

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{13.85 - 12.97}{5.24} \sqrt{\frac{0.9}{0.1}}$$

Item 2

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{14.7 - 12.97}{5.24} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.73}{5.24} \sqrt{2.33}$$

$$r_{pbi} = 0.33 \times 1.53 = 0.50$$

Item 4

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15 - 12.97}{5.24} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{2.03}{5.24} \sqrt{1}$$

$$r_{pbi} = 0.40 \times 1 = 0.40$$

Item 6

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15 - 12.97}{5.24} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{2.03}{5.24} \sqrt{1.5}$$

$$r_{pbi} = 0.39 \times 1.22 = 0.48$$

Item 8

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15.59 - 12.97}{5.24} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi}=\frac{0.88}{5.24}\sqrt{9}$$

$$r_{pbi}=0.17 \times 3=0.51$$

Item 9

$$r_{pbi}=\frac{M_P-M_t}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi}=\frac{15.65-12.97}{5.24}\sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi}=\frac{2.68}{5.24}\sqrt{1.5}$$

$$r_{pbi}=0.51 \times 1.23=0.62$$

Item 11

$$r_{pbi}=\frac{M_P-M_t}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi}=\frac{17.5-12.97}{5.24}\sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi}=\frac{4.35}{5.24}\sqrt{1}$$

$$r_{pbi}=0.86 \times 1=0.86$$

Item 13

$$r_{pbi}=\frac{M_P-M_t}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi}=\frac{11.81-12.97}{5.24}\sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi}=\frac{-1.16}{5.24}\sqrt{0.67}$$

$$r_{pbi}=-0.22 \times 0.81=-0.18$$

Item 15

$$r_{pbi}=\frac{M_P-M_t}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi}=\frac{16.44-12.97}{5.24}\sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi}=\frac{3.47}{5.24}\sqrt{1}$$

$$r_{pbi}=\frac{2.62}{5.24}\sqrt{1.5}$$

$$r_{pbi}=0.5 \times 1.23=0.61$$

Item 10

$$r_{pbi}=\frac{M_P-M_t}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi}=\frac{14.86-12.97}{5.24}\sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi}=\frac{1.89}{5.24}\sqrt{2.33}$$

$$r_{pbi}=0.36 \times 1.53=0.55$$

Item 12

$$r_{pbi}=\frac{M_P-M_t}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi}=\frac{15.94-12.97}{5.24}\sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi}=\frac{2.97}{5.24}\sqrt{1}$$

$$r_{pbi}=0.57 \times 1=0.57$$

Item 14

$$r_{pbi}=\frac{M_P-M_t}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi}=\frac{14.5-12.97}{5.24}\sqrt{\frac{0.1}{0.9}}$$

$$r_{pbi}=\frac{1.53}{5.24}\sqrt{0.11}$$

$$r_{pbi}=0.29 \times 0.33=0.09$$

Item 16

$$r_{pbi}=\frac{M_P-M_t}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi}=\frac{17.77-12.97}{5.24}\sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi}=\frac{4.8}{5.24}\sqrt{0.67}$$

APPENDIX 5

Table ValidityTest

No	M_p	M_t	SD_t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r_t on 5% significant	Interpretation
1	14	12.97	5.24	0.9	0.1	0.57	0.396	Valid
2	14.7	12.97	5.24	0.7	0.3	0.50	0.396	Valid
3	14.55	12.97	5.24	0.7	0.3	0.46	0.396	Valid
4	15	12.97	5.24	0.5	0.5	0.40	0.396	Valid
5	14.43	12.97	5.24	0.8	0.2	0.54	0.396	Valid
6	15	12.97	5.24	0.6	0.4	0.48	0.396	Valid
7	13.85	12.97	5.24	0.9	0.1	0.51	0.396	Valid
8	15.59	12.97	5.24	0.6	0.4	0.61	0.396	Valid
9	15.65	12.97	5.24	0.6	0.4	0.62	0.396	Valid
10	14.86	12.97	5.24	0.7	0.3	0.55	0.396	Valid
11	17.5	12.97	5.24	0.5	0.5	0.86	0.396	Valid
12	15.94	12.97	5.24	0.5	0.5	0.57	0.396	Valid
13	11.81	12.97	5.24	0.4	0.6	-0.18	0.396	Invalid
14	14.5	12.97	5.24	0.1	0.9	0.09	0.396	Invalid
15	16.44	12.97	5.24	0.5	0.5	0.66	0.396	Valid
16	17.77	12.97	5.24	0.4	0.6	0.76	0.396	Valid
17	13.09	12.97	5.24	0.4	0.6	0.02	0.396	Invalid
18	11.82	12.97	5.24	0.4	0.6	-0.18	0.396	Invalid
19	16.25	12.97	5.24	0.4	0.6	0.53	0.396	Valid
20	17.3	12.97	5.24	0.4	0.6	0.68	0.396	Valid
21	14.79	12.97	5.24	0.6	0.4	0.43	0.396	Valid
22	13.66	12.97	5.24	0.3	0.7	0.09	0.396	Invalid
23	15.88	12.97	5.24	0.5	0.5	0.56	0.396	Valid
24	15.25	12.97	5.24	0.5	0.5	0.44	0.396	Valid
25	17.88	12.97	5.24	0.3	0.7	0.62	0.396	Valid

APPENDIX 6**STUDENTS' NAME AND INITIALS****AT GRADE VIII MTs. MUHAMMADIYAH 22 PADANGSIDIMPUAN**

No	Students' Names	Students' Initials
1	Agus Muflih Nasution	AMN
2	Almira Fauziyyah Harahap	AFH
3	Akbar Vikriansyah	AV
4	Azharunnur Gtm	AG
5	Amalina Ritonga	AR
6	Dea Marisa Harahap	DMH
7	Fari Hamdi Syah Daulay	FHSD
8	Fariza Putri Ramadhani Siregar	FPRS
9	Fauzan Mahdi Harahap	FMH
10	Khoirunnisa Fitri	KF
11	Latifah Aini Rambe	LAR
12	Lia Nawaddah	LN
13	Muhammad Faiz Pohan	MFP
14	Muhammad Hafidz Ar-Rasyid Htg	MHAH
15	Muhammad Ibrahim Rangkuti	MIR
16	Mutiara Yusti Psb	MYP
17	Naufal F. Dalimunthe	NFD
18	Nasywa Febrina Lubis	NFL
19	Nadin Vidya Askia Nasution	NVAH
20	Nazwa Zaskia	NZ
21	Rika Annisa	RA
22	Rafael Omar Basyid	ROB
23	Salsabilah Safitri Siregar	SSS
24	Shabira Reskiana Syaputri	SRS
25	Siti Khoiriyah Harahap	SKH
26	Ummul Habibah Harahap	UHH
27	Ucok Rangga Mulia Harahap	URMH
28	Wariatul Marhamah Hutasuhut	WMH
29	Yenni Azizah	YA
30	Yelny Ardesta Lubis	YAL

APPENDIX 7**STUDENTS' SCORE IN READING DESCRIPTIVE TEXT AT GRADE****VIII Mts. MUHAMMADIYAH 22 PADANGSIDIMPUAN**

No	Students' Initial	Total Score
1	AMN	40
2	AFH	90
3	AV	40
4	AG	35
5	AR	35
6	DMH	80
7	FHSD	95
8	FPRS	40
9	FMH	50
10	KF	40
11	LAR	35
12	LN	95
13	MFP	50
14	MHAH	75
15	MIR	75
16	MYP	40
17	NFD	25
18	NFL	85
19	NVAH	70
20	NZ	75
21	RA	30
22	ROB	65
23	SSS	40
24	SRS	35
25	SKH	90
26	UHH	75
27	URMH	20
28	WMH	35
29	YA	95
30	YAL	30
	Highest Score	95
	Lowest Score	20
	Sum	1703
	Mean Score	56.76
	Mode	38.18
	Median	19.5

APPENDIX 8

DESCRIPTION DATA USING MATHEMATIC FORMULA

1. The score of students' score from low score to high score

20	25	30	30	35
35	35	35	35	40
40	40	40	40	40
50	50	65	70	75
75	75	75	80	85
90	90	95	95	95

2. High score = 95
3. Low score = 20
4. Range = high – low score
= 95 - 20
= 75
5. Total of classes (BK) = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (30)$
= $1 + 3.3 (1,47)$
= $1 + 4,85$
= 5,85
= 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{75}{6} = 13$$

7. Mean score

$$(x) = \sum \frac{fixi}{fi}$$

No	Interval	Fi	Xi	Fixi
1	20 – 32	4	26	104
2	33 – 45	11	39	429
3	46 – 58	2	52	104
4	59 – 71	2	65	130
5	72 – 84	5	78	390
6	85 – 97	6	91	546
	i = 13	30		1703

$$\text{Mean} = \bar{x} = \frac{\sum fixi}{N}$$

$$X = \frac{1703}{30} = 56.76$$

8. Median

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

$$32.5 + 13 \left(\frac{\frac{1}{2}(30) - 4}{11} \right)$$

$$32.5 + 13 \left(\frac{15 - 4}{11} \right)$$

$$32.5 + 13 \left(\frac{11}{11} \right)$$

$$32.5 + 13 \left(\frac{11}{11} \right)$$

$$32.5 - 13$$

$$19.5$$

9. Modus

$$\text{Mo} = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 32.5 + 13 \left(\frac{7}{7+9} \right)$$

$$= 32.5 + 13 \left(\frac{7}{16} \right)$$

$$= 32.5 + 13 (0.43)$$

$$= 32.5 + 5.68$$

$$= 38.18$$

CURRICULUM VITAE



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B. Parents

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Mother's Name: Arni RiawatiHarahap

C. Educational Background

- | | |
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| 2. MTs. Muhammadiyah 22 Padangsidempuan | 2010-2013 |
| 3. MAN 1 Padangsidempuan | 2013-2016 |
| 4. IAIN Padangsidempuan | 2016-2020 |



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Yang bertanda tangan dibawah ini :

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Tahun Akademik : 2019-2020

Adalah benar telah melaksanakan Riset Skripsi di MTs. Muhammadiyah 22 Padangsidempuan dimulai
Tanggal 06 S/d 08 Januari 2020.





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Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Eka Sustri Harida, M. Pd
2. Yusni Sinaga, M. Hum

(Pembimbing I)
(Pembimbing II)

di-Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Judul Skripsi	: The Students' Reading Comprehension of The Second Year MTs. S. Muhammadiyah 22 Padangsidempuan

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

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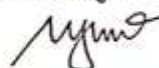
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