



**STUDENTS' READING COMPREHENSION ABILITY  
AT GRADE XI MIA 1 MA'HAD AL- AZHAR  
BI'IBADILLAH.**

**A THESIS**

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

**Written By :**

**SAKTI HASIBUAN**  
**Reg. No. 15 203 00057**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2022**



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## **LETTER OF AGREEMENT**

Term : Munaqosyah

Padangsidempuan, Februari 2022

Item : 7 (seven) exemplars

a.n. **Sakti Hasibuan**

To: **Dean**

**Tarbiyah and Teacher Training Faculty**

In-

Padangsidempuan

*Assalamu 'alaikumwr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Muri Anggi Damayanti** entitled **"Students' Reading Comprehension Ability at Grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

*Wassalam 'alaikumwr.wb.*

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## DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

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Februari 2022

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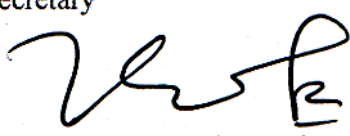
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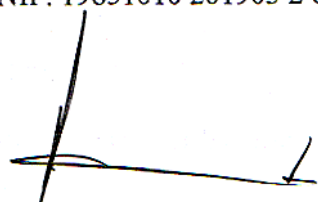
  
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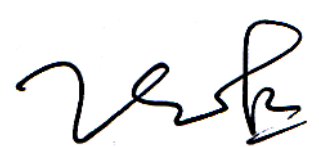
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## **LEGALIZATION**

**Thesis** : Students Reading Comprehension Ability at Grade XI  
MIA 1 Ma' had Al- Azhar Bi' ibadillah.

**Written By** : Sakti Hasibuan.

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The Thesis had been accepted as a partial fulfillment of the Requirement  
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## ABSTRACT

**Name** : Sakti Hasibuan  
**Reg. No** : 15 203 00057  
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**Department** : English Education (TBI-3)  
**Title of Thesis** : Students Reading Comprehension Ability at grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah.

This research focuses on the, to know the how far students reading comprehension ability at grade XI MIA 1 Ma' had Azhar Bi' ibadillah by using reading text and answering multiple choice questions. The problems the students in reading text is lack vocabulary, difficult to find the mean ideas, and not to know grammar.

The method that is used in this research is quantitative descriptive method. Three classes were choose were randomly as the sample. They were room 1 in intensive as quantitative descriptive method that consisted of 20 students. In the collecting data, the researcher used test as instrument, test of this research is underlining test to analyze data, the researcher used z-test formula

After the calculating the data to show the description of the data is find that the students reading comprehension ability at grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah, after the students reading text and answering the multiple choice questions, 70 mean score into high category. From the hypothesis testing the researcher found that hypothesis is rejected it can be proved from  $Z_{count} = -2.69 < Z_{table} = 3.26$  by level significant 0.05 or 5%, students reading comprehension ability at grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah into high category.

**Key Words:** *Reading Comprehension Ability Stuent's at Grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah.*

## **ABSTRACT**

**Name : Sakti Hasibuan**  
**Reg. No : 15 203 00057**  
**Faculty : Tarbiyah and Teacher Training Faculty**  
**Department : English Education (TBI-3)**  
**Title of Thesis : Students Reading Comprehension Ability at grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah.**

Penelitian ini berfokus pada sejauh mana kemampuan siswa kelas sebelas Ma' had Al- Azhar Bi' ibadillah dengan membaca text dan menjawab soal-soal pilihan berganda. Masalah siswa dalam membaca adalah kurangnya kosakata, sulit untuk menemukan ide-ide pokok dan tidak tahu grammar.

Metode yang digunakan dalam penelitian ini adalah metode deskriptif kuantitatif. Tiga kelas dipilih secara acak sebagai sampel. Mereka adalah ruang MIA 1 Ma' had Al- Azhar Bi' ibadillah sebagai metode deskriptif uantitatif yang terdiri dari 20 siswa. Dalam pengumpulan data, peneliti menggunakan instrument tes, tes yang digunakan dalam penelitian ini adalah tes garis bawah untuk menganalisis data, peneliti menggunakan rumus z-test

Setelah digunakan perhitungan data untuk menunjukkan gambaran data didapatkan bahwa kemampuan siswa dalam membaca text dan menjawab soal pilihan berganda di kelas XI MIA 1 Ma' had Al- Azhar Bi' ibadillah dengan rata-rata skornya 70 yang termasuk dalam kategori tinggi. Dari pengujian hipotesis peneliti menemukan bahwa hipotesis ditolak dapat dibuktikan dari  $Z_{(count)} = -2.69 < \{Z_{tabel} = 3.26$  dengan taraf signifikan 0.05 atau 5% , oleh karena itu students reading comprehension ability at grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah termasuk dalam kategori tinggi.

**Kata Kunci:** Mengukur Kemampuan Siswa Sejauh mana dalam Membaca dan Memahami Text yang disertakan Menjawab Soal- Soal Pilihan Berganda.

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It is common having some troubles in finishing this thesis. Exactly, it is impossible to finish this thesis without any help from people around me. Therefore, I wish to express my sincere thanks and this opportunity I take to do so. My great gratitude is along with the following people:

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I realize that this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure to get critiques and suggestions from the readers in order to make this thesis better.

Padangsidempuan, January 2022

Researcher

Sakti Hasibuan

Reg. Num. 15 203 00057

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## **REFFERENCES**

## **CURRICULUM VITAE**

## **CHAPTER I**

### **INTRODUCTION.**

#### **A. Background of the Problem.**

Language is the most fundamental things of human communication. As human communication, it used by human to communicate and interact with each other in social life, by language people can express ideas, thoughts and feelings so each other, therefore, language is very important to make lives more meaningful.

English as an international language has an important role in this globalization era. English is one of the foreign languages which is learned and studied in Indonesia. Indonesian students have to learn this language because English has become part of the curriculum, English in every part of the world. In Indonesia learning in each school, it is studied from elementary school, junior high school, senior high school and until university. It can advise us, that English is one of important. Moreover, English becomes

Learning English in the class includes the language skills which are divided into two kinds, namely receptive and productive skills. The receptive skills are listening and reading. Therefore, the productive skills are speaking and writing. If the language skills are learnt well, the students have good English, however.

The objective of teaching reading comprehension is that the students are expected to be able use and understand the text well. In order to the students can produce a new idea from what they have read. The students also

could be able to know the purposes of the text in reading books. Moreover, students are expected be able to understand what are the information that they get after reading. The students are expected to be able to comprehend a text by express their feeling, ideas, and opinion while they are in a group discussing while teaching learning process.

There are many people want to be able to master English as one of the material based on the curriculum in Indonesia people also face many problems in teaching and learning process. Realizing to this condition and according to the curriculum of English in junior High school English very important to study about reading, writing, speaking, and listening.

English as one of the subject taught in school reading comprehension in particular is expected to increase the knowledge, skills, attitudes, and values contained therein. Reading comprehension is a fairly complex subject and requires precision, accuracy and a deeper understanding of the work because reading comprehension lesson that can not only read but also have to understand the message of the text.

Reading is one of the language skills that enable you to understand the information clearly. However, some people are not interested in reading because they do not have good topic for reading. Reading is one of the basic English skills. Kenyon states that when you plan reading sessions with your learners, make sure that there is time to talk about the text (passage, story and to write). Thus, the readers can explain what they have read from the story or passage and they also can write some messages and explore their ideas in

reading.<sup>1</sup> Stone states that reading is a fundamental goal that children must master in order to be successful in school and in life.<sup>2</sup>

Strategy is a general pattern of a series of activities that must be performed to achieve a certain goal. Learning strategies are also said to be a general pattern that.

The limited numbers of the research, students' reading comprehension ability are caused by many factors, internal and external factors. The internal come from the students' themselves example: talent, motivation, interest. And the external factors come from out from the students' example: friends, society and media.

When researcher visit Ma'had Al- Azhar Bi'ibadillah. When researcher observed process learn to teach at grade XI MIA 1. Because Monday and Thursday grade XI MIA 1 there is lesson reading. From two meeting researcher valuated students' reading comprehension ability. In the reality at grade XI MIA 1 students' reading comprehension ability is differing from other one.

The differing seen from some students which some of can explain again and some students cannot explain again lesson of reading comprehension. On that account researcher wish know difficulties of the students' reading comprehension ability. Because some of students understand and some of students do not understand lesson of reading

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<sup>1</sup>Kenyon, *Reading Encouraging Intermediate Phase Learners to Read More*. (South Africa : PSP, 2008), p. 5

<sup>2</sup>Stone, R, *Best Practices for Teaching Reading*, (United States of America : Library of Congress Cataloging-in-Publication Data, 2009), p. 39

comprehension. One of English subject at Ma' had Al- Azhar Bi' ibadillah is students should be able to read through reading comprehension. Actually, there are some students cannot reading well but some can. It is because they do not understand, the difficulties faced by students is also about vocabulary. The students do not have many vocabularies, they are lack of vocabulary, lack vocabulary made students do not able to reading comprehension well.

Based on the explanation above students reading comprehension ability at grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah. The researcher was interesting was interesting to conduct the research on the title: **“STUDENTS’ READING COMPREHENSION ABILITY AT GRADE XI MIA 1 MA’HAD AL- AZHAR BI’IBADILLAH”**.

#### **B. Limitation of the Problem Research.**

Based on the background Due to the limitation of the researcher in the aspect of ability, time and finance, this research must be limited thus, this research focus how far the students reading comprehension ability at grade XI MIA1 Ma' had Al- Azhar Bi' ibadillah.

#### **C. Significances of Research.**

This research was expected to be useful at least in six domains, for the science of education, for the teachers, for the future researcher, for the school, for the students and for the reader. The significances of the research can be described as follow:

1. Head master of the school, to motivate the English teachers to teach English in good way.
2. English teachers, to develop the teaching reading comprehension English, especially in teaching reading. To help the teacher in teaching learning process and providing the active learning, creative, innovative, effective and fun for students in the classroom. Also as a source of information for English teacher to improve the quality of English teaching reading comprehension ability learning process.
3. Researcher, it is useful as source of the information for further related studies and this study can be used by the researcher to get new experience in the teaching learning reading comprehension process and gives insightful knowledge of English proficiency.
4. School, it can give positive area for the teaching English study effect to the future in the teaching learning process, especially in reading comprehension.

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

Based on the above focus of the problem, the problem of the research can be formulated as follows:

To describe the how far students' ability reading comprehension at grade XI MIA 1 Ma'had Al- Azhar Bi'ibadillah.

### E. Purpose of the Research.

Based on the purpose of the problem above, the purpose of the research are.

To describe students' reading comprehension ability at grade XI MIA 1 Ma'had Al- Azhar Bi'ibadillah.

### F. Definition of Terminologies.

#### 1. Student.

Student is the organizing of people that grow up. Hornby stated "the student is a person who is studying at school or college."<sup>3</sup> Students are person who is studying at a college, polytechnic or university also boy or girl attending school.<sup>4</sup> Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school.<sup>5</sup>

#### 2. Reading.

Reading is an interaction between the reader and the text. Many linguist state about reading in different ways, such as Albert J. Harris says that reading is meaningfull interpretation of written or printed verbal symbols. Reading is an existential of oral communication an a process involving meaning is self –evident, but it can hardly be overemphasized that meaning full response is the very heart of the reading process.

---

<sup>3</sup>A.S.Hornby.*Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2000), p. 682.

<sup>4</sup>A.S. Hornby, A P Cowie, et. al., *Oxford Advanced Learner's Dictionary of Current English*, (New York : Oxford University Press, 1974),p.859.

<sup>5</sup>Tim PenyusunKamusPusatBahasa,*KamusBesarBahasa Indonesia* (Jakarta: BalaiPustaka, 2005), p. 1077.

Reading is very complex process in which with recognition and comprehension of written symbols are influenced by the perceptual skills. The word analysis skills, the experience, the language background the mind set and the reasoning ability of the reader.<sup>6</sup>

### 3. Comprehension.

Comprehension is the ability to understand the meaning from written or spoken language. It can be state that comprehension is the power of understanding. The process in the understanding meaning of written or spoken language has the rules can know the meaning of word, having the background knowledge, knowing the implied or implicit meaning.

### 3. Reading comprehension.

Reading comprehension means understanding what has been read. Reading comprehension cannot separated from the readers and the reading text. Reading comprehension is often called by literal comprehension that reading activity is used to understand, remember, review the text to get the main idea after reading. Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

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<sup>6</sup> Albert J. Harris *reading comprehension in the text* meaning is self-evident

#### 4. Ability.

Ability is a level of skill or intelligence. It means ability is the potential, capacity or power to do something physical or mental, or potential of students in using reading text. It can be concluded that ability is the power or skill required to do something physical or mental. The ability in this research means the power of the students at grade XI MIA 1 Ma'hadAl- Azzar Bi'ibadillah. From some the definition and explain above researcher make a conclusion that the sense students' reading comprehension ability at grade XI MIA 1 Ma'had Al-AzharBi'ibadillah is researcher know students' situation actually when students' reading text.

#### **G. Outline of the Research.**

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

Chapter I. Introduction consist of the Background of the Problem, Limitation of the Problem Research, Significances of Research, Formulation of Problem, Purpose of Research, Definition of Terminologies, consist of Students, Reading, Comprehension, Reading Comprehension, Ability and the last Outline of the Research.

Chapter II. Theoretical description and review of relate finding. In theoretical review consist of Students' Ability, definition of Reading Comprehension consist of Reading and Comprehension, Description of Identifying, Review and Related Findings and the last Hypothesis.

Chapter III. Methodology of the research consist of: place and time, Research Design this research would be conduct with quantitative method, Population and Sample, the data taken sample of research from grade XI MIA 1 Ma'had Al- Azhar Bi'ibadillah, Validity of the test involve three techniques include: observation, test. Data colectionstechnique, and the last data analysis technique.

## CHAPTER II

### THEORITICAL DESCRIPTION.

#### A. Description of Students Ability.

##### 1. Definition of Students Ability

###### a. Students.

Students are person who studying at school or a collage, student is the organizing of people that grow up. Hornby stated the, students are person who is studying at a college, polytechnic or university also boy or girl attending school.<sup>7</sup> Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school.<sup>8</sup> So based on those definition above, the researcher concludes that students are person at grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah.

###### b. Ability.

According to Hornby that "ability is the mental or physical capacity, power or skill required to do something."<sup>9</sup> Ability is the fact able to do something. Ability is skill, talent, qualification, competence, power and cleverness to do something.<sup>10</sup>

Then Marriam says that ability is a quality or being able, especially in physical, mental or legal power to perform.<sup>11</sup>

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<sup>7</sup>A.S. Hornby, A P Cowie, et. al., *Oxford Advanced Learner's Dictionary of Current English*, (New York : Oxford University Press, 1974),p.859.

<sup>8</sup>Tim PenyusunKamusPusatBahasa,KamusBesarBahasa Indonesia (Jakarta: BalaiPustaka, 2005), p. 1077.

<sup>9</sup>A.S.Hornby,*Oxford Advanced Learners Dictionary of Current English: Fifth Edition* (New York: Oxford University Press, 1995), p. 1187.

<sup>10</sup>A.S.Hornby, *Op. Cit.*,p.2.

<sup>11</sup>MarriamWebster, *Webster'sCollage Thesaurus* (USA: MasaaChausttes, 1976) p 7

So, ability especially in physical mental or legal power to perform ability to accomplish whatever ability a power mental that have by someone to do something a property, ability is a capacity to do something physical or mental, ability is a level of skill or intelligence. It means ability is the potential, capacity or power to do something physical or mental, or potential of students in using reading text. It can be concluded that ability is the power or skill required to do something physical or mental.

From the definition above, researcher conclude students ability is potential that found in the human being self. Ability is a present state of being able to make a certain responds or to perform a certain task, beside that. The ability of the student in learning can be seen from results of the learning itself. The ability of the student to master the materials is not same, event thought by the same teacher, because their power to receive the materials is different.

Many factors influence the students ability in learning, the main factors are the students themselves and the other factors are internal factor (students) and external factor (out of the students factor) external factors are relative factor, school factor maybe can be dicipline studying and system study and environment factor. All of this influence to their ability.

## **B. Reading Comprehension.**

### **1. Definition of Reading Comprehension.**

Reading consist of two related processes, word recognition and comprehension. Word recognition refers to the process of preceiving how written symbols correspond to ones spoken language, or comprehension is also a constructive process in which students creates meaning based on their background knowledge, reading comprehension is in its obvious sense, the ability to understand information in a text and interpret it appropriately.

Judi Moreillon stated the others ideas about reading comprehension are based on process and level of comprehension. And than it can be concluded that the reading comprehension is mental process in which the readers try to understand the meaning in the text by the interpreting what have been read in order to find the idea given by the writers. In reading comprehension the readers should pay attention for some aspects such as how they understand main ideas and details and be able to make the concluation. Reading comprehension has aims, they are understanding the given passage or stories and getting the ideas or opinion from the text.<sup>12</sup>

Meanwhile, comprehension is also the process making sense of words, sentences and connected grammatical knowledge exprience with text and other strategies to help them understand written text. Comprehension is also constructive process in which students creats meaning based on their

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<sup>12</sup> Judi Moreillon, Teaching Reading Comprehension, (American Library Association,2007) p.70

background knowledge, reading becomes an involving between a text and a readers background knowledge.

Reading comprehension is complex many processing skills that are coordinated in very different combination, reading comprehension is in its most obvious sense, the ability to understand information in a text and interpret it appropriately, because we also read for different purposes, there are many ways to read a text, further complicating any definition seen this light the ability to read is a remarkable type of expertise that most humans develop it is not generally well understood, not is its development widely recognized for the significant cognitive achievement that it is we hope that readers of this volume develop a greater respect for the expertise required with any effort at reading comprehension.

As stated above that reading comprehension is not just saying the words, but also understand what we are read, or getting the meaning idea, it is related to comprehension.<sup>13</sup>

Athur W. Heilman stated reading comprehension is best viewed as a multifaceted process affected by several thinking and language ability.<sup>14</sup> From the definition above, the writer can conclude the reading is not just saying the word. Reading must be always meaning getting process. Many people can read the words in a passage perfectly, but are unable to answer the question even though the answers were directly contained in the words they pronounced.

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<sup>13</sup> Thomas G Gunning, *Comprehension Booster* (America: Jossey-Bass, 2010) p. 12

<sup>14</sup> Athur W. Heilman, *Principle and Practice of Teaching Reading*, fifth edition. (Ohio: Merrill, 1981), p. 242

People should realize that the main goal of reading process is comprehension. Comprehension is a process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.

Otto states that at comprehending reading text, reader has to find the main ideas to obtain the message.<sup>15</sup> It means that in reading comprehension, the reader expected to understand fully the reading material. The reader should be able to give a clear explanation about the reading material when she/he is asked some questions concerning the ideas contained there. Is he/she is able to do, already understand the reading material.

Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to ones spoken language.

Eskey stated "comprehension is always directed and controlled by the needs and purpose of an individual and crucially depends on that individual's background knowledge. It is also stated that word recognition is a process of accessing and recognizing individual words Meanwhile.

Thomas G Gunning say comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text. Comprehension is also a constructive process in which students creates

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<sup>15</sup>Ibid., p. 241

meaning based on their background knowledge becomes an involving between a text and a readers background knowledge.<sup>16</sup>

Reading comprehension is remarkably complex, involving many processing skills that are coordinated in very efficient combination. Reading comprehension is in its most obvious sense, the ability to understand information in a text and interpret it appropriately. Because we also read for different purposes, there are many ways to read a text.

Futher complicating any definition, seen in this light, the ability to read is a remarkable type of expertise that most humans develop, it is not generally well understood, nor is its development widely recognized for the significant cognitive achievement that it is.

We hope that readers of this volume develop a greater respect for the expertise required with any effort at reading comprehension.

As stated above that reading is not just saying the words, but also to understand what we read, or getting the idea, it is related to comprehension.

Hornby states that comprehension is the power of.<sup>13</sup> Reading understanding it is the ability to understand a language. In addition, Richard states comprehension is the process by which a person understanding the meaning of written or spoken language clearly.

Comprehension is the ability to understand the meaning from written or spoken language. He also states that comprehension focuses on reading, such as:

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<sup>16</sup> Thomas G Gunning, *Comprehension Boosters* (America: Jossey-Bass, 2010) p.12.

1. Understanding words and building vocabulary
2. Understanding sentences, sentences structure, and syntax
3. Sentences, finding detail, and drawing conclusion and interpretation what you read.<sup>17</sup>

Further, in comprehension at least needs three skills which should be processed as a reader, knowledge of words forms and their meanings, the ability to understand the sentence in a paragraph, the ability to see the main thought of the writer and get the general ideas.

Vicky Layne Ellen also gives the statement that reading comprehension is process using syntactic and semantic information found in printed text to reconstruct in the readers mind<sup>18</sup>. Reading comprehension is the ability to understand information presented in written form, it is the process of getting meaning from print. It is not a passive receptive activity, but requires the readers to be active and thinking. Reading.

Comprehension is a complex skill includes understanding the text and the components inside. It is the process of understanding the text to get the meaning. The others ideas about reading comprehension are based on process and level of comprehension. Based on process comes from.<sup>18</sup>

Clark Hose states that there are two process of comprehension, construction process in which the way listeners construct an interpretation of a sentence from the speakers words utilization process which concerned with how the listeners utilize the interpretation for the purpose for

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<sup>17</sup>Hornby *Comprehension Strategies for English Language Learners*, ed.2010

<sup>18</sup>Vicky Layne Ellen McIntyre, Nancy Hulan, *Reading Instruction for Diverse*

registering new information, answering question, following orders, registering promises, and the like.<sup>19</sup>

So by reading, readers can construct and interpretation everything that related to the information. Another idea of reading comprehension.<sup>20</sup>

according to Mayer, “Reading comprehension is technique for improving students in extracting useful knowledge from the text. Also in other word, reading comprehension is ability of the reader to understand the text and comprehend the mean of the text and understanding a text that is read or process of constructing meaning from the text.”<sup>21</sup>

Based on above explanations, it can be concluded that reading comprehension is mental process in which the readers try to understand the meaning in the text by interpreting what have been read in order to find the idea given by the writers. In reading comprehension, the readers should pay attention for some aspects such as how they understand the words and the information from the text, understanding main ideas and details, and be able to make conclusion, reading comprehension has aims, they are understanding the given passage or stories and getting ideas or opinion from the text.

## **2. Reading.**

According to Silberstein, Reading is one of the basic communicative skills which have very complex process. The process is readers are expected to able to comprehend what is being discussed,

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<sup>19</sup> Clark Hose Reading Process Assesment UK, Univercity 2008.

<sup>20</sup> Clark who *Reading Comprhension and Assessment*, ed.

<sup>21</sup> Mayer. *Teaching Reading Comprehension Learners* (New York: Guildford Press.

involved in process of acquiring grammatical structures, vocabularies of language and the meaning. For the students, reading is very important in order to improve their ability in mastering English.<sup>22</sup>

According Deborah Daiek Nancy Anter, Reading is a form of communication, using written language or symbols (text). Reading is two-way communication between an author and a reader. Reading is interpretation and understanding. All of these responses are correct.<sup>23</sup> Written words are meaningless if you do not understand, or think about, what an author is saying.

According Spears Deanne, Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written.<sup>24</sup>

According to Janetta et.al. reading is a complex process to learn a complex to teach. Reading a form of communication, using written language or symbols (text). It means that reading can also as the process of teaching and learning using the written laguage and symbols that written in the text or not, reading is essentially a complex that involves many things. It is not only recite the text, but also involves a visual activity, thinking and metacognitive, beside that reading is process is a sof looking at a written or

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<sup>22</sup> Silberstein *Reading for collage* (1984: 12)

<sup>23</sup> Deborah Daiek Nancy Anter, *Critical Reading for College and Beyond*, (McGraw-Hill : Newyork,2004),p.5

<sup>24</sup> Spears Deanne, *Reading Process UK Univercity* 2007, p 12

printed symbols and translating it into an appropriate sound. So by looking the printed symbols, readers can read it

From the above the definitions, it can be concluded that reading means that to find out messenger or information that the writer put into the text as efficient as possible. Reading is the interacting between the reader and the writer through the printed text which requires the readers to bring their own knowledge of a language to recognize that print of the words, sentences and paragraph and to interpret the author's message.

Reading is a receptive skills, it is a transactional between a readers and a writer. A writer can communicate with a reader throughout a text, reading is an interactive process between the reader and the text. An interactive process happens when the readers try to understand the text, while understanding of the text the readers want to communicate with ideas proposed by the writers. In reading an individual construct meaning through a transaction with written text it involves the readers acting on interpreting the text and readers experiences, language background and their cultural framework influence interpretation, reading is a transactional between the reader and the text in a specific context that results in the creation of a new in the mind of the reader.<sup>25</sup>

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<sup>25</sup> Elizabeth Chesla. Eight Grade Reading Study Success (New York: United) p.20

### **3. Comprehension.**

Comprehension is also a constructive process in which students creates meaning based on their background knowladge, reading becomes an involving between a text and a readers background knowladge.

Comprehension is the relationship among the elements of reading skills, they are competence, reading techniques, and good comprehension, it means it is dependent on several cognitive processes, including decoding, word recognition, and knowledge. Comprehension is also a complex skill includes understanding the text an the components inside, it is the process of understanding the text to get the purpose and also to get the information or knowladge from the text.

## **C. Kinds of Reading Comprehension.**

### **1. Intensive Reading Comprehension.**

Intensive reading is the text or passage reading. In this reading the learner read the text to the get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of reading. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.

It will also provide material for developing greater control of the language in speech and writing.

## **2. Extensive Reading Comprehension.**

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading, the purpose of extensive reading will be to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

## **3. Aloud Reading Comprehension**

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. Reading loud may sometimes have meaning beyond the oral transmission of the text in that gives insight into current concerns or transmission of the reader.

## **4. Silent Reading Comprehension.**

Silent reading is very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot information. Teacher has to make them read silently as and when they are able to read without any difficulties. Silent reading using visual memory and condition not speaking and not sound track, to train students to really pay attention to can understand the text.<sup>26</sup>

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<sup>26</sup>M.R. Patel and Pravin Jain (2008),p.118.

#### **D. Purposes of Reading.**

Reading comprehension is very important for the students, the ability to interpret and evaluate what students read and to understand of written or printed material the function are:

1. To understand the text more easier
2. To image what the information in content
3. To follow the construct of a passage
4. To recognize a researcher purpose, attitude, tone and mood.<sup>27</sup>

#### **E. Reading Evaluation.**

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Reading is a skill that is taken for granted, then as the most essential skill for success in all educational contexts, remains a skill of paramount importance as readers crate assessments of general language ability.

The purposes of reading assessment usually are to tap into learners' global understanding of a text, as opposed to asking test –takers to zoom in on small details as Brown, stated. The assasmenst of reading ability does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, and all of the reading assessments must be carried out by inference.<sup>28</sup> Authentic assessment of reading requires planning and organization, the key lines in

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<sup>27</sup>Nunan, Practical English Language Teaching, p.68.

<sup>28</sup>Brown, Language Assessment Principles and Classroom Practices, p.190.

identifying the purpose of reading assessment and metaching instructional activities that the purpose. After the identification of assessment purpose, it is important to plan time for assessment reading.

#### **F. Reading Goals.**

The main goals of reading are to get and search information include content and meaning of the text. Here some goals of reading such as:

1. Reading is to find the topic of the text
2. Reading is for identifying important information
3. Reading is finding main ideas
4. Reading is for finding the specific information
5. Reading is for underlining the important information
6. Reading is classify the difficult word
7. Reading is to evaluate.<sup>29</sup>

In conclusion, the goals of reading are to easier the readers in read the text, to find the topic of the text and how the evaluate the text. The researcher give the indicators of reading test, there were able to identify the main idea of the text, able to identify the important information of the text, able to find the topic sentence of the text and able to find the other vocabularies.

River and Temperly in David Nunan suggest that there are seven goals of reading:

1. To obtain information for some purpose or because we are curious about some topic.
2. To obtain instructions on how to perform some task for our work or daily life.

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<sup>29</sup> Judi Moreillon, Collaborative Strategies for teaching reading comprehension (America: American Library Association, 2007)p.70.

3. To act in a play, play a game, do a puzzle.
4. To keep in touch with friends by correspondence or to understand business letters.
5. To know when or where something will take place or what is available.
6. To know what is happening or has happened.
7. For enjoyment or excitement.<sup>30</sup>

From the above explanation, the researcher concluded that goals of reading comprehension that a lot and have a goal that is very important because a lot of new information can be obtained as to add knowledge, either from the books, newspapers, and magazines. The indicators of reading comprehension are how to identify the main idea, topic sentence, expression/idioms/phrases in context, inference (implied detail), grammatical features, detail (scanning for specifically stated detail), excluding facts not written (unstated details), important information, supporting ideas and vocabularies in context.

Finally, the researcher chooses for these research are identifying main idea, important information, the purpose of communication and vocabulary from the text.

## **G. Reading Strategy**

Reading strategies are important to do by the readers in reading process.

Reading strategies help the readers to comprehend the text. Reading strategies

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<sup>30</sup> River and Temperly in David Nunan *Teaching Reading Instruction for Diverse Classrooms* (New York: United in the States of America, 2011)

are the plans for solving problems encountered in constructing meaning. The reader can help himself to solve his problems in reading through strategies. It can be concluded that reading strategies are important for readers to solve his problem in reading.

In addition, Margaret Bouchard Kristin state say defined reading strategies as plans for solving problems encountered in constructing meaning. They range from bottom-up vocabulary strategies, such as looking up unknown word in the dictionary, to more comprehensive actions, such as connecting what is read to background knowledge.<sup>31</sup>

Futher, reading strategies are tools that assist a reader in unlocking the meaning behind the printed word. The readers, in reading, try to understand the meaning from the text, what the text<sup>24</sup> about. These strategies can be helpful before, during, and after the actual reading event. So, by applying reading strategies and reading activities, hopefully that the readers can get the ideas in the text.

So, reading strategies are ways or tools to reach goal in understanding written text or printed materials for solving the problems in constructing meaning.

Wilden notes from Oxford Univercity that the strategies have been labeled differently in the literature and goes on to list the following: techniques, tactics, potentially conscious plans, consciously employed operations, learning skills, basic skills, functional skills, cognitive abilities,

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<sup>31</sup> Margaret Bouchard, *Comprehension Strategies for English Language Learners*.

language processing strategies and problem-solving procedures, a general distinction has often been made between strategies and skills, how ever, for some, they denote essentially the same processes.<sup>32</sup>

## **H. Level of Reading Comprehension.**

Level of reading comprehension refers how far the students understand the information gotten from the text and which level that has been achieved. Smith in Wayne Otto indicates that there are some levels of comprehension:

### **1. Literal Comprehension.**

That is the skill of getting primary direct literal meaning of the word, sentence, idea or phrase in the context. In this level, the readers know the words meaning, able to paraphrase or recall the of details directly in own words.

### **2. Inferential Comprehension.**

Inferential comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by looking for inside meaning. In level, the readers able to infer factual information, main idea, comparisons, cause effect relationship, which is not explicitly stated in the passage.

### **3. Critical Reading Comprehension.**

Critical reading comprehension refers to the ability to make analysis, evaluation, judgment, and personal reacting about the ideas of information that writer offers in a passage. In critical reading, readers evaluate written

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<sup>32</sup> Wilden from Oxford University Technique Reading Comprehension 2010 p 35

materials, compare the ideas found in the material with their previous knowledge and draw conclusion appropriately.

#### **4. Creative Comprehension.**

Creative comprehension is to apply ideas from the text to the new situation and to recombine author's ideas with the other ideas to form new concept or to expand old ones. In this level, the readers able to product new ideas, develop his new insight through reading the materials.

#### **5. Interpretative Comprehension.**

Interpretative comprehension is the readers try to grasp the ideas to interpret what they have been read.

#### **6. Applied Comprehension.**

Applied comprehension is the readers can apply what they have been read.

So, level of reading comprehension show how the readers or students what they have read, start from easy level until to hard level.<sup>33</sup>

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<sup>33</sup> Smith in Wayne Otto *The Level Reading ComprehensionA* (London: Lawrence Erlbaum Associates, 2005) p.77

## **I. Types of Reading**

Albert J. Harris divides the three types of reading as following sentences;

### **1. Developmental reading**

Skill in the mechanics of reading; developing of large sight of vocabulary, development of skill in identifying unfamiliar words, development of good eye movement habits, development of proper habits of posture, holding books, and soon, development of speed and fluency in silent reading, development of oral reading skill, phrasing, expression, pronunciation.

Skill in reading comprehension; acquisition of a rich, extensive, and accurate vocabulary, ability to grasp the meaning of unit of increasing size; phrase, sentence, paragraph, whole selection, ability to find answers to specific questions, ability to select and understand a sequence of events, ability to note and recall details, ability to grasp the organization of the authors plan, ability to follow direction accurately, ability to evaluate what one reads, ability to remember what one has read.<sup>34</sup>

### **2. Functional reading.**

Ability to locate needed reading material; use of index, use table of content, use of dictionary, use of encyclopedia, use of library card files, use of other bibliographic aids.

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<sup>34</sup> Hornby Comprehension Ability in Reading Comprehension.

Ability to comprehend informational material, development of specific skills needed by special subject matter e.g.; reading of arithmetic problems, reading of maps, charts, and graphs, ability to select material needed, ability to organize what is read; ability to summarize, ability to outline.

### **3. Recreational reading.**

Development of interest; enjoyment of reading as a voluntary leisure time activity, skill in selecting appropriate reading matter for one self, satisfaction of present interest and tastes through reading.

Improvement and refinement of reading interest; development of more varied reading interest, development of more nature reading interest, achievement of personal development through reading. Refinement of literary judgment and taste; establishment of differential criteria for fiction and nonfiction prose, and poetry and drama, development of appreciation for style and beauty of language, learning to select for deeper symbolic messages.<sup>35</sup>

From the explanation above, there are minimally three kinds of reading, it is perhaps different with kinds of reading even though it seems similar. But, basically it should be different.

The first, developmental reading refers to how to develop the skill in identifying unfamiliar words, development of good eye movement habits, development of proper habits of posture, holding books and so on. The

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<sup>27</sup>Albert J. Harris divides Teaching Reading Comprehension," *Procedia-Social and Behavioral Sciences* 228, no. June(2016): 593 600,<https://doi.org/10.1016/j.sbspro.2016.07.091>.

second, functional reading refers to ability to locate needed reading material; use of index, use table of content, use of dictionary, use of encyclopedia, use of library card files, use of other bibliographic aids and ability to comprehend informational material, development of specific skills needed by special subject matter.

The third, recreational reading refers to develop students' interest. It could be concluded that types of reading are developmental reading is about the skill in developing, functional reading is about an ability to locate and comprehend and recreational reading is about development of interest.

## **J. The Assessment of Reading Comprehension**

Tuner states that in scoring the students' reading comprehension, they are some aspects of measuring reading comprehension. They are:<sup>36</sup>

### **1. Different Sound.**

While the students are asked to read the text, the teacher will assess them by hearing their pronunciation or the sound that the students may say.

### **2. Paraphrase Recognition.**

Paraphrase recognition means that the students are able to develop the main idea by using their own words. The teacher will assess them by looking at the way of they develop the main idea and also coherence between the main idea with supporting idea.

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<sup>36</sup>T. Tuner, *Comprehension: Reading For Meaning: Teaching Reading*, (London: Scott, Foresman, 1988), p. 161

### 3. Information Transfer.

The teachers assess the students reading comprehension not only through their pronunciation, but also how they transfer the information to others (listener).

### 4. Finding the Stated Information.

This study focuses on literal comprehension, so the aspects to be concluded in text are paraphrase recognition and finding the states information. It means that the teacher does not assess students through their findings on the printed page.

## K. Review of Related Findings.

Related to this research, some researcher had been done research about students' reading comprehension ability as below:

The first, Indah Permata Sari.<sup>37</sup> She said that there are some problems students' in reading comprehension ability. First, students problem identifying finding main idea from the text, the second students' problems identifying purpose of the text, the third students problem identifying generic structure of the text.

The second, Eka Sustri Harida.<sup>38</sup> Her study was dealing with the ability and difficulties in understanding text. The result of her result showed

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<sup>37</sup> Indah Permata Sari, "Students reading comprehension at Grade VIII SMP Negeri Padangsidempuan" (Unpublished thesis, English Educational Department Faculty of Tarbiyah and Teacher Training IAIN Padangsidempuan, 2018)

<sup>38</sup> Ekasustri Harida, "Students' Ability and Difficults in Understanding English Text (A Study at English Program IAIN Pdangsidempuan)," 2014, 183-188, <http://journal.tarbiyahiaib.ac.id/index.php/attalim/article/view/102/104>.

that the students' ability in understanding text was still low many problem in understanding English text which one of them is the used reading strategies. The students did not apply appropriate reading strategies while reading. As the result, their comprehension was lack.

The third by Isnensi.<sup>39</sup> She said the students' in reading comprehension have some problems. First, reading an English text or passage is a very difficult activity and still lack of skill in finding the main idea of a reading text. Second, when students' asked to read an English text, a number of students directly open their dictionary to find the meaning of the words they do not know yet.

#### **L. Hypothesis.**

The hypothesis of this research state to know how far the ability using reading comprehension ability and answering the multiple choice the questions after the students read the text story. The researcher was done using statistical of Z-test. So hypothesis of this research as follow. "students reading comprehension ability at grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah" is enough category.

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<sup>39</sup>IsnensiAgustina, "Students' Reading comprehension" [http://e-repository-perpus.iainsalatiga.ac.id/1178/1/skripsi\\_isnaini.pdf](http://e-repository-perpus.iainsalatiga.ac.id/1178/1/skripsi_isnaini.pdf) on Wednesday 20<sup>th</sup> 2019 at 20.37 p.m.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Place and Time of the Research.

The location of the research is Ma' had Al- Azhar Bi' ibadillah. It is located in Tahalak, Ujung Gading Village, Tapanuli Selatan district, Sumatera Utara Province. This research had been done from August 2020 up to finish.

#### B. Research Design.

This research used the quantitative data. This research used a content analysis method with kind is manifest coding. L.R. Gay and Peter Airasian state quantitative approach is based on the collection and analysis of nonnumeric data such as: observations, test, and other more discursive sources of information.

Based on the method, this research used descriptive method. Descriptive research involves collecting data in order to test hypotheses or to answer questions about the opinions people about some topic or issue and descriptive research also called survey research.<sup>40</sup>

Based on the statement above, the research can conclude that descriptive research means of the students' reading comprehension ability at grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah.

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<sup>40</sup> L.R Gay & Peter Airasian, Educational Research: *Competence for quantitative research* (USA: Prentice Hall, 2000), p.109.

## C. Population and Sample of the Research.

### 1. Population.

The population the whole of the students at grade XI Ma' had Al- Azhar Bi' ibadillah. The research was done toward the grade XI students of Ma' had Al- Azhar Bi' ibadillah. The population of the research consisted of 3 classes with 82 students. It can be seen from the table follow:

**Table. 1**  
**The Population of the Grade XI Students of Ma' had**  
**Al- Azhar Bi' ibadillah.**

No	Class	Total Students
1	MIA 1	20
2	MIA 2	26
3	MIA 3	36
	<b>Total Of Students</b>	<b>82</b>

### 2. Sample

Sample is part of population which would be research the researcher has taken one class to get sample of this research they were XI MIA 1. The sample of this research was students from grade XI MIA 1 with the total 20 students. Based on the explanation above, the sample of this researched can be seen in the table below:

**Table. 2**  
**Sample of the Research at Grade XI MIA 1**  
**Ma' had Al- Azhar Bi' ibadillah.**

No	Class	Total Students	Total Sample
1	XI- MIA 1	20	20
	<b>Total</b>	<b>20</b>	<b>20</b>

The researcher took this class because suggestion from the teacher after interview. The teacher suggests reading comprehension ability in this classed. Because she taught that this class was potential to be applied.

This research applied purposive sampling and the sources of the data have been assigned by the researcher and hand down to the field. Purposive sampling is one of the non-random sampling techniques where the researcher determined the sampling by specifying specific character that are suitable with the adjective of the study so that is expected to answer the research problem.

#### **D. Research Instrument.**

To get the good data, the researcher used instrument a test is some of questions or view or other tool used for measuring skill, knowledge, intelligence, performance ability.

In this case, in order to get data of this research, the researcher prepared the available instrument. There are many kinds of instrument; they are questionnaire, checklist, interview, guide or interview schedule, observation sheet achievement test.

##### **1. Test.**

The test was given to the class of students XI MIA 1 Ma' had Al-Azhar Bi' ibadillah. Here, the researcher chose the instrument, in this research the researcher used the test as an instrument for collecting the data. Then, the test is used for analyzing the students' ability in reading

comprehension text and answering the question of multiple choose in order to know the students score objectively and measured learning outcome directly.

## **2. Validity of the Test.**

In this research, the researcher used content validity to establish the validity of the instruments. According to Cyril J. Weir that “content validity is essential the systematic examination of the test content to determine whether it cover representative sample of behavior domain to be measure.”<sup>41</sup>

The researcher used content validity as the instrument validity because content validity refers to extent to which represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes includes in content universe under consideration. In other words, the researcher used the test to make sure that the test has been available for the students. The researcher tested the one class at grade XI MIA 1 Ma’ had Al- Azhar Bi’ ibadillah, to know how far the ability the students improve test ability in using reading text and answering multiple choice questions for this research, the instrument tool was validated the test, from grade XI English textbook.

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<sup>41</sup> Cyril J. Weir, *Communicative Language Testing* (UK: Prentice Hall International, 1990), p. 25

### **E. Techniques Collecting Data.**

After preparing the test, the researcher gave the test to the sample of the research that had tried to find out the result. There are some steps to collect the data they are:

1. The researcher made the test of multiple choice questions after reading text.
2. The researcher made of the test from English textbook from students XI MIA at Ma' had Al- Azhar Bi' ibadillah.
3. After making the item test, the researcher gave students the test.
4. The researcher determined the time of doing the test. The time of during test was in 60 minutes.
5. The researcher gave chance for the students to ask something left or unclear in doing the test.
6. The researcher asked the students to do and the researcher monitor the students during the test is doing.
7. After answering the test, the researcher collected their answer to be analyzed.

## F. Data Analysis Technique.

After the collecting the data, the researcher would analyze the data by quantitative data, it was presented in statistic formula. Data they were analyzed by statistical analysis with the some steps as follow:

1. Identifying and correcting the students answer from the test.
2. Using mean score, to analyze the test result.

The formula is:  $X = \frac{\sum X}{n}$

Note: x: Mean score of the students

n: The number of students

$\sum X$  : The total score<sup>42</sup>

3. After the researcher get the data, it would enter in test hypothesis with the formula as follow:

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

x = data that includes hypothesis categories

n = all the data

p = hypothesis proportion

4. Then to know students result or score would calculate into classification quality. The classification quality of the result could be seen in the following table below:

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<sup>42</sup>Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1987), p.81.

After finding mean score of all students, it was consulted to be classification as follow:

**Table. 4**  
**The Classification Quality of the Students' score:**

No	Interval	Predicate
1	0%-20%	Very Low
2	21%-59%	Low
3	60%-65%	Enough
4	75%-80%	High
5	81%-100%	Very High <sup>43</sup>

1. If the value of mean score is 81% – 100%, it can be categorized very high.
2. If the value of mean score 75% – 80%, it can be categorized in to high.
3. If the value of mean score 60% – 65%, it can be categorized enough.
4. If the value of mean score 21% – 59%, it can be categorized low.
5. If the value of mean score 0% – 20%, it can be categorized very low.
6. Taking conclusion from the test instrument, It is done by conclude the analytical solidly and briefly.

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<sup>43</sup>Syah Darwyan, *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada Press, 2009), p.74.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH.**

This chapter the result research, in order to know the students' reading comprehension ability at grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah. The researcher has concluded the students' test result related to this research title by ability. This quantitative research was used mean score to get their whole result as general. Then to test the hypothesis, researcher used formula Z test to detailed description of the data.

#### **A. Description of Data.**

To know the how far the students' reading comprehension ability, the researcher used the test as instrument of collecting the data. The researcher give the instruction for the students' before ask the test multiple choose question. The total of the test 20 questions, the score of a question were 5. Then total score of all test were 100. After distributing the instrument of research for the students' XI MIA 1 Ma' had Al- Azhar Bi' ibadillah in reading comprehension ability, the score of their can be as below.

**Table. 5**  
**The Total Score Students Reading Comprehension Ability**  
**at Grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah.**

<b>No</b>	<b>Students' Initial Name</b>	<b>Total Score</b>	<b>Quality Score</b>
1	NDL	75	High
2	SU	65	Enough
3	DL	60	Enough
4	AL	70	High
5	EP	75	High
6	DSR	60	High
7	SMG	60	High
8	ND	60	High
9	HK	75	High
10	RN	60	High
11	SYS	75	High
12	RS	75	High
13	LSS	75	High
14	NA	70	High
15	SA	70	High
16	ST	80	High
17	SRD	60	High
18	APS	80	High
19	MK	75	High
20	ZL	65	High
<b>TOTAL</b>		1385	

Based on the table above, the total score of students reading comprehension ability at grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah is . It can be seen also that were many students' have got as the highest score and there were have many got as the lowest score. And then, it is clearly quality score in studedents' reading comprehension ability, 2022 academic years. Whereas, there were many students have low, enough, high and very high, it means that the ability is variously.

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

**Table. 6**  
**The Resume of Variable Score in Reading Comprehension Ability**

No	Statistic	Variable
1	High Score	80
2	Low Score	60
3	Mean Score	70
4	Median	60

From the table above, it was know that the high score for variable in students' reading comprehension ability had been searched from 20 students', and best on the total of sample research high score is 80 and low score is 60, mean score is 70, median score is 60.

Based on calculation mean score were 70. So application students' reading comprehension ability by using reading test and answering the multiple choice question was high, it can be know from the table interpretation mean

score in chapter V, to know of the data was to group variable score students' reading comprehension ability which interval 3 .

**Table. 7**  
**The Frequency Distribution Reading Comprehension Ability**

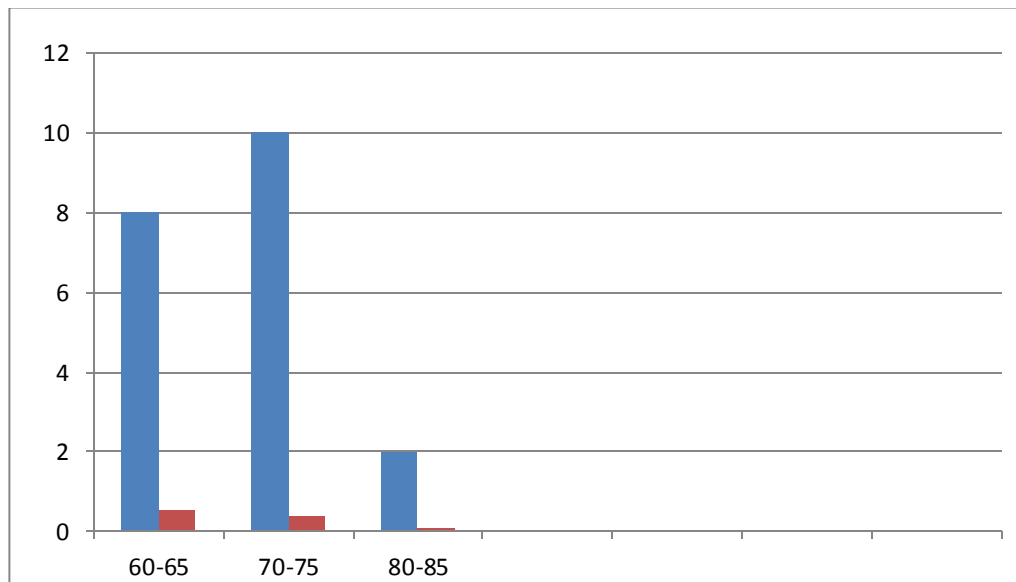
<b>No</b>	<b>Interval Class</b>	<b>Frequency Absolut</b>	<b>Freuency Relative</b>
1	<b>60 - 65</b>	<b>10</b>	<b>54,4%</b>
2	<b>70 – 75</b>	<b>8</b>	<b>38,45%</b>
3	<b>80 – 85</b>	<b>2</b>	<b>7,14%</b>
<b>I = 3</b>		<b>20</b>	<b>100%</b>

From the table, it could know the score of the students' were 20 have 60 up to 80, the researcher has calculated the data by using statistic count. From the test score above data were tabulated as follow:

In continuation, the distribution data, the researcher discribe the numbers as the follow histogram below:

### Histogram: Data Description

**Frequency:**



Histogram Students Reading Comprehension Ability at Grade XI MIA

1 Ma' had Al- Azhar Bi' ibadillah.

Based on the histogram above, it was known that the variable revelation in students' reading comprehension ability by using reading text 60 - 65 was 10 students (54.4%), 70-75 was 8 students (38.45%) 80-85 was 2 students (7.14%). So, the meaning of interval class is showing the count of sample that got score in percentage of the students.

**Table. 8**  
**The Classification Quality of Students Score.**

No	Interval	Predicate
1	0% - 20%	Very Low
2	21% - 59%	Low
3	60% - 65%	Enough
4	75% - 80%	High
5	85% - 100%	Very High

### B. Hypothesis Testing

The hypothesis testing of the research, “students’ reading comprehension ability at grade XI MIA 1 Ma’had Al- Azhar Bi’ ibadillah”. Based the collecting data, the data has been analyzed to prove hypothesis by using formula of Z test. It can be as seen follow:

Calculation Z hitung:

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

$$Z = \frac{\frac{15}{20} - 0.75}{\sqrt{\frac{0.75(1-0.75)}{20}}}$$

$$Z = \frac{0.53 - 0.75}{\sqrt{\frac{0.75(0.25)}{20}}}$$

$$Z = \frac{-0.22}{\sqrt{\frac{0.1875}{20}}}$$

$$Z = \frac{-0.25}{\sqrt{0.0070}}$$

$$Z = \frac{0.25}{0.08}$$

$$Z = 2.6$$

Calculation  $Z_{table}$ .

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

$$a = 0.05$$

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

$$Z_{table} = 0.025$$

Based on the calculation it can be concluded that  $Z_{count} = -2.69$  was greater than  $Z_{table} = 3.26$ . ( $Z_{count} = -2.69 < Z_{table} = 3.26$  by level 0.05). So, from the result the researcher concluded that hypothesis is related by using Z-test. Because  $Z_{count} = -2.69 < Z_{table} = 3.26$ . The level significant 5% the students ability reading comprehension at Ma' had Al- Azhar Bi' ibadillah.

So, it can be concluded of this research state to know how far the students reading comprehension ability at grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah by using answering multiple choice questions after the reading text, was high ability according to table, the classification quality of students score, it was 70, high category.

### C. Discussion

In this research, the researcher searched the, how far students' reading comprehension ability at XI MIA 1 Ma' had Al- Azhar Bi' ibadillah, the researcher just to know the how far the students' reading comprehension ability by using reading text and answering the multiple choice questions from the text. The researcher who conducted the test to determine the level of students' ability, the test was that have been conducted by researcher.

After the analyzing the data, it was known students' reading comprehension ability at grade XI MIA 1 Ma' had Al- Azhar Bi' ibadillah was categorized into high category or 70 score, it was gotten from the result of students' mean score in doing the test. The reearcher hypothesis was proved by calculation by using  $Z_{\text{test}}$  which the researcher had done. The result calculation were  $Z_{\text{count}} = -2.69$  was more than  $Z_{\text{table}} = 3.26$  by level of significance 0.05, so from the result the researcher concluded that the hypothesis is rejected.

#### **D. Treats of the Research**

In conducting this researcher, the researcher realized that there were many treats of the researcher. It starter from the title until the technique of analyzing data, so the researcher was knew that is was so far from excellence thesis. There were the treats of time, because the students' had the activities. Besides the time with was given to be the students' not enough. Then students' also did not do test seriously, so researcher look answer directly without care about it.

The researcher was a ware all the things would want to be searched but to get the excellent result from the research were more difficult there were threats the writer, the researcher helping from entire advisors, headmaster, and english teacher. So the the researcher have a threats below:

The researcher found the threats of the research as follows:

1. The students were not serious in answering the multiple choice questions. Some of them still were cheating. It made the answer of the test was not pure because they did not do it by themselves.
2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Clearly, it made them can't get the teacher's explanation well and gave the impact to the questions answer.
3. The students were too enthusiastic reading the text. It made them be not followed the rule of treatment when the teacher gives other text, the students feel confused to understand the whole text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing data, it was known that the researcher given conclusion as follows: students' reading comprehension ability at grade XI MIA 1 Ma' had Al- Azhar Bi'ibadillah was categorized into high category, it can be seen from the value of percentage from mean score gotten of the students', that is 70. Then, the hypothesis is the students' reading comprehension ability at grade XI MIA1 Ma' had Al- Azhar Bi'ibadillah is high category from the result hypothesis testing. It can be proved from  $Z_{count} = -2.69 < Z_{table} = 3.26$ .

#### B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. The head master of Ma' had Al- Azhar Bi' ibadillah to motivated the teacher. Especially English teacher to teach as well as possible by using appropriate strategy for every skill like teaching reading comprehension.
2. The English teacher, the researcher suggests as an English teacher were hoped to use appropriate strategy to teach or explain English subject to the students so that the students can enjoy and increase their skill in learning English.

3. To students' of students Ma' had Al- Azhar Bi' ibadillah, the researcher suggests when the teacher explain in front of you, you should concentrate and do not cheat with your friends. Also you can use any strategy for learning that can make you more enjoyable.
4. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these strategies deeply.

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