THE TEACHERS' EFFORTS IN IMPROVING THE STUDENTS' INTEREST IN READING COMPREHENSION AT MTs DAREL HIKMAH PEKANBARU

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Thesis

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ABSTRACT

Rini Mayasari (2010) : The Teachers' Efforts in Improving The Students'   Interest in Reading Comprehension at Madrasah Tsanawiyah Darel Hikmah Pekanbaru.

The tittle of this thesis is "The Teachers' Efforts in Improving the Students' Interest in Reading Comprehension at Madrasah Tsanawiyah Darel Hikmah Pekanbaru". The subject of the research was English teachers of Madrasah Tsanawiyah Darel Hikmah Pekanbaru, and the object of this research was the teachers' efforts in improving the students' interest in reading comprehension. While, the formulation of the problem consisted of; How are teachers' efforts in improving students' interest in reading comprehension?, and what factors influence teachers' effors to improve students' interest in reading comprehension? Furthermore, the aims of the research were to find out and reveal the information about the teachers' efforts in improving the students' interest in reading comprehension and the factors influence.

In this research, the data was collected by using techniques of observation and interview. In analyzing the data, the writer used descriptive qualitative with percentage technique by using the four categories based on Suharsimi Arikunto; if the applied skills acquired by 76%-100% is categorized to Very good, 56%-75% is categorized to Enough, 40%-55% is categorized to Less, and Less than 40% is categorized to Bad.

Based on the data analysis, the teachers' efforts in improving the students' interest in reading comprehension at MTs Darel Hikmah Pekanbaru is categorized into Enough. This can be evidenced from the percentage acquired is 58.88%. Then, there are some factors that influence the teachers' efforts in improving the students' interest in reading comprehension; the teachers themselves, the students, the condition of the school, and the facility provided.

ABSTRAK

Rini Mayasari (2010):   Usaha-Usaha Para Guru dalam Meningkatkan Minat Siswa Memahami Bacaan di Madrasah Tsanawiyah Darel Hikmah Pekanbaru.

Judul skripsi ini adalah "Usaha-usaha Para Guru dalam Meningkatkan Minat Siswa dalam Memahami Bacaan di Madrasah Tsanawiyah Darel Hikmah Pekanbaru". Subjek dari skripsi ini adalah para guru Bahasa Inggris di Madrasah Tsanawiyah Darel Hikmah Pekanbaru, dan objeknya yaitu usaha-usaha guru dalam meningkatkan minat siswa dalam memahami bacaan. Adapun rumusan masalah pada penelitian ini adalah; Bagaimana usaha-usaha yang dilakukan guru Bahasa Inggris di MTs Darel Hikmah Pekanbaru dalam meningkatkan minat siswa dalam memahami bacaan?, dan Apakah faktor-faktor yang mempengaruhi usaha-usaha para guru dalam meningkatkan minat siswa dalam memahami bacaan? Maka dari itu, penelitian ini bertujuan untuk mengetahui dan mengungkapkan informasi tentang usaha-usaha yang dilakukan para guru dalam meningkatkan minat siswa dalam memahami bacaan, serta faktor-faktor yang mempengaruhinya.

Dalam penelitian ini, penulis mengumpulkan data dengan menggunakan teknik observasi dan interview. Dalam hal penganalisaan data, penulis menggunakan teknik persentase dari deskriptif kualitatif melalui empat kategori dalam buku karangan Suharsimi Arikunto; jika skill yang diperoleh mencapai 76%-100% dikategorikan Sangat Baik, 56%-75% dikategorikan Cukup, 40%-55% dikategorikan kurang, dan kurang dari 40% dikategorikan buruk.

Berdasarkan analisis data, usaha-usaha para guru dalam meningkatkan minat siswa dalam memahami bacaan di Madrasah Tsanawiyah Darel Hikmah Pekanbaru dikategorikan Cukup. Hal ini dapat dibuktikan dari hasil yang diperoleh yaitu 58.88%. Kemudian, ada pula beberapa faktor yang mempengaruhi usaha-usaha para guru dalam meningkatkan minat siswa dalam memahami bacaan, yaitu; faktor dari para guru itu sendiri, siswa, kondisi sekolah dan fasilitas yang tersedia.

ملخص

ريني مياسري (٢٠١٠): سعي المعلمين على ترقية رغبة التلاميذ فى فهم القراءة بالمدرسة الثنوية دار الحكمة باكنبارو.

موضوع البحث سعي المعلمين على ترقية رغبة التلاميذ فى فهم القراءة بالمدرسة الثنوية دار الحكمة باكنبارو. وشخص من هذا البحث معلمى اللغة الإنجليزية بالمدرسة الثنوية دار الحكمة باكنبارو، وموضوعه سعي المعلمين على ترقية رغبة التلاميذ فى فهم القراءة. وتكوين المشكلة هو هل السعاية التى عمل معلمين اللغة الإنجليزية بالمدرسة الثنوية دار الحكمة باكنبارو قادر على ترقية رغبة التلميذ فى فهم القراءة؟ وهل العوامل التى تؤثر سعاية المعلمين على ترقية رغبة التلاميذ فى فهم القراءة؟ ومنها أن غرض البحث لمعرفة السعاية التى عمل المعلمين فى ترقية رغبة التلاميذ لفهم القرأة والعوامل التى تؤثره.

والباحثة تجمع البيان بطريقة المراقبة والحديث الصحفي فى هذا البحث. واستعملت الباحثة طريقة المئوية من تصور الجودة بواسطة أربعة أنواع فى كتاب سوحرسمي أريكونتو: إذا المهارة الموجودة حصلت ٧٦% – ١٠٠% بنتيجة جيد جدا، ٥٦% –٧٥% بنتيجة جيد، ٤٠% – ٥٥% مقبول، ونقصان من ٤٠% بنتيجة مردود.

وبأساس التحليل أن سعي المعلمين على ترقية رغبة التلاميذ فى فهم القراءة بالمدرسة الثنوية دار الحكمة باكنبارو بنتيجة جيد، ودلت من النتيجة الموجودة ٥٨،٨٨%. والعوامل التى تؤثر سعي المعلمين على رغبة التلاميذ فى فهم القراءة هي: عامل من نفس المعلمين، التلاميذ، أحوال المدرسة، والوسيلة الموجودة.

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CHAPTER I

INTRODUCTION

A. The Background

Nowadays, English plays a crucial role in almost all sides in the world. All countries in the world regard the use of English as an important tool in term of communication for international relationship. By mastering English, one will be able to obtain kinds of information from all over the world.

In Indonesian educational institutions, English is viewed as the first foreign language. English becomes a compulsory subject taught either at schools or universities. After learning English, the students are expected to achieve the language skills that consist of listening, reading, speaking and writing.

Reading is one of the basic skills that students should master in learning English. Reading comprehension refers to the ability to understand information presented in written form, this process usually entails understanding textbook. According to Kalayo (2007:114) Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. It can be said that in reading activity, the students as readers can get kinds of information from the text, enrich their vocabularies, and increasing their knowledge from the content of reading materials. Then, in reading material; the text presents letters, words, sentences, and paragraphs that encode meaning. Regarding to this idea, it is also stated by Kalayo (2007:115) that in reading process, the reader uses knowledge, skills, and strategies to

determine what that meaning is. Reader knowledge, skills, and strategies include: Linguistic competence, Discourse competence, Sociolinguistics competence, and Strategic competence. Reading comprehension is resulted when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them. Therefore, the students should have reading skill and master the reading strategies.

Based on the quotation above, it can be said that reading comprehension is one of the cases that should be mastered and improved. Many factors influence students to achieve reading comprehension, such as ability, motivation, interest, basic knowledge, relevant method and effective implementation of communicative approach in teaching and learning process.

Teaching reading is not considered to be an easy matter for English teachers. English teachers should have belief (about language) that will influence them to conceptualize their teaching in order to understand how they approach their work. In term of teaching reading comprehension, it is crucial for teachers to make students achieve the communicative competencies (grammatical, sociolinguistics, discourse and strategic competencies) as the goal of teaching and learning language specifically in reading comprehension, and also ease students comprehend the reading text. So that, the teachers should always do various efforts and try to find out the effective ways help the students master reading skill. Unfortunately, the problem happens among the students in almost every level is that they are lazy or unwilling to read the text so that they feel bored to find out the difficult words on the text. Hence, it makes

them difficult to comprehend the reading materials. Since the students are bored to learn, it means that they do not have interest in learning it.

One of reasons for failure or lack of reading comprehension is lack of interest or concentration (http://www.muskingum.edu/~cal/database/general/index.html). Because of that, reading must be supported by interest; because it is one of the influential factors in following teaching and learning process. Regarding to the statement, Slameto (1991) says that the students have interested for the subject, and they will give more attention about that subject. While, Haycraft (1991:120) says that the students will only read a lot if they are interested. So, interest is a statement of desire to learn or to know about somebody/something, curiosity, and concern with feeling that show and express (Hornby, 1989:65). Therefore, by having interest in reading, the students will pay more attention about it and the goal of teaching and learning reading comprehension can be achieved better..

However, it is very common to see that many students have low interest and enthusiastic in reading activities. It makes teaching achievement, especially for what is expected in reading, is still poor. The effort to create the students-centered learning atmosphere in English by the teachers is usually unsuccessful. The achievement of effective reading comprehension based on communicative competencies in teaching becomes the teacher-centered. Therefore, the aims of this research is to find out the efforts of teachers to improve students' interest in reading comprehension and knows factors influence the efforts; to acquire better reading comprehension with high interest.

The success of a teaching and learning process is instilled by several factors either directly or indirectly. In this regard, Syafi'I (2007:100) says that at least, there are four dominant factors that involve in teaching and learning process, namely teacher, teaching materials, methods of teaching, and learners. Even thought both teacher and learners are in different role, but they are mutually complemented one another. The teacher is an instigator of the action, teaching materials and methods of teaching as the tools in which both between teacher and learners can integrate and get involve into one situation of classroom setting in language teaching and learning. Learners are assumed as receivers who must respond the teacher's messages in appropriate reaction. As an instigator of reaction, the teacher should be conductive in order to encourage students in the activities of teaching and learning. This activity can be merely done by a professional teacher. Because he/she knows more about the needs of students, either before or after having teaching activities. Therefore, in term of teaching reading comprehension, it became the teachers' responsibility to be care of the students needs in learning activities. The students need here, refer to the students' interest in reading comprehension.

A teacher will be successful in teaching not only determined by the application of teaching and learning process such as choosing appropriate materials, mastering teaching materials, and finding the appropriate method and good strategy, but also determined by the teachers' ability to cover the attitude of students that possibly disturbs the teaching and learning process, the situation in which they learn, and also appears the students' interest about teaching and leaning provided.

Concerning with this, Slameto (1995:100) says that one of the demands for teachers is that they are able to appear interest and enthusiastic of their students through the subject taught. It is important because the students have different background and ability.

In term of improving interest of the student, in teaching reading comprehension, the teacher must considers some factors such as activating students' prior knowledge, using various reading and teaching strategies, creating a positive classroom environment, and choosing appropriate type of reading text for the students. Pertaining to the last point, Douglas Fisher and James Flood in Teaching Reading in the 21th century (p;250) states that as teachers, choosing books (reading materials) maybe our most important task. Related to this idea, when the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and also travel and tourism web sites become appropriate classroom materials, because reading them is one way communicative competence is developed (http://.www.nclcr.org/essentials/reading/goalsread).

Madrasah Tsanawiyah Darel Hikmah is one of the Islamic Junior High School in Pekanbaru. It is a private school, which is located in Mayar Sakti Street, KM 12, Simpang Baru Tampan, Pekanbaru. This school has some classrooms, laboratories, library, dormitory, etc. All students live in dormitory and they are obligated to practice not only Arabic but also English in their daily conversation there. English is one of the main subjects in MTs Darel Hikmah because it will be tested in national test. The curriculum of this school is KTSP (Educational Unit Level Curriculum) as

the current curriculum in accordance with the government decision. Based on the curriculum, the students who learn English is expected to be able to communicate in written and spoken by using correct language fluently and accurately. In addition, it is also illustrated that the Expected Language Proficiency for Junior High Schools (literacy level of Functional) is that learners are able to use English for survival purpose, to communicate for daily needs such as to read newspapers and manuals.

English is taught twice a week that consists of two meetings. In one meeting, it is presented during 2x45 minutes. Totally, it is about ± 180 minutes in a week. Based on the writer preliminary observation, in teaching reading activities, the teachers use reading materials not only from the English book but also supported by materials from the other sources (such as internet and magazine), make discussing groups to conduct learning process, and also try to create interesting learning environment. However, though the teachers used kinds of materials from some sources and create interesting environment, some of students still do not enthusiastic in learning reading. In teaching and learning process, especially in reading comprehension, the teachers' activities are dominated in the classroom and some of students are still passive and do not participate enthusiastically in reading activities. Whereas, the students is taught English about ± 180 minutes in a week intensively, and also the students themselves use English in their daily conversation in dormitory because all of them stay in the dormitory. It means that they practice English in their daily life. Unfortunately, it is still found that the interest of some students is still weak

in reading comprehension. It can be seen from students' participation in learning process, and their achievement in reading comprehension are low. One of the reasons is lack of the teachers' effort in improving the students' interest in reading comprehension. This statement is based on the writer's preliminary observation about the teachers' efforts in improving the students' interest in reading comprehension that have not showed yet the satisfied result. It could be seen in some phenomena in the following symptoms:

1. Some of the students seem do not enthusiastics to participate in learning activities.

2. Some of the students still have low ability in reading comprehension.

3. Some of the students might become bored in learning and teaching process.

4. Some of the teachers do not use various method in teaching and learning process.

5. Some of the teachers seem seldom motivate the students in teaching and learning reading comprehension.

6. Some of the teachers are still not sensitive to their students' need or interest in the process of teaching and learning in the class.

7. Some of the teachers seem feel difficult to appear the students' interest in reading comprehension.

8. Some of the teachers do not apply various activities in teaching and learning process of reading comprehension.

Based on the phenomena above, the writer is interested in conducting research entitled: **The Teachers' Efforts in Improving Students' Interest in Reading Comprehension at MTs Darel Hikmah Pekanbaru.**

B. The Problem

1. The Identification of the Problem

Based on the description above, the writer identifies the problems of this research into the following questions:

a. Why do some of the students not enthusiastics to participate in learning activities?

b. Why do some of the students still have low ability in reading comprehension?

c. Why do some of the students become bored in learning and teaching reading process?

d. Why do the teachers not use various method in the process of teaching?

e. Why do the teachers seldom motivate the students in learning reading comprehension?

f. Why are the teachers not sensitive to their students' need or interest in reading comprehension?

g. What factors make the teachers feel difficult to appear the students' interest in reading comprehension?

h. Why do the teachers not apply various activities in teaching and learning process of reading comprehension?

2. The Limitation of The Problem

To avoid misunderstanding toward the problem of this research, the writer focuses on the study on teachers' efforts to improve students' interest in reading comprehension at MTs Darel Hikmah Pekanbaru.

3. The Formulation of the Problem

Based on the limitation of the problem above, the problems are formulated as follows:

a. How are teachers' efforts in improving students' interest in reading comprehension?

b. What factors influence teachers' effors to improve students' interest in reading comprehension?

C. The Reasons of Choosing Title

The writer is interested in carrying this researcch title because of some reasons, they are:

a. The problems of the research are very interesting and challanging to be investigated in term of teaching and learning English as a foreign language. The teachers of English are required to improve students' interest in learning English, especially in reading comprehension as one of English basic skills.

b. The topic of the research is relevan to the writer as one of the students of English Education Department of Teachers' Training Faculty.

c. As far as the writer is concerned, this topic has not been raised by the other reseachers in State Islamic University of Sultan Syarif Kasim, Pekanbaru-Riau.

D. The Objectives and The Significance of The Reasearch

    1. The Objectives of The Research

        a. To find out and reveal the information about the teachers' efforts in improving students' interest in reading comprehension.

        b. To know the factors influence the teachers' efforts in improving students' interest in reading comprehension.

    2. The Significance of The Reasearch

        a. To enlarge and expand the writer's knowledge in the field of the study in the future

        b. To participate and give contribution to the students and teachers in the developing of teaching and learning English, especially for reading comprehension

c. To give input and information to the English teachers and the students of English Education and Teachers' Training Faculty of UIN SUSKA Riau.

E. Definition of theTerms

To avoid misinterpretation and misunderstanding for the readers, it would be better to define a number of the terms used in the study.

a. Effort

Effort is defined as trying hard, use of strength and energy to do something (Hornby, 1989:277). Besides, effort is earnest and conscientious activity intended to do or accomplish something (http://www.wordsmyth.net.). Based on the definitions above, Effort can be described as a trying hard activity to get or reach something. Effort in this term refers to the teachers' efforts in improving students' interest in learning English, especially for reading comprehension. Teachers' effort consists of two words; teacher and effort. Effort is trying hard activity to get and to reach something by using the physical strength and power of mind. While, teacher is person who teaches, especially in a school (Hornby, 1989:1318). So, teachers' effort is the activities done by teacher. Means, the hard activities of the teacher to improve students' interest in learning English, especially for reading comprehension. The teacher in this study is the teacher of MTs Darel Hikmah Pekanbaru.

b. Improving

Basically, improving same as increasing or developing. Hornby (in Hafizah 2009:5) said that increasing is something to be greater in number, quantity, size, etc.

It is concluded that improving in this research is to increase students' interest in reading comprehension. The term of improving here refer to the teachers' efforts.

    c. Interest

Interest is a statement of desire to learn or to know about somebody/something, curiosity, and concern with feeling that show and express (Hornby, 1989:65). So, students' interest means the students' desire to learn in reading comprehension).

    d. Reading Comprehension

According to Elizabeth (in Graves, et all, in Ratna;2008:5), Reading is a complex undertaking that requires a lot of from reader. Besides, reading is the process of interpreting or understanding what present the reading text to the sense in the form of words or other sensible marks (Montimer, in Rika Nuryana;2009:15) Furthermore, Longman (in Rika Nuryana;2009:13) said that reading Comprehension is the result of understanding of reading. It means that understand materials of reading itself. In this research, reading comprehension related to teachers' effort to improve students' interest in learning reading comprehension.

F. The Organization of writing

Based on the thesis systematical writing from Faculty of Education and Teacher Training of UIN SUSKA, the thesis is arranged as follows:

CHAPTER I   : INTRODUCTION

           A.   Background of the Problem

           B.   The Definition of Term

C. Problem

    1. Identification of the Problem

    2. Limitation of the Problem

    3. Formulation of the Problem

D. Objectives and significance of the research

    1. Objective of the Research

    2. Significance of the Research

E. The Organization of Writing

CHAPTER II : THEORETICAL FRAMEWORK

    A. Theoretical Framework

    B. Relevant Research

    C. Operational Concept

CHAPTER III : METHOD OF THE RESEARCH

    A. The Research Design

    B. Time and Location of the Research

    C. Subject and Object of the Research

    D. Respondent of the Research

    E. Techniques of Data Collection

    F. Technique of Data Analysis

CHAPTER IV: THE DATA PRESENTATION AND DATA ANALYSIS

CHAPTER V: THE CONCLUSION AND THE SUGGESTION

CHAPTER II

REVIEW OF LITERATURE

This chapter presents several theories which are needed to provide theoritical frameworks of the research. Some central theoritical frameworks will be discussed as well as the nature of reading comprehension, the nature of teachers' efforts, and the nature of interest. Besides, it also points out the relevant research and the operational concept.

A. The Theoritical Framework

1.) The Nature of Reading Comprehension

Reading is one of the four English basic skills. It is classified into receptive skill, because it receives information by reading the text from written form. Reading is much more than simple word identification, reading is a process of making sense of print. As defined by Partnership for Reading (2005), Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text (http://wik.ed.uiuc.ed/index.php/Reading_comprehension). Then, it is also said that comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

Related to the reading process, it is explained in TEFL (2007:115) that in reading process, the reader uses knowledge, skill and strategies to determine what the meaning is. Reader knowledge, skill, and strategies include:

a. Linguistic competence : the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentence

b. Discourse competence : knowledge of discourse markers and how they connect parts of the text to one another

c. Sociolinguistics competence : knowledge about different types of texts and their usual structure and content

d. Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom-up strategy).

In teaching reading, it is very important for the teachers to consider the students background knowledge or prior knowledge. The teachers should active the students' prior knowledge and experience related to reading materials in order to appear the students' interest about it. This statement is supported by Goodman and Smith, which stated that as well as many other reading experts such as Andrea Guillaume (1998) and Lettie Albright (2002), stress the important role that students' prior knowledge has in understanding reading. Goodman claims that what readers bring to a text is as important as anything they use from the text. Having students draw on their prior knowledge will not only increase comprehension, but may also increase student interest. Reading by having interest will results good comprehension. (http://www.teaching-teacher.com). Furthermore, understanding reading is also influenced by interest of the reader. It means that in teaching process, the teacher not only should apply good strategies and methods but also try to appear the interest of

students to achieve better reading comprehension as what expected in the goals of teaching process.

In addition, Brown (1994:291) points out that the aim of teaching reading is to make students become effective and efficient readers. In order to get the target, the teacher needs to use strategies of reading comprehension. Some strategies are related to bottom-up procedures and others enhance the top-down process. It means that, in order to improve student's reading text comprehension. They are as follows:

1. Identify the purpose in reading

Efficient readings consist of clearly identifying the purpose in reading something. By doing so, the teacher knows what he is looking for and can weed out potential distracting information. Whenever the teacher is teaching a reading technique, make sure students know their purpose in reading something.

2. Use efficient silent reading techniques for relatively rapid comprehension

If the teachers are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. However, intermediate level students need not be speed-readers, but the teachers can help them increase efficiency by teaching a few silent reading rules:

a) Try to visually perceive more than one word at a time, preferably phrases.

b) Unless a word is absolutely crucial to global understanding, skip over it and try it's meaning through its context.

c) Teachers do not need to "pronounce" each word. Aside from this fundamental guidance, which if followed can help learners to be efficient readers; reading speed is usually not much of an issue for all but the most advanced learners.

3. Skimming

Skimming consists of quickly running one's eyes across a whole text (an essay, article, or chapter) for example to get the gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. The teacher can train students to skim passages by giving them, say 30 seconds to look through a few pages of material, have them close their books, and tell what they learned.

4. Scanning

Scanning is quickly searching for some particular piece or piece of information in a text. It is an exercise that may ask students to look for names or dates, to find a definition of a key concept, or to list certain specific information without reading through the whole text. For academic English, scanning is absolutely essential.

5. Semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader provide some order to the chaos. Making such semantic maps can be done

individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

6. Guessing

The students can use guessing to their advantage to guess about a cultural reference and content messages. The teacher can help students become accurate guessers by encouraging them, to use effective compensation strategies in which they fill gaps in their competence by intelligent attempt to use whatever clues are available to them.

7. Vocabulary analysis

The teacher recognizes a word is to analyze it in term of what they know about it. Several techniques are useful here: a. look for prefixes (co, inter, un etc) that may give clues; b. Look for suffixes (-tion,-tive, -ally etc) that indicate what part of speech it is; c. Look for grammatical context that may signal information; d. Look at the semantic context (topic) for clues.

8. Capitalize on discourse markers to process relationships

There are many discourse markers in English that signal relationship among ideas as expressed through phrases, clauses, and sentence. A clear comprehension of such markers can greatly enhance learners' reading efficiency

a. The Purpose of Reading

Kalayo Hasibuan (2007:114) state that the purposes of reading are:

a. To gain information

b. To verify existing knowledge

c. To critique a writer's ides or writing style

d. To exchange knowledge of the language being read

e. For enjoyment

Based on some purposes of reading above, of course the most important thing is the achievement of reading comprehension.

b. Strategy and the Goal for Teaching Reading

The teacher can help their students become effective readers by teaching them how to use strategies before, during, and after reading. They are:

1. Before Reading: Plan for the reading task

a. Set a purpose or decide in advance what to read for

b. Decide if more linguistic or background knowledge is needed

c. Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom-up (focus on the words and phrases)

2. During Reading: Monitor comprehension

a. Verify predictions and check for inaccurate guesses

b. Decide what is and is not important to understand

c. Reread to check comprehension

d. Ask for help

3. After Reading: evaluate comprehension and strategy use

a. Evaluate comprehension in a particular task or area

b. Evaluate overall progress in reading and in particular types of reading task

c. Decide if the strategies used were appropriate for the purpose and for the task

Thus, the goal is to produce students who can use reading strategies to maximize their comprehension of the text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

Besides, the term of "fluency" also becomes the goal of teaching reading because it is closely related to comprehension. The fluency means being able to read text accurately, quickly and with expression. Fluent readers can do this because they do not have problems with word recognition. As a result, they can focus on the meaning of a text. Therefore, the teachers can do some efforts in teaching reading process to increase fluency of students to achieve the goal:

a. Teaching word recognition skills is an important first step. The second step is to ensure that students can develop speed and ease in recognizing words and reading connected text

b. To assess fluency, teachers need to listen to their students reading aloud. They should provide feedback to the students about their reading. They also need to determine how much is understood.

c. The reading of texts with high frequency words will encourage fluency if the texts are interesting and meaningful to the reader.

d. For non-native speakers of a language, word recognition ability must match their oral language development.

e. Repeated reading and paired reading (also called buddy reading) are examples of activities that promote fluency through practice.

(from http://www.curtin.edu.au/curtin/dept/smec/iae)

So, in the teaching process, it is important for the teachers to understand the goal and strategy of teaching reading, so that they can apply best efforts to help the students develop their ability in reading comprehension, even appear their interest in learning activity.

c. Phases in Teaching Reading

1. Pre-reading activity is the activity before reading process then the aims of this phase are:

   a. To introduce and arouse the interest of the students to the topic. In this phase, the teacher introduce to the students about the topic of text.

   b. To motivate the students to give a reaction for the reading text. Teacher can ask the students some questions related to the topic.

2. Whilst-reading activity is the activities develop the students' reading skill by doing some activity or exercise relating to the text. Then, read the text once or twice silently, in the task, the students are asked to read the text by themselves. And also discuss the content of each paragraph correctly. After that getting some specific information of the text.

3. Post-reading or reviewing is the activity done by students with concludes the all of the reading text by using the real of life. They can share the idea of the paragraph, knowledge based the reading text.

In short, it can be concluded that pre-reading, whilst-reading, and post-reading activities are influential phases that will support learning of reading comprehension.

2.) The Nature of the Teachers' Efforts

Teacher plays a very important role in teaching and learning process, especially in the classroom. Teacher is also one of the essential components in learning process, because the teacher can influence the students interest in the process of learning. The main responsibility of a teacher is teaching.

According to the Brown (2007:7), teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know understand and teaching is guiding and facilitating learning enabling the learner to learn, setting the condition for learning.

Before presenting the materials to the students in the classroom, a good teacher should has good preparation, so that the teaching process runs well and the goal of the teaching and learning can be reached satisfactorily as designed in curricullum. Because of that, it is also very crucial for teachers to understand their role to run their duties and responsibilities in the teaching process. Regarding to the idea, Sudjana (1988:120) says that the teacher has some roles in teaching and learning process, he acts as a director and an actor, it means that the teacher has task and responsibility to plan and implement the learning program in the classroom.

Besides, Breen and Candlin1980 (in Umi Salamah, 2007:2) say that the role of the teacher is to manage classroom activities; especially in communicative language teaching, the teacher has two main roles that consist of facilitating the communication with the various methods in text; and acting as an independent participant within the learning teaching group. Hence, as a manager of the classroom, the teacher ought to prepare some interesting and appropriate activities for the students that relevant with teaching materials that will be presented.

In addition, Brown (1994:160-162) describes the roles of interactive teachers as follows:

a. The teacher as controller

Master controllers determine what students do, when they should speak, and what language forms they should use.

b. The teacher as director

The teacher is like a director of a drama. It means that the teacher keeps the learning process run smoothly and efficiently.

c. The teacher as manager

The teacher plans lessons, modules, and course so that the objectives can be achieved.

d. The teacher as facilitator

The teacher facilitates the process of learning; making learning easier for students and helping them solve the learning problems.

e. The teacher as resource

The implication of the resource role is that the students take the initiative to come to you. The teacher is for advice and counsel when the student seeks it.

From the statements above, it is clear that there are some roles that should be implemented by a good teacher to create a successful teaching.

In the process of presenting the materials, it is very important for the teacher to use methods as guidance in teaching. Of course, the teacher should apply the appropriate method and suitable to the students' ability. Besides knowing the roles and methods, it is also important for the teacher to create the situation of teaching process as comfortable as possible, so that the students are motivated and interested in learning. DR. H. Arief Rachman, M.Pd (2006:37-50) says:

> "The core of the education process in the school is teaching and learning activity. The successful of teaching and learning activity will determines the successful of the teacher in presenting the teaching and learning itself. In contrast, the poor teaching and learning activity will describe unsuccessful teacher. Because of that, the teacher must consider the effectiveness of teaching and learning activity in the school, especially at the class. There are three steps that should be done by the teacher: Build students' motivation, involve the students in teaching and learning process, appear the interest and attention of the students.

However, teacher's motivation also influences his/her efforts in developing the students' understanding about the material, especially in reading comprehension. Dealing with this, Brown (1994:34) says the effort that is influenced by motivation is the extent to which you make choice about goal to pursue and the effort you will devote to that pursuit.

In addition, Nuttal (1982) suggests that there are some efforts that must be done by the teachers, they are:

a) Finding out what his students can do and what they cannot, and working out a program aimed at giving them the skill they need

b) Choosing suitable texts to work on

c) Choosing or devising task and activities to develop the required skills

d) Preparing the class to undertake the tasks

e) Making sure that every in the class works productively and extracting maximum effort and best result by encouraging the students and by prompting and probing until they produce the answer instead of telling them what it is

f) Making sure that everyone in the class improves steadily to his own capabilities

Based on the statements above, it can be concluded that in improving students' ability, even interest in learning English, especially in Reading comprehension, it will need hard efforts from the teacher. Therefore, the teacher should has well preparation before teaching in the classroom, such as design a lesson plan, choose the interesting materials, use appropriate technique, method, and media. Besides, the teacher should also improve the variations of teaching in order to arouse the students' interest in the learning. Regarding to the statesman, Djamarah and Zain (2006:158) states that the use of variation in teaching will be able to stimulate the

students' interest about the subject taught, because, if the students are seem bored, the teacher use the other variation.

a.   The Efforts of Teacher in Teaching Reading Comprehension Related to Improve The Students' Interest.

Basically, teacher is one of the factor influences the interest of students in learning process. It means that in teaching process, the teacher can provide some techniques, strategies, methods, materials, and activities that are able to stimulate the students' interest in learning process.

In term of teaching reading, the teacher should do best efforts to make students are interested in learning reading. It is also important for the teacher select reading materials and relates the materials to the students' personal knowledge or experiences in order to help better reading comprehension. Thus, the follow steps can be applied by teachers to arouse students' interest in reading comprehension:

1) When choosing books or reading materials, it is important to consider the students' interest, as well as the subject matter of the text

2) In the classroom, the teachers can focus on words and concepts that may be unfamiliar. This is especially important for nonnative speakers

3) Discussing new words and concepts with students before reading a text is generally helpful. It helps to active prior knowledge and improve comprehension

4) Asking students to tell everything they know about a topic is a useful way to begin to get students to active their prior knowledge. They should then

begin to think about what they do not know. After reading, they should summarize what they have learned about the topic (from http://www.ibe.unesco.org).

Besides, there are some suggestions for teachers in adding or creating interest of students in reading comprehension:

a.) Novelty

Get motivated to complete an ordinary or mundane task by adding a little novelty to it. Do the activity backwards. Use a partner or role reversal. This strategy is particularly useful in the initial period of presentation of a task or topic.

b.) Variety

Another strategy is to obtain information about the task from a variety of sources. Different perspectives on a subject often help to generate interest. A topic may not seem interesting as it is presented in a book but may be interesting in another format. Supplement them with magazine articles, newspaper articles, television shows, radio programs, conversations with students, conversations with other experts or knowledgeable people, museum exhibits, etc. For example, to learn about the major battles of a war one might read novels, watch movies, attend reenactments, or talk with participants or their descendents.

c.) Relevance

A third strategy is to recognize how the task is relevant to one's personal experiences and knowledge base. Tasks often become more meaningful when one ties them to existing information. Meaningful tasks enhance motivation and interest. For

example, relate math geometry equations to your summer job as a construction worker or your experience in ordering carpet or wallpaper.

d.) Personalize

Making new information personal helps to create interest. For example, relate what is learned in sociology information to personal family issues.

e.) Actively Use Knowledge

Make active use of new knowledge in order to develop and maintain interest in it. Ask questions of yourself, your classmates, and your instructor. Anticipate the next steps in the course. Talk about the new information with friends, family, and classmates. Think about it during that extra free time while walking to class or waiting in line. Write about the new knowledge in a journal, or make up a story using the information.

f.) Apply Knowledge

Create interest by applying new knowledge learned in one course to another course. Apply new knowledge from school to your job, or new knowledge from your job to school.

g.) Work with others

Form study groups or less formal meetings with classmates to discuss new information. Other students often are able to offer new perspectives on information that may be more interesting to you than those presented in class. Other students may share personal experiences related to the new knowledge that you find interesting. (from http://www.muskingum.edu/cal/database/general/reading)

In addition, based on recommendations of literacy experts and practitioners, the U.S. Department of Education Striving Readers (2005) grant program has indicated that the following elements should be included to help middle high school students master basic reading skills and comprehension:

a.)   Extended learning time for literacy,

b.)   Direct, explicit instruction in comprehension,

c.)   Modeling of reading and thinking strategies for comprehension,

d.)   Cooperative learning and discussion of texts among students,

e.)   Self-selected reading at students' ability levels to build motivation,

f.)   On-going progress monitoring,

g.)   Intensive writing,

h.)   Age appropriate and diverse reading materials, and

i.)   Interdisciplinary, classroom-based efforts to focus on literacy

 (U.S. Department of Education, 2005, p.2)

In summary, there is a consensus among literacy experts and educators that adolescent literacy is a hot topic and should be. Experts suggest it deserves more attention to improve student interest, focus on reading skills such as comprehension and vocabulary, and develop ways to make student learning of information more meaningful and connected. Teachers need to explore and develop effective ways to address diverse needs and teach literacy strategies that deepen understanding. (from site http://findarticles.com/ p/articles/ mi_qa4064/is_200810/).

Therefore, a good teaching reading enables students to learn to read and read to learn along with interest.

3.) The Nature of Interest

Basically, Interest is very needed in everything, moreover in learning process. In the process of learning, interest will influence the students to follow teaching and learning activity well. Interest also can be said the best teacher. Therefore, the teacher should use a variety of lively and interesting teaching methods to stimulate students' interest in learning process, such as the full use of visual-aids and audio-visual means to create nice learning environment, including in reading activities.

According to Sabri (1998:84), interest is a tendency towards something to be frequently notified and recalled. Interest is closely related to feeling, mainly a pleasure. Therefore, interest would happen because of the pleasure towards something. However, if there is no interest in learning reading, the students will not pay well attention in teaching and learning process. In contrast, by having interest in learning reading, the students will participate in reading activities with a pleasure.

In addition, based on Webster's School Dictionary (1980:470), Interest is to engage (one self) in advancing something. Besides, Brubacher 1947 (in Ratna 2008:6-7) says;

"In term of apperception, interest, like will, is function of ideas, or like desire, interest arises from a strong and vivid presentations of idea that are able maintain themselves above the threshold of unconsciousness. Interest is used as out come instruction when he referred to the pleasing felling that arises from the association of old and new ideas of a like nature"

Interest will involved four aspects; they are tendency, willing, attention, and desire. Interest is closed in related to motivation. If someone has interest about something, he/she will be motivated to do something about it. However, if there is no interest, it will no motivation there.

In teaching and learning process, interest will affects not only the students but also the teacher to teach the students. In learning, if the students have interest about subject, they will be motivated to follow the subject and will learn seriously. By having interest, they will feel enthusiastic and enjoy the learning activities. Related to this statement, Sabri in "Educational Psychology" states that the role of interest in learning is as a motivating force. Meaning that, it becomes a power that will push the students to learn. For example; if a student is interested in reading subject, he/she will be motivated and enthusiastic in learning the subject, and of course, his/her reading achievement will be better than uninterested students. Thus, it is very important for the teacher to stimulate students' interest in learning process in order to get a very good achievement in teaching and learning process.

a. Components of Interest

Commonly, interest can be divided into two components, they are:

1. Expressed interest; someone can express his/her through certain words. For example: by giving words like, always, often, and etc in doing an activity.

2. Manifested interest; It is expressed through certain activities. For example: if someone is interested in reading, he/she will buy, collect or borrow many kinds of books and always has time to read it. (Sukardi, 1989:63)

Besides, it is also explained in Essential English dictionary 1995(in Ratna, 2008:9) that someone can be categorized have interest in activity if:

a) Encourage knowing something interesting deeply, doing that activity or involve in that activity

b) Doing the activity with pleasure and will prepare much time for that activity

c) Have high attention and curiosity toward activity

d) Feel lucky in doing the activity

Based on the statement above, it can be said that if the students have interest in learning, they will pay more attention about that.

b. The Factors Influence Interest

Interest will not appear without influential factors, include in learning process. The factors are:

a. Internal Factor

The factors come from the students that including all personal factors. It is also can be classified become physical and mental factors

b. External Factor

The factors come from outside of the students that involve the factors such as; environment, social economic, and background. (Nurhadi, 1987:13)

So, students' interest in learning process can be influenced by some factors that appear from the students' themselves and others, including the teachers. A good teacher with appropriate efforts in teaching process will be able to stimulate the students' attention and interest.

Slameto (1991: 180) states that interest is not brought from someone born but can be gotten later, includes interest in learning a subject. It can be concluded that, in learning process; interest is can be formed, and one of the most influential factors in this term is the teachers' efforts to improve students' interest. Regarding to this idea, based on "Psychology of Learning" by Djamarah, there are some ways that can do by teacher to attract students' interest, they are:

1) Teacher relates lesson materials given to the students, experience, so that they can receive the lesson material easily

2) The teacher compares that there is a need of students themselves, so they want to learn without forcing

3) Teacher gives chance to students to get good result by providing creative and conductive condition.

Based on the quotation above, it can be concluded that the teacher should make some efforts in order to improve interest of student in reading comprehension, such as relating the materials of reading to students' personal experience, caring of students, need and providing creative and conductive condition in learning process.

B. The Relevant Research

The research can be accepted because it is relevant with several researches that have been conducted before. However, the research has the same object but it has different problem. It can be seen from several previous thesis bellows:

Rina Rusmalasandi (2002) in her research, she focused on "A study of the teachers' effort to improve the students' ability in using appropriate pattern of preferences at Islamic Senior High School in Rengat". She found that the teachers' effort to improve the students' ability in using appropriate pattern of preferences at Islamic Senior High School in Rengat is categorized "less". This can be evidenced from the percentage that acquired is 38%.

Hudaria (2002) in her research emphasizing about "A study on the teacher's efforts to improve speaking skill of language majoring students at MAN 1 Pekanbaru". She found out the category as fair, it is based on recapitulation of the whole percentage (42.72%).

Based on previous research, it is clear that the problem researched by later writer is not discussed yet. In this research, the writer is interested in investigating the research by using the title: Teachers' efforts in improving students' interest in Reading comprehension.

C. Operational Concept

The operational concept is the concept used to give the limitation to the theoretical frameworks in order to avoid misunderstanding and misinterpretation in

this research. This research type is to describe teachers' efforts in improving students' interest in reading comprehension, it is stated well with the indicator as follows:

1. The teacher prepares interesting and appropriate reading materials from various sources.

2. The teacher introduces while arousing the interest of the students to the topic.

3. The teacher asks students to tell everything they know about a topic to active the students' prior knowledge or experience to the topic.

4. The teacher builds the students' readiness to learn by stimulating questions about topic introduced.

5. The teacher motivates the students to give a reaction for the reading text.

6. The teacher provides time to focus on words and concepts that may be difficult and unfamiliar.

7. The teacher discusses new words for students before reading a text to improve comprehension.

8. The teacher actives new knowledge in the text in order to develop and maintain students' interest in it.

9. The teacher gives chance to students to work with others or interact each other to share idea related to the topic.

10. The teacher uses varieties of practice to avoid the boredom of students in learning activies.

11. Teacher includes teaching words recognition skill to improve students' comprehension.

12. The teacher encourages the students to improve their capabilities in reading comprehension.

13. The teacher gives language game related to reading materials in teaching and learning process.

14. The teacher asks students to conclude their comprehension about the text.

15. The teacher provide time to share with students about what they learnt from the text.

The writer also conclude that there are some indicators to be operated to describe factors influence teachers' efforts in improving students' interest in reading comprehension. The indicators can be seen as follows:

1. The teacher provides various reading materials.

2. The teacher encourages students in reading activities related to reading materials given.

3. The teacher involves words recognition of the text in teaching process.

4. The teacher relates the topic of reading materials to students' experiences and real life.

5. The teacher creates positive learning environment by providing conductive learning condition.

6. The teacher helps to overcome students' difficulties in reading while keep positive good relationship to the students.

CHAPTER III

THE METHODOLOGY OF THE RESEARCH

This chapter focuses on some methodology of the research which discusses the location and time of the research, the subject and object of the research, the respondent of the research, technique data collection, and the techniques of data analysis.

A. The Design of the Research

The method used in this study is descriptive method. It is a kind of method that involves the data collection purposed of describing exiting condition. Withney (in Nazir 1988:63) states that the descriptive method is looking for the facts by using accurate interpretation.

B. The Location and Time of the Research

The research was conducted at Madrasah Tsanawiyah Darel Hikmah Pekanbaru in 2009/2010 of academic year.

C. The Subject of the Research

The subjects of this research were English teachers of Madrasah Tsanawiyah Darel Hikmah Pekanbaru.

D. The Object of the Research

The object of this research was the teachers' efforts in improving students' interest in Reading Comprehension at Madrasah Tsanawiyah Darel Hikmah pekanbaru.

E. The Population and the Sample of the Research

In this research, the writer used the term of respondent to represent population. The respondents of the research consisted of the English teachers of Madrasah Tsanawiyah Darel Hikmah Pekanbaru.

In addition, the writer also took some informants to crosscheck the data gathered. According to Brannen (in Anisya syamsul: 2008), in finding the data, the researcher should be flexible, meaning that the data gathered is not only from the respondents but also from informants. The informants of this research consisted of The Headmaster of Darel Hikmah, The Staffs of MTs Darel Hikmah Pekanbaru, and some of both male and female students of MTs Darel Hikmah pekanbaru.

F. The techniques of data Collection

In collecting the data the writer applied the techniques as follows:

a. Observation

In this case, the writer applied participant observation in order word in collecting data, the writer directly observed the teachers' efforts in improving students' interest in reading comprehension at MTs Darel Hikmah Pekanbaru.

b. Interview

In this case, the writer used a semi-structured interview with checklist. This was used to identify further real the effort to improve students' interest in reading comprehension by teacher and the factors influence.

G. The Techniques of Data Analysis

This study is a descriptive study; therefore, it is processed and analyzed by totaling, and comparing with the total score needed and get percentage. This technique is called descriptive qualitative with percentage with the title the teachers' efforts in improving student' interest in reading comprehension. Based on the analyzed data, they were interpreted into qualitative word that consisted of four categories:

The score of the mastery	Category
76 – 100	Good
51 – 75	Enough
40 – 55	Poor
0 – 39	Very Poor

(Arikunto, 1996)

In the table above, it is described that the highest category is named Good with the score of mastery 76-100, next category is Enough with the score 51-75, then; the category Poor with the score 40-55, and the lowest category is Very Poor with the score of mastery 0-39.

To know the percentage of teacher's effort in answering the test the formula used is:

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

Where P = the percentage   F = the frequency

N = the number of respondents, (Sudjono, 2004:43)

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

In this chapter, the writer presents the data as the results of the research finding gained through the instruments. Even, the writer also analyzes the data to find out the teachers' efforts in improving the students' interest in reading comprehension, and factors influence the teachers' efforts in improving the students' interest in reading comprehension at MTs Darel Hikmah Pekanbaru.

A. The Data Presentation

In this data presentation, the writer uses two instruments to gain the data. The instruments used were observation and interview. Previously, it has been stated that the objective of this research is to find out and reveal the information about the teachers' efforts in improving the students' interest in reading comprehension and factors influence.

Therefore, to collect the data about the teachers' efforts in improving the students' interest in reading comprehension, the writer used the technique of observation. In this term, the writer observed directly the teachers' efforts in teaching process at the class. Meanwhile, in collecting the data about factors influence the teachers' efforts in improving the students' interest in reading comprehension, the writer used the technique of interview.

Firstly, the writer presented the result of observation toward the English teachers. The classes of observation consisted of male and female class with different classrooms. For each class, the writer observed five times observation. While, about

the observation format; the writer used two alternative answers "yes" and "no". The answer of "yes" indicated the implemented activities; otherwise the answer of "no" indicated that the activities were not implemented.

Secondly, the writer presented interview result. In this matter, there were some interview lists in form of questions to find out the factors influence the teachers' efforts in improving the students' interest in reading comprehension as a guide for writer in interview process. In this term, the writer directly interviewed the teachers after doing the observation.

Besides interviewing the teachers, the writer also interviewed the headmaster and some of the students as informants of the research about the teachers' efforts in improving the students' interest in reading comprehension.

1. Data Presentation of Observation

The data presentation of observation is presented as the result of observation toward three English teachers in four meetings. In every meetings, it could be different classes. The writer followed the teacher to the class to observe teaching and learning proces directly. In the process, the writer used table with some observation lists related to the teachers' efforts in improving the students' interest in reading comprehension. The result of the observation can be seen in the following explanation:

1.) Observation Result Of English Teacher "A"

TABLE IV.1
THE TEACHERS' EFFORTS IN IMPROVING STUDENTS' INTEREST
IN READING COMPREHENSION at MTS DAREL HIKMAH
PEKANBARU

The Name of Teacher : Mellio Fatria, S. Pd.

No	Aspects Observation	Observation Time								Total	
		I		II		III		IV			
		Y	N	Y	N	Y	N	Y	N	Y	N
1.	The teacher prepares interesting and appropriate reading materials from various sources.		√	√		√		√		3	**1**
2.	The teacher introduces while arouse the interest of the students to the topic.		√	√			√	√		2	2
3.	The teacher asks students to tell everything they know about a topic to active the students' prior knowledge or experience to the topic.	√		√		√		√		4	0
4.	The teacher builds the students' readiness to learn by stimulating questions about topic introduced.	√			√		√	√		2	2
5.	The teacher motivates the students to give a reaction for the reading text.	√		√			√	√		3	1
6.	The teacher provide time to focus on words and concepts that may be difficult and unfamiliar.		√		√		√		√	0	4
7.	The teacher discuss new words for students before reading a text to improve comprehension.	√		√		√		√		4	0
8.	The teacher actives new knowledge in the text in order to develop and maintain students' interest in it.	√		√		√		√		4	0
9.	The teacher gives chance to students to works with others or interact each other to share idea related to the topic.	√		√		√		√		4	0
10.	The teacher uses varieties of practice to avoid the boredom of students in learning activies.	√		√			√		√	2	0
11.	Teacher includes teaching words recognition skill to improve students' comprehension.		√		√		√	√		1	3
12.	The teacher encourages the students to improve their capabilities in reading comprehension.	√		√		√		√		4	0
13.	The teacher gives language game related to reading materials in teaching and learning process.	√			√	√		√		3	1
14.	The teacher asks students to conclude their comprehension about the text.		√	√			√	√		2	2
15.	The teacher provide time to share with students about what they learnt from the text.		√		√	√			√	1	3
	TOTAL									39	21

TABLE IV. 2

THE RECAPITULATION ON THE EFFORTS OF THE TEACHER "A"

IN IMPROVING THE STUDENTS' INTEREST IN READING

COMPREHENSION AT MTS DAREL HIKMAH PEKANBARU

Observation	YES		NO		NUMBER	P
	F	N	F	N		
l	9	60%	6	40%	15	100%
ll	10	66.66%	5	33.34%	15	100%
lll	8	53.33%	7	46.67%	15	100%
IV	12	80%	3	20%	15	100%
TOTAL	39	65%	21	35%	60	100%

So, the recapitulation on the efforts of teacher "A" in improving the students' interest in reading comprehension in four times observation is 65% for the items "yes" and 35% for items No.

2. Table Observation of Teacher "B"

TABLE IV.3
THE TEACHERS' EFFORTS IN IMPROVING STUDENTS' INTEREST IN READING COMPREHENSION at MTS DAREL HIKMAH PEKANBARU

The Name of the Teacher : Titi Mariati, S.Pd.

No	Aspects Observation	Observation time								Total	
		I		II		III		IV			
		Y	N	Y	N	Y	N	Y	N	**Y**	**N**
1.	The teacher prepares interesting and appropriate reading materials from various sources.	√		√		√			√	3	1
2.	The teacher introduces while arouse the interest of the students to the topic.		√	√			√	√		1	3
3.	The teacher asks students to tell everything they know about a topic to active the students' prior knowledge or experience to the topic.		√	√			√	√		2	2
4.	The teacher builds the students' readiness to learn by stimulating questions about topic introduced.	√		√		√			√	3	1
5.	The teacher motivates the students to give a reaction for the reading text.		√	√			√	√		2	2
6.	The teacher provide time to focus on words and concepts that may be difficult and unfamiliar.	√		√		√			√	3	1
7.	The teacher discuss new words for students before reading a text to improve comprehension.	√		√		√			√	3	1
8.	The teacher actives new knowledge in the text in order to develop and maintain students' interest in it.	√		√		√		√		4	0
9.	The teacher gives chance to students to works with others or interact each other to share idea related to the topic.	√		√		√			√	3	1
10.	The teacher uses varieties of practice to avoid the boredom of students in learning activies.		√		√		√		√	0	4
11.	Teacher includes teaching words recognition skill to improve students' comprehension.		√	√			√		√	1	3
12.	The teacher encourages the students to improve their capabilities in reading comprehension.		√	√		√		√		3	1
13.	The teacher gives language game related to reading materials in teaching and learning process.	√		√		√			√	3	1
14.	The teacher asks students to conclude their comprehension about the text.		√		√	√		√		2	2
15.	The teacher provide time to share with students about what they learnt from the text.	√			√	√		√		2	2
	TOTAL									35	25

TABLE IV. 4

THE RECAPITULATION ON THE EFFORTS OF THE TEACHER "B"
IN IMPROVING THE STUDENTS' INTEREST IN READING
COMPREHENSION AT MTs DAREL HIKMAH
PEKANBARU

Observation	YES		NO		NUMBER	P
	F	N	F	N		
l	8	53,33%	7	46.67%	15	100%
ll	11	73.34%	4	26.67%	15	100%
lll	9	60%	6	40%	15	100%
IV	7	46.67%	8	53.34%	15	100%
TOTAL	35	58.34%	25	41.66%	60	100%

So, the recapitulation on the efforts of teacher "B" in improving the students' interest in reading comprehension in four times observation is 58.34% 0f the items "yes" and 41.66% for items No.

3. Table Observation of Teacher "C"

TABLE IV. 5
THE TEACHERS' EFFORTS IN IMPROVING STUDENTS' INTEREST
IN READING COMPREHENSION at MTS DAREL HIKMAH
PEKANBARU

The Name of the Teacher : Nurhayati, S.Pd.

No	Aspects Observation	Observation Time								Total	
		I		II		III		IV			
		Y	N	Y	N	Y	N	Y	N	Y	N
1	The teacher prepares interesting and appropriate reading materials from various sources.		√	√		√			√	2	2
2	The teacher introduces while arouse the interest of the students to the topic.		√		√	√			√	1	3
3	The teacher asks students to tell everything they know about a topic to active the students' prior knowledge or experience to the topic.	√		√			√	√		3	1
4	The teacher builds the students' readiness to learn by stimulating questions about topic introduced.		√		√	√			√	1	3
5	The teacher motivates the students to give a reaction for the reading text.		√		√	√			√	1	3
6	The teacher provide time to focus on words and concepts that may be difficult and unfamiliar.		√	√			√		√	1	3
7	The teacher discuss new words for students before reading a text to improve comprehension.	√		√		√		√		4	0
8	The teacher actives new knowledge in the text in order to develop and maintain students' interest in it.	√		√		√		√		4	0
9	The teacher gives chance to students to works with others or interact each other to share idea related to the topic.	√		√		√			√	3	1
10	The teacher uses varieties of practice to avoid the boredom of students in learning activies.		√		√		√		√	0	4
11	Teacher includes teaching words recognition skill to improve students' comprehension.		√		√	√			√	1	3
12	The teacher encourages the students to improve their capabilities in reading comprehension.	√		√			√	√		3	1
13	The teacher gives language game related to reading materials in teaching and learning process.		√		√	√			√	1	3
14	The teacher asks students to conclude their comprehension about the text.	√		√		√		√		4	0
15	The teacher provide time to share with students about what they learnt from the text.	√		√		√			√	3	1
	TOTAL									32	28

TABLE IV. 6

**THE RECAPITULATION ON THE EFFORTS OF THE TEACHER "C" IN
IMPROVING THE STUDENTS' INTEREST IN READING
COMPREHENSION AT MTs DAREL HIKMAH
PEKANBARU**

Observation	YES		NO			
	F	N	F	N	NUMBER	P
L	7	46.67%	8	53.34%	15	100%
Ll	9	60%	6	40%	15	100%
Lll	8	53.33%	7	46.66%	15	100%
IV	8	53.33%	7	46.66%	15	100%
TOTAL	32	53.33%	28	46.67%	60	100%

So, the recapitulation on the efforts of teacher "C" in improving the students' interest in reading comprehension in four times observation is 53.33% for "Yes" and 46.67% for "No".

TABLE IV.7

THE RECAPITULATION ON THE EFFORTS OF TEACHER "A, B, C" IN IMPROVING THE STUDENTS' INTEREST IN READING COMPREHENSION AT MTs DAREL HIKMAH PEKANBARU

TEACHER	YES		NO			
	F	N	F	N	NUMBER	P
A	39	65%	21	35%	60	100%
B	35	58.33%	25	41.66%	60	100%
C	32	53.33%	28	46.66%	60	100%
TOTAL	106	58.88%	74	41.67%	180	100%

Based on the recapitulation of observation about the teachers "A, B, and C" in improving the students' interest in reading comprehension above, it is acquired that the percentage 58.88% for item "yes" and 41.67% for item "no". In this term, to determine the category, as it is explained in the previous chapter that there are four categories based on the scores reached. The score of category good is 76-100%, category enough is 51-75 %, the category poor is 40-55%, and category is very poor is 0-39%.

Dealing with the result of observation conducted, the writer conclude that the teachers' efforts in improving the students' interest in reading comprehension at MTs Darel Hikmah Pekanbaru can be categorized into enough.

2. Data Presentation of Interview

Besides observation, the writer also used instrument of interview. In this case, the writer directly interviewed the teachers dealing with the factors influence their efforts in improving the students' interest in reading comprehension. The data needed cannot be found only by using observation, so that the writer interviewed the teachers directly by giving some questions. The results are as follows:

Interviewer : Do you prepare various reading materials from other sources besides the main book in teaching reading comprehension?

Teacher A : "Yes, I do. Before teaching in the class, I always make preparation including in teaching reading comprehension. For example; prepare reading materials and some exercises. Sometimes, I take some interesting the text from other sources, like internet or English teen magazine that I think suitable to the students. And, I also try to bring things that relate to the topic as teaching media"

Teacher B : "Yes, I do, but it is not in every meeting. Most of reading materials that I used in teaching reading are taken from English book. However, I do not only use one English book, but also English book from different title and publisher by comparing the materials from the book is suitable and appropriate or no to my students".

Teacher C : "Yes, of course I do that. I do not only prepare by using book, but also looking for the materials from internet. For example; last week, I taught by using materials from internet, include reading".

Interviewer : In order to make the students are interested in learning reading, do you always encourage the students in reading activities in the class? And how do you do that and how are their responses?

Teacher A : "Yes, of course. I do that almost in every teaching not only reading but also others, I always motivate them to be active. I tell them that it is for their goodness. I often stimulate their responses by giving question that related to reading materials and also asks their opinion, ideas, and also their experiences about that. In short, I always do efforts to make them interested in materials taught. As the result, they are not too passive in learning reading, even though not all of them are active. And, if we see their score in reading exercises, not too poor".

Teacher B : "Yes. I do. I provide interesting activities in teaching and learning reading process by involving them in those activities. I often motivate and give chance for students to share their ideas. Sometimes, I prepare game puzzle words at home to make them are enthusiastic to participate in learning process, and they most of them give good responses about that".

Teacher C : "Yes. I encourage the students in reading activities by choosing appropriate reading text with ability of students. I try to make students enjoy the text and ask their ideas opinion and what do they think about text so that they response the text. However, there still some students are passive in the activities".

Interviewer : In the process of teaching reading, do you involve words recognition of the reading text given?

Teacher A : "Yes, I do. Sometimes, I discuss about words recognition to the students to ease them to understand the text well".

Teacher B : "Yes, sure. Reading text consists of words and sentences, and in order to make them understand meaning of the text we should help students to know kinds of word and how arrange to be sentences correctly. By knowing that, they will be helpful in understanding the text".

Teacher C : "Yes, I do. It is to make them understand the text and also enrich their knowledge about words and vocabularies".

Interviewer : How do you make students are interested in learning reading? And do you relate the topic to real life or even students' experiences?

Teacher A : "To make students are interested in learning reading, first; sometimes, I prepare interesting reading material from internet, and I tell them that I will give game (like words puzzle) in the end of teaching and learning process and it will be saved in daily exercises score. And I think, it makes them read seriously. Second; if it is possible, I often bring media related to the topic to arouse their interest. Then, I also often make relationship about the topic and real life around us to make them easy in understand the text".

Teacher B : "In teaching reading, I often try to attract students' interest by setting cooperative learning. For example; I give them chance to work with other after having reading individually. I ask them to share the idea or opinion each other and tell the relationship of topic to real life. Then, I ask what are they think about the text. By doing so, the students will not be passive only without participation".

Teacher C : "Actually, not all students participate in learning reading activities. I think it can means that they are not confidence or they are not interested in reading itself, but I always make efforts to solve it. Example: when teaching reading Descriptive Text, I bring something related to the topic of reading to be shown in front of class. Then, I also often relate topic with their daily life. I see that these ways is can stimulated students' interest about the topic".

Interviewer : What do you do to create positive learning condition for your students in learning process, especially in reading?

Teacher A : "I try to make them enjoy in following the process of teaching and learning reading. Because, if they are enjoy the process, it will influence them understand the text without burden and difficulties".

Teacher B : "To make positive learning situation for students, I only avoid being dominant at the class activities. It means that, they will be passive and can be bored in learning process. It causes they do not comprehend the

text well so that when I ask for reading text, they feel difficult even afraid".

Teacher C : "In teaching reading subject, I make best efforts to create good condition for the students, for example: make them enjoy the learning, give good advice for their learning, and help them about difficult and unfamiliar words for them".

Interviewer : Do you keep good relationship with your students? What do you do that?

Teacher A : "Yes, I do. I always try to be closer with my students not only in the classroom but also out of the class in order to keep good relationship with my students. One of the ways is taking care of their difficulties and helps to overcome their problems related to the lesson".

Teacher B : "Yes, I do that. As teacher, we should keep good relationship to students. If relationship between teacher and students, it will affect students in following our teaching better without having bad feeling to teacher. In this matter, I try to pay more attention to them. In also give advice and motivation to them to study hard for their kindness".

Teacher C : "Yes, of course. In order to be closer with them, I often talk to my students after teaching and learning process or in the end of teaching if still any spare time. We talk about their problems in learning, and many things. The most important is show that we care of them".

Meanwhile, the researcher also interviewed the students. It can be seen in the following explanation:

Interviewer : What do you think about English?

Elviana (VII A2) : "I think English language is important for me because I can use it speak with foreign people in the world".

Fani anissa (VIII A3) : "English is a compulsory subject. So, we must study English seriously. In dormitory we also practice English".

Liliani P (VII A3) : "We should master English, because we can use English to speak with people from other countries. So, we must study hard".

M. Andrian (VII B1) : "English is important for us so we should study hard in English subject".

Rifqi S.P (VII B3) : "I like English but I often confuse about meaning the word and difficult to spell".

Wahyudi (VIII B2) : "I like learning English. I want to be master in English".

Interviewer : Do you like learning reading? Why/why not?

Elviana (VII A2) : "Yes, I like reading because I know many English vocabularies. And sometimes, the teacher gives us puzzle about the words".

Fani anissa (VIII A3) : "Yes, because the teacher often help me to find out difficult words in the text. And I also want to know meaning of text that we read".

Liliani P (VII A3)   : "Yes, like. In the class we make discussion about text, and teacher also helps us to translate text and advice us to be diligent open dictionary".

M. Andrian (VII B1) : "Yes, I like learning English and also learning reading, because teacher often asks me to read text loudly, and make joking about my spelling in words, but she always helps me to correct it".

Rifqi S.P (VII B3)   : "Yes, but I do not understand meaning from text, and I only ask my friend beside me about meaning".

Wahyudi (VIII B2)   : "Yes, I like read English text. I always look for the words in text by using my dictionary and I often write in my book. I am also enthusiastic if teacher ask me about it".

Interviewer   : How does your teacher teach reading in the class? Are you interested?

Elviana (VII A2)   : "Teacher asks us what text is about and writes difficult words. Yes, I am interested because sometimes teacher also give games after learning".

Fani anissa (VIII A3) : "Sometimes, teacher gives time to read and discuss text in pairs and answer questions. Yes, but text is make me boring if text is very difficult".

Liliani P (VII A3)   : "Some days ago, teacher brings text from English magazine. It made us to be happy because text was interested".

M. Andrian (VII B1)   : "Teacher often helps to translate meaning in text and explain if we feel difficult. She also gives humors".

Rifqi S.P (VII B3)   : "Teacher asks students read text and find main idea from text. Teacher also makes discussion groups and answer question from text. Sometimes I like".

Wahyudi (VIII B2)   : "Teacher asks us to understand text, find new and difficult words and do exercises. I am interested because teacher explains what I do not know".

Interviewer   : Are you active to participate in the process of learning reading in the class, for example: in answering question from the teacher?

Elviana (VII A2)   : "Sometimes yes, and sometimes no".

Fani anissa (VIII A3) : "Yes, but if I understand".

Liliani P (VII A3)   : "Yes, I often answer question from teacher and also ask things that I do not understand".

M. Andrian (VII B1) : "Yes, but seldom".

Rifqi S.P (VII B3)   : "No, I only answer if teacher ask me".

Wahyudi (VIII B2)   :"Yes, I am always active because I read text seriously and try to find out words that I do not know in dictionary so that, I can be active in answering question about text. I also often get good scores"

In addition, after interviewing the teachers and some of students, the writer also found some information from other informant related to the research, he is Mr. Harun; as a Headmaster of MTs Darel Hikmah Pekanbaru. Based on the interview, he said: "I think our English teachers here have done best efforts in teaching process, even though the facility to support their teaching is still not complete excellently because the facility like language laboratory still joins with Madrasah Aliyah Darel Hikmah. However, they try to stand alone to appear their students' interest in learning English, and I see that they also make a good relationship between students and teacher. Because of my room is near from the teachers' room, sometimes I can observe the teachers activity slightly, and based on my observation, there are some students come to English teacher in the office to ask about the lesson, and also deposit vocabularies from the teacher. It means that even though the teaching process in the class is ends up, but they still provide time for the students in the out of the class. It shows that the teachers really care to the students' interest in learning."

B. The Data Analysis

Data analysis means to analyze the result of the research through observation, and interview. In the previous discussion, the writer has presented the data gathered in this research. The technique of data analysis is descriptive technique, in which qualitative data are taken from the result of observation and interview. In addition, qualitative data as acquired by adding the data that is collected, then divide with all of the data and multiply 100%.

The data analysis would be divided as follows:

a) The Teachers' Efforts in Improving the Students' Interest in Reading Comprehension

To find out the category of the teachers' efforts in improving the students' interest in reading comprehension at Darel Hikmah Pekanbaru, the writer presents classification of percentage as follows:

76%-100%   = Very good

56%-75%   = Enough

40%-55%   = Less

and Less than 40%   = Bad.

In this research, the collected data are analyzed by using the following formula:

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

Note : P = Percentage

F = Frequency of score

N = Total score

Based on the first formulation of the problem " How are the teachers' efforts in improving the students' interest in reading comprehension", the data can be seen in the following table:

TABLE IV. 8

THE RATE PERCENTAGE IN OBSERVATION OF ENGLISH TEACHERS'

EFFORTS IN IMPROVING THE STUDENTS' INTEREST IN READING

COMPREHENSION

The Total Aspect	Yes		No			
	F	**P**	**F**	**P**	**Number**	**P**
1	8	66.67%	4	33.33%	12	100%
2	4	33.33%	8	66.67%	12	100%
3	9	75%	3	25%	12	100%
4	6	50%	6	50%	12	100%
5	6	50%	6	50%	12	100%
6	4	33.33%	8	66.67%	12	100%
7	11	91.67%	1	8.33%	12	100%
8	12	100%	0	0%	12	100%
9	10	83.33%	2	16.67%	12	100%
10	2	16.67%	10	83.33%	12	100%
11	3	25%	9	75%	12	100%
12	10	83.33%	2	16.67%	12	100%
13	7	58.33%	5	41.67%	12	100%
14	8	66.67%	4	33.33%	12	100%
15	6	50%	6	50%	12	100%
TOTAL	106	58.88%	74	41.67%	180	100%

The questions of "Yes"= $\frac{106}{180}$ x 100%= 58.88%

The questions of "No"= $\frac{74}{180}$ x 100%= 41.67%

Based on the rate percentage on the teachers' efforts in improving the students' interest in reading comprehension, it can be analyzed as follows:

As described on the table above that the category "Yes" acquired 106 and "No" 74 times. So, it is found that the percentage of the teachers' efforts in improving the students' interest in reading comprehension is 58.88%. It means that the teachers' efforts in improving the students' interest in reading comprehension is categorized into Enough. It can be proved from the percentage gained. Furthermore, from the table above, the writer concludes that there are some efforts implemented well by the teachers:

1. The teacher prepares interesting and appropriate reading materials from various sources.

2. The teacher asks students to tell everything they know about a topic to active the students' prior knowledge or experience to the topic.

3. The teacher discuss new words for students before reading a text to improve comprehension.

4. The teacher actives new knowledge in the text in order to develop and maintain students' interest in it.

5. The teacher gives chance to students to work with others or interact each other to share idea related to the topic.

6. The teacher encourages the students to improve their capabilities in reading comprehension.

7. The teacher gives language game related to reading materials in teaching and learning process.

8. The teacher asks students to conclude their comprehension about the text.

However, there some efforts that are not implemented well:

1. The teacher introduces while arousing the interest of the students to the topic.

2. The teacher builds the students' readiness to learn by stimulating questions about topic introduced.

3. The teacher motivates the students to give a reaction for the reading text.

4. The teacher provide time to focus on words and concepts that may be difficult and unfamiliar.

5. The teacher uses varieties of practice to avoid the boredom of students in learning activies.

6. Teacher includes teaching words recognition skill to improve students' comprehension.

7. The teacher provide time to share with students about what they learnt from the text.

b.) The Factors Influence the Teachers' Efforts in Improving the Students' Interest in Reading Comprehension.

The research could not be got by the writer through observation so that the writer used interview to reach it. The writer interviewed the English teachers, some students, and also the headmaster about the teachers' efforts in improving the students' interest in reading comprehension and the factors influence the teachers' efforts in improving the students' interest in reading comprehension.

The analyzing of interview with the teacher can be seen as follows:

1. Do you prepare various reading materials from other sources besides the main book in teaching reading comprehension?

   Based on interview result, the teachers make preparation about reading materials from other different sources that suitable to the students, such as English Teen Magazine, interenet and also the other English books from different publisher. However, they do not that in every meeting of teaching reading. It means that the teachers make efforts to improve students' interest in reading comprehension.

2. In order to make the students are interested in learning reading, do you always encourage the students in reading activities in the class? And how do you do that and how are their responses?

   Based on the interview, the teachers encourage students in reading activities in the class. Some of teachers do that by involving students in the activities, giving them chance to share ideas and experiences to stimulate students' response about text. Even, one of the teachers also prepare game in form of puzzle words to make students are interested in learning reading.

3. In the process of teaching reading, do you involve words recognition of the reading text given?

   From the interview result, all of the teachers said that they involve "words recognition" in teaching reading for students' comprehension about the reading text.

4. How do you make students are interested in learning reading? And do you relate the topic to real life or even students' experiences?

Based on the interview, one of teachers arouses students' interest in learning reading by giving game about the reading text. And the other teachers try to make cooperative learning in order to stimulate the students participate in learning activities and the teacher also prepare media to support teaching and learning process.

5. What do you do to create positive learning condition for your students in learning process, especially in reading?

Based on the interview, the teachers create positive learning condition for students' leaning by doing some efforts, such as: make students enjoy the learning process, avoid to be dominant in the class activities, help students difficulties related to reading text, and sometimes the teachers give good advice for their learning.

6. Do you keep good relationship with your students? What do you do that?

Based on the result of interview, the teachers make and keep good relatioship with the students. They do that by sharing with the students about their problems in learning, often give support and motivation.

Meanwhile, the analyzing of students' interview can be seen as follows:

a. What do you think about English?

Based on the interview, the students realize the important of learning English as a coumpulsary subject. Most of them said that they like English, but some of them feel that English is difficult.

b. Do you like learning reading? Why/why not?

From the interview result, the students like learning reading because the teacher helps them in finding difficult words, gives games (sometimes), and appears humors about their spelling in words of reading text. However, the students avow that not all of them are active in learning activities.

c. How does your teacher teach reading in the class? Are you interested?

Based on the interview result, the students are interested in reading activities when the teacher brings reading materials from magazine, and make discussion groups.

d. Are you active to participate in the process of learning reading in the class, for example: in answering question from the teacher?

Based on the interview, most of the students state that they are not too active in learning reading activities.

In addition, the result of interview with the headmaster can be concluded that according to the headmaster the teacher are care of the students' need in learning process even though the facilities of learning like English laboratory is still joined with students of Aliyah. The headmaster also observes that there many students looking for the teacher to ask about lesson at the teachers' room. It means that the

teachers make efforts to help students' problem in learning process, include reading comprehension.

Based on the result of interview from the teachers, some of students and the headmaster; the writer concludes that the factors influence the teachers' efforts in improving students' interest in reading comprehension include the factors of the teachers themselves, the students, the condition of the school and the facilities provided. The teachers will teach effectively if they make good preparations and plannings before teaching. It can helps them to appear their creativity in teaching process. Besides, it is also crucial to apply various methods in the process of teaching to avoid the students' boredom, apply various methods, and keep good interactions to the students, because it can influence the success of the teachers' efforts in improving the students' interest in reading comprehension. Regarding to the teachers' efforts, the students' own efforts in improving their ability and interest about the subject also plays a crucial role. They should have learning strategy and method that suitable with them, so that they are able to reach good achievement while enjoy the learning process. Then, the condition of the school also influence the teachers' efforts in improving the students' interest in reading comprehension. If the condition of the school is comfortable for teaching and learning process, it will support the achievement in teaching and learning to be better. Besides, the complete of facility also influence the teachers' efforts in improving the students' interest in reading comprehension. It will be able to attract the students' interest in learning process and ease the teacher in teaching process.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of the research that had been conducted toward the teachers' efforts in improving the students' interest in reading comprehension at Darel Hikmah Pekanbaru, the writer would like to draw some conclusions from what had been discussed in the previus chapter and recommend some suggestion related to the teachers' efforts in improving the students' interest in reading comprehension at Darel Hikmah Pekanbaru.

A. Conclusion

Based on the data findings, the writer concludes that the teachers' efforts in improving the students' interest in reading comprehension at Darel Hikmah Pekanbaru is categorized into enough with the percentage 58.88%. It is found that the percentage of items "Yes" is 58.88%, and the items "No" is 41.67%. It means that the teacher applies only a half of the total aspects of the teachers' efforts in improving the students' interest in reading comprehension.

While, there are some factors influence the teachers' efforts in improving the students' interest in reading comprehension at Darel Hikmah Pekanbaru. They are derived from the teachers factor, the students, the condition of the school, and the facility.

B. Suggestion

Based on the research that had be been conducted, it is recommended some suggestion related to the teachers' efforts in improving the students' interest in reading comprehension at Darel Hikmah Pekanbaru.

1) The teacher is expected to introduces while arousing the interest of the students to the topic of reading materials in teaching reading, builds the students' readiness to learn by stimulating questions about topic introduced, motivates the students to give a reaction for the reading text, provides time to focus on words and concepts that may be difficult and unfamiliar, uses varieties of practice to avoid the boredom of students in learning activies, includes teaching words recognition skill to improve students' comprehension, and provides time to share with students about what they learnt from the text.

2) The students are very expected to appear interest by themselves first in learning English, especially in Reading comprehension, because mastering Reading skill is very important for them to catch many kinds of information; even from many countries in the world that use English in form of written. Then, it is also hoped to the students not to enter the class late anymore because of missing the lesson will infuence your interest in learning; and be dilligent to open your dictionary and memorize the vocabularies.

3) The headmaster is hopefully expected to consider the improvement of teaching equipments need, and also increase the programs that can stimulate

the students' interest in learning English. By doing that, it means that the headmaster has improved the quality of the school.

Besides, the writer also found that some of the students often come back to the dormitory in lesson time, and it makes them leave the lesson. Because of the location of the dormitory is very near from the class, so that if they are lazy to learn, they will come late to the class deliberately. In this case, it is hoped to the headmaster and dormitory side to be care more about this.

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