A STUDY ON THE STUDENTS' READING ABILITY AT THE SECOND YEAR OF SMP N 2 BANGKINANG BARAT OF KAMPAR REGENCY

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ABSTRAK

FITRI SYUSILAWATI (2012) : Sebuah Studi Mengenai Kemampuan Membaca Siswa di Kelas Dua SMP N 2 Bangkinang Barat Kabupaten Kampar.

Berdasarkan penelitian pada siswa kelas dua SMP N 2 Bangkinang Barat Kabupaten Kampar, peneliti menemukan bahwa beberapa siswa kelas dua SMP N 2 Bangkinang Barat Kabupaten Kampar masih mempunyai beberapa kesulitan dalam belajar Bahasa Inggris terutama pada kemampuan membaca. Pada dasarnya ada beberapa fenomenana yang membuat para siswa tidak mampu mencapai standar dari tujuan pembelajaran. Yaitu : Ketika para siswa membaca teks, mereka tidak bisa mendapatkan kesimpulan dari teks tersebut, para siswa mempunyai kesulitan dalam memahami teks yang telah diberikan, para siswa tidak bisa menjawab pertanyaan dengan benar setelah mereka membaca sebuah teks, sebagian besar dari siswa tidak bisa mengidentifikasi ide pokok karena kosa kata yang mereka miliki masih sangat sedikit, para siswa tidak bisa mengidentifikasi tujuan dari teks yang telah diberikan.

Penelitian ini bertujuan untuk mengetahui bagaimana kemampuan membaca siswa. Penelitian ini hanya mempunyai satu formulasi masalah yaitu bagaimana kemampuan membaca siswa di kelas dua SMP N 2 Bangkinang Barat Kabupaten Kampar.

Penelitian ini telah dilaksanakan di SMP N 2 Bangkinang Barat Kabupaten Kampar. Penelitian ini dimulai dari tanggal 1-30 November 2011. Subjek dari penelitian ini adalah siswa kelas dua SMP N 2 Bangkinang Barat Kabupaten Kampar. Populasi dari penelitian ini adalah 40 siswa. Siswa kelas 2 SMP N 2 Bangkinang Barat Kabupaten Kampar terbagi atas dua kelas. Peneliti menggunakan total sampel populasi dan mengambil semua populasi sebagai sampel karena populasinya kurang dari 100.

Dalam pengumpulan data, peneliti menggunakan tes. Tes digunakan untuk mengetahui bagaimana kemampuan membaca siswa. Kemampuan membaca siswa dapat dikategorikan ke dalam level sangat bagus, bagus, cukup, kurang, dan gagal.

Berdasarkan analisa data, dapat disimpulkan bahwa kemampuan membaca siswa kelas dua SMP N 2 Bangkinang Barat Kabupaten Kampar tergolong ke dalam kategori **"cukup"**.

ABSTRACT

FITRI SYUSILAWATI (2012) : A Study On the Students' Reading Ability at the Second Year of SMP N 2 Bangkinang Barat of Kampar Regency.

Based on the preliminary research at the second years students' of SMP N 2 Bangkinang Barat of Kampar Regency, the researcher found that some students at the second year of SMP N 2 Bangkinang Barat of Kampar Regency still had difficulties in learning English especially in reading skill. Actually there are some phenomena that make the students unable reach the standard of the goals. They are : When the students read a text, they could not get the conclusion of the text, the students had difficulty in comprehending the texts given, the students could not answer the question correctly after reading a text, most of the students could not identify main idea because they had lack of vocabulary, the students could not identify the communicative purpose of the text given.

This research is aimed to find out the students' ability in reading. The research only have one formulation of the problem that how is students' reading ability at the second years of SMP N 2 Bangkinang Barat of Kampar Regency.

The research was carried out at SMP N 2 Bangkinang Barat of Kampar Regency. It was conducted from November 01th until 30th, 2011. The subject of the research was the second year students of SMP N 2 Bangkinang Barat of Kampar Regency. The population of the research was 40 students. The second year of SMP N 2 Bangkinang Barat of Kampar Regency is divided into 2 classrooms. The researcher used total sampling population and took all population as the sample because the population is less than 100.

In collecting data, the researcher used classroom test. Test is used to find out the students' reading ability. Students' reading ability is categorized into very good, good, enough, less, and failed.

Based on the data analysis, it can be concluded that the percentage of students' reading ability at the second year of SMP N 2 Bangkinang Barat of Kampar Regency is categorized in **"sufficient or enough level".**

الملخص

فطري شوسلاوتي (2012) :" دراسة على قدرة الطلاب على القراءة في السنة الثانية من المدرسة الثانوية الحكمية 2 بنكيناغ الغربية ريجنسي كمبار "

استنادا إلى الأبحاث الأولية على الطلاب سنة الثانية المدرسة الثانوية الحكمية 2 بنكيناغ الغربية ريجنسي كمبار، ووجد الباحث أنبعض الطلاب في السنة الثانية من المدرسة الثانوية الحكمية 2 بنكيناغ الغربية ريجنسي كمبار كان لا يزال صعوبات في تعلم اللغة الانجليزية خصوصا في مهارة القراءة . في الواقع هناك بعض الظواهر التي تجعل من الطلاب غير قادر الوصول إلى مستوى الأهداف .وهم :عندما يقرأ الطلاب النص، لم يتمكنوا من الحصول على النتيجة من النص، والطلابوجدت صعوبة في فهم نصوص معينة، ويمكن للطلاب لا يجيب على السؤال بشكل صحيح بعد قراءة النص، ومعظم الطلاب لم يتمكنوا من التعرف الفكرة الرئيسية لأنهم كانوا قلة من المفردات، ويمكن للطلاب ليس تحديد الغرضالتواصلية للنص معين.

ويهدف هذا البحث لمعرفة قدرة الطلاب في القراءة .وبحث واحد فقط صياغة المشكلة أن ما هو قدرة الطلاب علىالقراءة في السنوات الثانية من المدرسة الثانوية الحكمية 2 بنكيناغ الغربية ريجنسي كمبار.

وقد أجري ما البحث في المدرسة الثانوية الحكمية 2 بنكيناغ الغربية ريجنسي كمبار .وقد أجريت من1 نوفمبر حتى 30 نوفمبر 2011 .كان موضوع هذا البحث على طلاب السنة الثانية من المدرسة الثانوية الحكمية 2 بنكيناغ الغربية ريجنسي كمبار .وكانالسكان من البحث 40 طالبا .وتنقسم السنة الثانية من المدرسة الثانوية الحكمية 2 بنكيناغ الغربية إلى ريجنسي كمبار الفصول الدراسية .استخدم الباحث مجموع سكان لأخذ العينات، واتخذت جميع السكان كما العينة لأن عدد السكان أقل من 100.

واستخدم الباحث اختبار الفصل الدراسي . ويستخدم اختبار لمعرفة قدرة الطلاب القراءة .يصنفقدرة الطلاب القراءة إلى أقل جيد جدا، جيد، بما فيه الكفاية، وفشلت جمع البيانات.

استنادا إلى تحليل البيانات، ويمكن أن نخلص إلى أن يتم تصنيف النسبة المئوية للقدرة الطلاب على القراءة في السنة الثانية من المدرسة الثانوية الحكمية 2 بنكيناغ الغربية ريجنسي كمبار في" مستوى كاف أو بما فيه الكفاية."

LIST OF CONTENT

LIST OF TABLE

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Learning English is a long process and it takes time and hard work to study it. To have good proficiency in English, the students have to learn the important parts of the language. According to Brown[1], there are four skills that the students should master them at the end of their language process ; they are listening, speaking, reading, and writing. In other words, there are four English skills that should be taught in all educational levels and one of them is reading.

Having good reading ability in language especially in English is very important for the students because reading has the purpose. As Kalayo Hasibuan[2] says, reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to criticize a writer's ideas or writing style. A person may also read for enjoyment, or to enhances knowledge of the language being read. The purpose of reading is to guide the reader's selection of texts.

According to Grellet [3], there are two main reasons why we read, those are :

1. Reading for pleasure

2. Reading for information

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[1] H. Douglas Brown. 1994. *Teaching by Principles : An Interactive Approach to Language Pedagogy.* P.127
[2] Drs. Kalayo Hasibuan, M. Ed-TESOL and Muhammad Fauzan Ansyari, S. Pd. 2007. *Teaching English as a Foreign Language (TEFL).* P. 114
[3] Francoise Grellet.1981.*A Practical Guide to Reading Comprehension Exercises: A New Direction in Language Teaching.* 4

According to Kelly and Mc Mahon[4], a common purpose in reading is to find some information. By looking at the reasons why we read above, the writer can conclude that reading is one tool in getting information.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skill, and strategies to determine what the meaning is. Syaifullah[5] said that the ability to read fluently in a foreign language is one of the main criteria of competence in language.

SMP N 2 Bangkinang Barat uses School Based Curriculum (KTSP) as a guidance in arranging lesson plan, including reading skill. SMP N 2 Bangkinang Barat of Kampar Regency is one of the Junior High Schools that English should be studied as an obligatory subject. The students are taught English twice a week, two hours in one meeting. In other words, they have been studying English for a long time, it means they should know a good learning method and strategies to learn English especially in reading comprehension This possibility describes that, ideally, the second year students of SMP N 2 Bangkinang Barat could develop their competence in reading comprehension, but in fact, it is still far from the target of the curriculum. Usually, teacher used some strategies in teaching reading, then students read the text either silently or loudly, and then students had to answer the questions from the text. But, this way is still not effective for the students in learning reading.

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[4] Kelly and Mc. Mahon. 1979. *Reading Thinking: Concepts Exploring Discovery Discourse in Use Functions Discourse in Action* .P. 9
[5] Syaifullah, S.Pd.I. 2007. *A Compilation and Practice Extensive Reading.* P. 20

In fact, based on researcher's pleminary observation, she found that some students at the second year of SMP N 2 Bangkinang Barat of Kampar Regency still had difficulties in learning English especially in reading skill. Actually there are some phenomena that make the students unable reach the standard of the goals. The phenomena itself can be seen from the symptoms below :

1. When the students read a text, they could not get the conclusion of the text

2. The students had difficulty in comprehending the texts given

3. The students could not answer the question correctly after reading a text

4. Most of the students could not identify main idea because they had lack of vocabulary

5. The students could not identify the communicative purpose of the text given.

The teacher is dominant to teach and help the students how to understand reading text, he or she should explain skimming and scanning, looking clues in title, suitable and within the passage itself. In this case, teachers have an important role to play in teaching process. They have to develop their teaching strategies to make the students understand the reading text easily.

The teacher concerned with the factors involved in teaching reading. Such as the classroom management, teaching method, media, and the reading materials should be considered as the factors which give influence in achieving the goals of teaching reading.

According to school based curriculum (2006) pointed that in learning English, the students should be able to use language in communication either

written or oral language in order to commemorate the global era[6]. The purpose of reading in Junior High School, especially at the second year is that students should be able to understand and analyze the meaning of functional text such as recount, descriptive and narrative related to their environment. It is also relevant with the standard competence of reading in which students should be able to response the meaning in the short simple functional text accurately, fluently, and contextually. (Syllabus and Lesson Plan SMP)[7].

In teaching reading process at SMP N 2 Bangkinang Barat of Kampar Regency, the teacher has used many kinds of manner to understanding the text. Such as : first, teacher gave the students reading material from the other sources, the materials can be gotten from textbook, newspaper, magazines, children books, advertising and etc. Farida Rahim[8] stated that reading is activities happiness which form purpose reading programs. Second, teacher read the text and then the students listen and follow him with right, teacher gave explanations to students about difficult words. Third, teacher gave homework to students.

Based on the explanation and the problems experienced by the students above, the researcher is interested in conducting a research entitled : **"A STUDY ON THE STUDENTS' READING ABILLITY AT THE SECOND YEARS OF SMP N 2 BANGKINANG BARAT OF KAMPAR REGENCY.**

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[6] Departemen Pendidikan Nasional. *MODEL Kurikulum Tingkat Satuan Pendidikan (KTSP) SMP dan MTs.*(Solo: PT. Tiga Serangkai, 2006), p. 13
[7] Sillabus dan RPP SMP, (BSNP, 2007), p. 49 & 61
[8] Farida Rahim. 2008. *Pengajaran Membaca*, p. 84

B. The Definition of the Term

1. Reading

   Reading is the action of a person who reads or an attempt to make a meaning from what author has written. According to Richard[9], reading perceives the written text in order to understand its content.

2. Ability

   Ability is the mental or physical capacity, power or skill required to do[10]. In this research, it refers to students' ability in reading a text.

3. Reading Ability

   Reading skills enable reader to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

C. The Problem

1. The Identification of the Problem

   Based on the explanation above, the writer identifies the problems as follows:

1. Why could not some of the students get the conclusion of the text after they read the text?

2. Why do the students still have difficulty to comprehend the text given?

3. Why are some of the students unable to answer the questions from the reading text?

4. Why do some of the students have lack of vocabulary?

5. Why could not the students identify the communicative purpose of the text given?

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[9] Jack C. Richards and Richard Schmidt. p. 306
[10] AS. Hornby. 1995. *Oxford Advanced Learner's Dictionary.* P. 2

2. The Limitation of the Problems

Based on the identification of the problems above, the problems of the research are focused on :

1. Students' reading ability at the second years of SMP N 2 Bangkinang Barat of Kampar Regency.

2. The reading text that will be used by the researcher in this research is Recount text.

3. The Formulation of the Problems

The problems of this research will be formulated into following research question :

1. How is students' reading ability at the second years of SMP N 2 Bangkinang Barat of Kampar Regency?

D. The Objective and the Significance of the Research

1. The Objective of the Research

The objective of this research is to find out students' reading ability at the second years of SMP N 2 Bangkinang Barat of Kampar Regency.

2. The Significance of the Research

Related to the objective of the research above, the significance of the research is as follows:

1. To give information to the teacher about students' reading ability. So that can improve their ways of teaching in order that the students are not bored in learning English.

2. To give some contributions to the students in order to improve students' comprehension in understanding the reading text.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Reading

Based on Based Competence Curriculum, reading is one of the four language skills (listening, speaking, reading and writing) that should be taught and learned[1]. The skill of reading is regarded as the backbone of other language skills. In other words, through reading students can develop the other language skills such as writing and speaking and improve the language components as well, for instance vocabulary, grammar, punctuation, and the way to construct sentence, paragraph, and texts[2].

Reading is one of the most important skills in learning a language. Reading is a means of language acquisition of communication and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader. Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Reading is not to be a passive activity but reading is an active process in which readers relate information in the text to

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[1] Departemen Pendidikan Nasional. *MODEL Kurikulum Tingkat Satuan Pendidikan (KTSP) SMP dan MTs.* (Solo: PT. Tiga Serangkai, 2006). P.13

[2] Jeremy Hammer. *How to Teach English* (Addison Wesley:Longman,2000). P.68

what they already know. Furthermore, Kolers in KarimSadeghi[3], reading is one of the most complex forms of information processing.

According to Nunan[4], reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading. According to Christina and Mary[5], reading is the individual activity to get excellent information and unless there are contextual constraints on the teaching situation, such as lack of electricity in the homes, there is no sense in wasting class time on actual reading. Besides that Nuttal[6], states that reading is to understand and interpret meaning sense. Reading is an interactive process that goes on between the reader and the text. A reader in reading term will use his knowledge, skills, and strategies to determine what the texts is. It means, the reader tries to recognize the words he meet in print and find the meaning of the written text. So, the reading brings a maximum of understanding to the author's massage.

According to Birch, 2007; Rumelhart, 1980 (in Kristin Lems 2010)[7], reading is an interactive process that takes places between the text and the readers' processing strategies and background knowledge. In addition,

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[3]Karim Sadeghi. *The Key for Successful Reader-writer Interaction: Factors Affecting Reading Comprehension in L2 Revisited*. Vol. 4. 2007. pp. 1(Retrieved on February 20, 2011) www.asian-afl-journal.com/June 07zl.php

[4] David Nunan. *Practical English Language Teaching* .(New York: Mc. Graw.Hill Company, 2003). P.68

[5] Christina Bratt Jaulston & Mary Newton Bruder. *Teaching English as A Second Language Techniques and Procedures.* (Massachusetts: Winthrop Publishers, Inc). P. 64

[6] Christine Nuttal. *Teaching Reading Skill in a Foreign Language*. (New York: Mc Grow Hill Book Company, 1982). P. 2

[7] Kristin Lems. *Teaching Reading to English Language Learner*. (New York: The Guildford, 2010). P.33

Kalayo Hasibuan[8] stated that the text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader knowledge, skills, and strategies include:

1) Linguistics competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.

2) Discourse competence: knowledge to discourse markers and how they connect part of the text to one another.

3) Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.

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

Kristin Lems[9] states that, to read, we need to master a set of word level skills, they are:

1) Bottom up skills.

Bottom up skills refer to the word level skills that are required for decoding. Bottom up skill argues the reader to construct the text from the smallest units (letters to words, phrases to sentence, etc) and becomes automatic that readers are

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[8]KalayoHasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL).* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007). P.115

[9]Kristin Lems et al. *Teaching Reading to English Language Learner*. (New York: The Guildford Press, 2010), P. 33-34

not aware of how it operates. It means that the readers have to understand the passage by reading word by word to reach the whole understanding.

2) Top down skills.

Top down skills refers to the analytical and cognitive skills that are needed for comprehension. The readers use in concert with background knowledge to construct meaning from text. Top down skill argues that the readers bring a great deal of knowledge, expectations, assumption and questions to the text given, a basic understanding of the vocabulary and checks when new information appears. A reader has known about the passage, so they just want to know if there is any new information in the passage.

Moreover, Grellet[10] there are main ways in reading as follows:

a. Skimming

Skimming is reading quickly over a text to get the gist of idea.

b. Scanning

Scanning is reading quickly through a text to find a particular piece of information.

c. Extensive Reading

Extensive reading is reading longer texts, usually for one's own pleasure, mainly involve global understanding.

d. Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail.

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[10]Grellet Frangoise. 1986. *Developing Reading Skill* (Cambridge University Press: cambridge). P.4

Based on the definition above, it can be concluded that reading is an interactive and thinking process of transferring printed letters into meaning. It is one of the ways to communicate certain massage between the writer and the reader. By the reading activities, students are required to have good interaction with the texts.

2.The Nature of Reading Ability

Reading is one of the four language skills (listening, speaking, reading and writing). Reading is important to be learned by every individual. According to Cristina and Mary[11], reading is the individuals' activity to get information excellently and unless there are contextual constraints on the teaching situation, such as lack of electricity at homes, there is no sense in wasting class time on actual reading. Nuttal[12], states that reading is understood to interpret meaning sense. Besides, Jeremy Harmer states that reading is not a passive skill. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments and work out if we agree with them[13].

Student's ability and achievement are the important factors in determining student's success in teaching and learning process. It is influenced by External and

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[11] Christina Bratt Paulston & Mary Newton Bruder. *Teaching English as a Second Language Techniques and Procedures*. (Massachusetts: Winthrop Publishers, inc). P.64

[12] Christine Nuttal. *Teaching Reading Skill in a Foreign Language.* (New York: Mc Grow Hill Book Company, 1982), P. 4

[13] Jeremy Harmer. *How to Teach English*. (Addison Wesley: Longman, 2000). P. 70

Internal factors. According to Slameto (2003), the external factors are family, school and society. The internal factors come from the students themselves.[14]

Nuttal[15] states that reading is an activity done to exact (to correct in every detail) meaning from writing. It is the way the reader gets message from a text by having interaction between perception of graphic symbols that represent language and the reader's language skills, cognitive skills and the knowledge of the world.

Moreover, Mariane Celcia-Murcia[16] , states that reading is to learn unique thinking skill in which ESL/ EFL learners must have ability to comprehend the material from a text by using their own idea and contrast or cause and effect examples, following and argument in the text, choose relevant topic under discussion.

Based on the definition above, it can be concluded that reading is a way to get information from something that was written. Reading involves the interaction between reader and the passage.

The purposes of reading are as follows[17]:

1. For pleasure or for personal reasons,

2. To find personal information such as what book is mostly about,

3. To find a specific topic in a book or article,

4. To learn subject matter that is required for a class.

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[14] Slameto. *Belajar dan Faktor yang Mempengaruhi. (*Jakarta: PT. Rineka Cipta, 2003). P. 54-60

[15] Christine Nuttal. P. 4

[16] Celce Mariane and Lois Murcia. *Teaching English as a Second or Foreign Language.* (Newbury: House Publisher, 1979), pp. 200

[17] Delene Sholes. *Reading for Different Purposes: Strategies for Reading Different Kinds of Materials.* (Retrieved from http://www. Siute101.com/content/reading-for-different-purposes-a91899 on April 12, 2010), P. 2

Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only comprehension skill, but also on readers' experiences and prior knowledge.

There are main ways in reading as follows:

1. Skimming

   Skimming consists of quickly meaning one's eyes across a whole text (an essay, article, etc) for exam to get the gist. Skimming gives readers the advantage of being able to preview the purpose of the passage, the main topic or message and possibly someone developing or supporting ideas[18].

2. Scanning

   The second in the "most valuable" category is scanning or quickly thing for some particular piece or pieces of information in a text.

3. Extensive reading

   Reading longer texts, usually for one's own pleasure, mainly involve global understanding.

4. Intensive reading

   Reading shorter texts to extract specific. This is more an accuracy activity involving reading for detail.

   According to Kalayo, Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraph that encode meaning.[19] The reader uses

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[18] H. Doughlas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (New Jersey: Hall Inc), P. 203

[19] Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English Foreign Language*. (Pekanbaru:Alif Riau Graha UNRI Press,2007), P. 115

knowledge, skills, and strategies to determine what the meaning is. Readers'
knowledge, skills, and strategies include:

1. Linguistics competence: the ability to recognize the elements of the
   writing system; knowledge of vocabulary; knowledge of how words are
   structured into sentences.

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

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

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

The purposes for reading and the type of text determine the specific
knowledge, skills, and strategies that readers need to apply to achieve
comprehension. Reading comprehension is thus much more than decoding.
Reading comprehension results when the reader knows which skills and strategies
are appropriate for the type of text, and understands how to apply them to
accomplish the reading purpose.

2. The Nature of Reading Process

Reading is one of four English skills. They are listening, speaking, reading,
and writing. It is the skill that needs more attention from the students who have
interaction to get the meaning from the text. Kustaryo[20] also mentions that reading
is a nomination of words recognitions and intellect. And emotion interrelated with

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[20] Kustaryo,S. 1998. *Reading Technique for College Students* .P. 8

prior knowledge to understand the massage communicated. It involves the whole self of reader's memory , experience, brain knowledge and the prediction of students.

Reading is as the process of putting the reader in contact and communication with ideas. Reading is actually a conversation of short of interaction between a writer and a reader. The whole purpose for reading is to understanding what you read, and comprehension is one of the most important skills that we can help children develop.

Every learner, who wants to be able to read fluently, must develop their reading skill overtime and with a great deal of practice. Reading is one of the important skills, which is required by students by reading. The students are able to get a lot information from the texts.

Burnes[21] defines that reading comprehends written discourse. It is an interactive process. A process in which the reader engages in an exchange of ideas with an author via the text. Such an exchange always has a purpose and always text takes place within a specific context or a setting. Batavia in Sylvan[22] says the whole purpose for reading is to understanding what you read, and comprehension is one of the most important skills that we can help children.

Kalayo Hasibuan[23], stated that reading is an interactive process that goes on between the reader and the text. The text presents letters, word, sentences, and

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[21] Burnes D & Page G. 1985. *Insight and Strategies for Teaching Reading.* (Sydney : Harcourt Barce Jovanovich group : pty limited). P .45

[22] Sylvan. 2005. *A Study on the Ability of the Second Year Students of SLTP N 9 Pekanbaru in Answering Questions of the Reading Text in short Story* .(Unpublished, 2005), P. 7

[23] Kalayo Hasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)* .(Pekanbaru:Alaf Riau Graha UNRI Press, 2007), P. 114

paragraph hat encode meaning. Thus, to comprehend the text means the readers will be able to find any information needed if they comprehend the text. The knowledge of the reader that is related to language terms. So the readers background knowledge is absolutely needed.

From the definitions above the researcher concludes that reading is a process of grasp the meaning of the words or the writers idea about the topic.

3. The Purpose of Reading

One of the purpose of teaching English for the students in Indonesia is to prepare them to be qualified and skilled graduates in using the language in learning English. One of the skills that students need to learn is reading. The students are expected to read and get information from the text. The ability understand English texts are an important skill in order to develop and enhanced their competence in the future.

For most students, reading is the most important of the four skills in a second language, particularly in English as a foreign language. Certainly, if we consider the study of English as a foreign language around the world. Reading is the main reason why students learn the language. The ability to read the written language at a reasonable rate and with good comprehension has long been recognized to be as important as oral skill.

Whenever anyone reads, the activity is purposeful, and the purpose may be a globe one, such as obtaining pleasure from a sense of identity with one or more of the characters represented in the story by the author.

Henry Guntur Tarigan[24] provides an excellent set of three categories of purpose in reading, they are :

a. Reading for details of fact. It means reading to found or to know discovery have doing to writer, what doing to her or his.

b. Reading for main ideas.

c. Reading for sequence or organization.

d. Reading for influence. The important thing that is needed in reading understands. The first things that must be understood are those which are actually stated.

e. Reading to classify. It means to found right or no right.

f. Reading to evaluate.

g. Reading to compare or contrast.

Furthermore, Chitravelu[25] stated about reading process and reading purpose :

a. Reading involves knowledge and certain writing convention. (The direction in which a text is to read varies from language to language and even the language shares the same alphabet. The letter sound correspondence is not always the same).

b. Real understanding involves of not more sounding of the words in a text but understanding the meaning or message the words are intended to carry.

c. Understanding the text involves the language in which it is written.

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[24] Henry Guntur Tarigan. *Membaca sebagai Suatu Ketrampilan Berbahasa.*(Bandung Aksara , 2005),p.9

[25]Chitravelu ,N. et al. *Methodology Principle and Practice* .(Syah Alam:Fajat Bakti sdn.bhd,1995), P. 88-89

d. Reading involves utilizing previous knowledge (of the word, of culture, the topic under discussion of the print convention being used, etc).

e. Reading is thinking process.

f. Reading is interactive process.

g. Reading is a life-support system.

From the ideas above, it can be concluded that the main goal of reading is to gain comprehension or ability to find the meaning of what they have read and answer the question based on the reading text. Reading as one of the basic skills in English is not merely translating word per word but need to be acquired during language course. However, it appears to have been neglected by some English learners. They tend to treat it simply as a supplementary.

B. The Relevant Research

1. A research from Antina Fetriani (2007)

The research is about a study on the ability of the second year students' of SMA 12 Pekanbaru in reading comprehension. She has focused on difficulties in gathering and comprehending the ideas of reading passage, as well as in answering the questions based on the reading texts. She found that most of the students got difficulties in comprehending reading texts. She found that most of the students got difficulties in comprehending reading texts with percentage 53,71%. It categorized average level.

2. A research from Yulianti (2002)

The research is about he study on the second year students' achievement in reading comprehension. She has focused her research on the students are

expected to understand reading comprehension texts. The students should understand what the texts are talking about. These factors are very important to improve their reading comprehension achievement with percentage 56,51%. It categorized average level.

C. Operational Concept

To avoid misunderstanding and misinterpretation, it is necessary to operate some concepts that was used in this research.

The research only has one variable. The variable is the students' reading ability. Because of that the indicators of students' reading ability are as follows:

a. The students are able to identify the information from the text.

b. The students are able to find the main idea in the text.

c. The students are able to identify the unfamiliar vocabulary in the text.

d. The students are able to complete the text correctly.

e. The students are able to find the generic structure of the text.

f. The students are able to find the communicative purpose of the text and comprehend the text meaningfully.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Location and the Time of the Research

The research was conducted at the second year students of SMP N 2 Bangkinang Barat of Kampar Regency. The research was done a month, starting from November 2011.

B. The Subject and the Object of the Research

1. The Subject of the research

The subject of the research was the second year students of SMP N 2 Bangkinang Barat of Kampar Regency .

2. The Object of the Research

The object of the research was the students' reading ability.

C. The Population and the Sample of the Research

1. Population

The population of this research was the second year students of SMP N 2 Bangkinang Barat of Kampar Regency in 2011-2012 academic years. It consisted of two classes. The number of the second year students of SMP N 2 Bangkinang Barat of Kampar Regency was 40 students.

TABLE III.1
Distribution of the Research Population

NO	Classes	Number of Students
1.	VIII A	20
2.	VIII B	20
	Total	40 Students

21

2. Sample

Based on the design of the research, the population of this research was the second years students of SMP N 2 Bangkinang Barat of Kampar Regency. There are consists of two classes, VIII A and VIII B. Each class consists of 20 students. So their numbers was 40 students. Because of their number were fewer than 100 persons, the researcher used all of the population as the sample. Suharsimi[1] says that if the subject fewer than 100 persons, its better to used all of the population as the sample, so the researcher called as total sampling population.

D. The Research Design

The design of this research is descriptive design. According to L. R Gay [2], the type of descriptive design of this research is descriptive quantitative design. In this design, the researcher used two class as the sample.

E. The Research Procedure

The research procedure is the researcher gave test to all of the population. The researcher gave test twice.

F. The Technique of Data Collection

Test

It is used measure the students' reading ability. The researcher distributed the test to the students. The test that is used in this research, consists of 25 items. The blue print of the test as follows :

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[1] Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek* .(Jakarta: PT Rineka Cipta, 2006), P. 134

[2] L. R Gay. *Educational Research : Competencies for Analysis and Application* .(USA : Prentice-Hall, 2000), P . 275

The Blue Print of Test

No	Indicators	Items Number
1.	Identify the information from the text	2, 3, 4, 5, 6, 9, 11, 12, 16,24
2.	Find out the main idea from the text	8, 17, 21
3.	Identify the unfamiliar vocabulary in the text	15
4.	Complete the text correctly	19
5.	Find the generic structure of the text	10, 13, 14
6.	Find communicative purpose of the text and comprehend the text meaningfully	1, 7, 18, 20, 22, 23, 25

The researcher evaluated the test based on reading ability aspects that consisted of finding factual information, identifying main idea, locating the meaning of vocabulary in context, identifying reference, and making inference from reading text. It was done to make the teacher easy to collect the data. The test was used to obtain the data concerning the students' reading comprehension.

In order to get the data for this research, the researcher used a test. According to Sudjiono[3] test is a tool or procedure to make value. It was multiple choice test. The students were asked to choose one correct answer. To analyze the items, the researcher used the formula:

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[3]Anas Sudjiono. *Pengantar Evaluasi Pendidikan*. (Jakarta: PT. Rajagrafindo Persada, 2008). P. 66

$$\mathbf{S} = \frac{\mathbf{B}}{\mathbf{N}} \text{ x } 100 \text{ (Skala } 0 - 100)$$

While:

B: The right choice

N: The total questions

According to Arikunto, there are some categories to evaluate the students' ability in reading text. The test is composed of 25 items and each item was given score 4.[4] The scale is:

Table. III.2

The Scale of Students' Reading Ability

The Score of Reading Ability Level	Category
80-100	Very good
66-79	Good
56-65	Sufficient
40-55	Less
30-39	Fail

In giving the test, the researcher used tests twice of reading ability. It was to get the validity of the test and reliability of the test before taking the data to analyze.

G. The Validity and Reliability of the Test

1. Validity

Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test construction that can make it. The test must aim at proveding a true measure of the particular skill, intended to measure.

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[4] Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan, Edisi Revisi*. (Jakarta: Bumi Aksara, 2009), P. 245.

Heaton states, the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. There are three kinds of validity that consist of content validity, construct validity, and empirical validity.[5]

To obtain the data about students' reading ability, the researcher acquired to show each score. It was used to refer to the most important cartelistic of an item accurately determined by its difficulty. Then, the tests given to students were considered too difficult or too easy that often show the low reliability. Item difficulty was determined as the proportion of correct responses. This was held to the index difficulty, in which it was generally expressed as the percentage of the students who answer the questions correctly. The formula for item difficulty is as follows:[6]

$$\mathbf{FV} = \frac{R}{N}$$

Where FV : Index of difficulty or Facility value
R : the number of correct answers
N : the number of examinees or students talking the test

The formula above was used to find out the easy or difficulties of each item test that writer gave to the respondents. The items that did not reach the standard level of difficult were excludeed from the test and changed with the new items. Heaton states that prepared in practice to accept items with facility values between 0.30 and 0.70.[7]

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[5] Heaton, J. B. *Writing English Language Test.* (New York, Longman Inc:1988). P. 159
[6] Ibid. P,178
[7] *Ibid,* P.179

2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary cartelistic of any good test.

Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.[8]

There are some factors affecting the reliability of a test, they are:

a. The extent of the sample of material selected for testing,

b. The administration of the test, clearly this is an important factor in deciding reliability.

The reliability coefficients for good identified kinds of text structure text and reading comprehension test are expected to exceed 0.0 and closed 1.00. Heaton (1995:16) states that, the reliability of the test is considered as follows :

1. 0.00-0.20   Reliability is low

2. 0.21-0.40   Reliability is sufficient

3. 0.41-0.70   Reliability is high

4. > 0.70 Reliability is very high

The validity and reliability is related. It is possible for a test to be reliable without being valid for a specified purpose, but it is impossible for a test to be valid without first being reliable. To know the reliability of the test, the researcher used SPSS 16.0 for windows-statistical software.

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[8] *Ibid.*

Table III.3

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.294	.406	2

Item Statistics

	Mean	Std. Deviation	N
T1	64.5665	3.41845	20
T2	59.9500	8.81073	20

From the table above, it can be seen that the reliability is sufficient because the result of reliability is 0.406.

H. The Technique of Data Analysis

To find out students' reading ability, the formula below was used, and the data was analyzed by using formula as follows[9] :

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

Where :

P= the percentage

F= the frequency

N= the total number of respondents

To get the mean score of students' reading ability, the researcher used the following formula[10] :

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[9] Anas Sudijono.*Pengantar Statistik Pendidikan.*(Jakarta: PT. Raja Grafindo Persada,2008),p.193

[10] Anas Sudijono.*Pengantar Statistik Pendidikan.*(Jakarta:PT. Grafindo Persada, 2008), p.85

$$Mx = \frac{\Sigma fx}{N}$$

Where :

Mx   = Mean score
  fx   = the sum of respondents score
N   = the number of the students

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. **Description of Research Procedures**

In the previous chapter, it has been explained that the aims of this research are the percentage of the students' reading ability at the second years of SMP N 2 Bangkinang Barat of Kampar regency and how is students' reading ability at the second years of SMP N 2 Bangkinang Barat of Kampar regency. To collect the data that is needed in this study, the researcher collect the data by using test (Reading Comprehension Test).

In this case, the researcher would utilize test on the text. The written test were given to the students who have been determined to be respondents. After the test was distributed to the students and they completed the answering to the number of question that has been done. The test that is used in this research is the multiple choice questions that is consisted of 25 items.

The researcher has done try out to the second year students of SMP N 2 Bangkinang Barat of Kampar regency. It was done start from November 2011. The result of the test was analyzed in order to find out the reliability of the test.

B. **The Data Presentation**

1. **Instrument of the Test**

Text 1

The third year students of SMP 1 Went o a picnic on the 23rd October last year. They went to the museum, and the zoo. After visiting the museum, they went to the zoo. The students got some explanation from their teacher before

entering it. The teacher distributed the tickets to them. They had to show the tickets to the guard, then they entered one by one.

Ali, Umar and I were always in one group. First, we visited the elephants. There were four elephants in the cage. I threw some peanuts to the monkeys. They caught and ate the peanuts happily. Then we went to see the lions, the tigers, the crocodiles, the snakes and the other animals.

We were in the zoo for two hours. Before leaving the zoo, we noted down what we had observed. All of the students were very busy with their tasks. They had to make a report about visiting the zoo. They did it for about thirty minutes. Then they went out, and had their lunch together out side the zoo. They left the zoo at two o'clock.

Questions from Text 1

Items Number	Students' Correct Answers	Questions
1.	15	What is the communicative purpose of the text? C. To retell
2.	25	Who had a picnic last year? B. The third year students of SMP N 1
3.	20	What object did they visit first before going to the zoo? C. Museum
4.	26	How many objects did the third year students of SMP N 1 visit for their picnic? They visited….. A. Two
5.	10	How long did they make a report? They made it for about….. D. a quarter of an hour
6.	5	What time did the teacher and the students enter the zoo? They entered the zoo at about….. A. One o' clock
7.	15	What kinds of the text above? B. Recount

Text 2

Last week Joni got an accident. When he was riding his motor bike along the street, a truck came out of the side of the street and hit his motor bike. It was damaged and Joni broke his right arm.

After the accident, an ambulance came and Joni was taken to the hospital. Two men carried him on a stretcher, and put him on the bed carefully. A nurse came and wrote his name and address in a book. She gave him a glass of tea to drink.

When the doctor came, he examined Joni's right arm and then said " Yes, Joni's arm is broken." The doctor gave him an injection and put his broken arm on a plaster cast.

Joni must stay in the hospital until he is well again. My family and relative have visited him. His teachers and friends also visit him in turn. Joni is very glad to see them. I hope he will get well soon.

Questions from text 2

Items Number	Students' Correct Answers	Questions
8.	18	What is the text about? A. Joni's accident
9.	22	What happened to Joni last week? C. He was hit by a truck
10.	20	From the text above, which paragraph is orientation? A. First
11.	23	What did the nurse do to Joni? A. She gave him a glass of tea to drink
12.	21	Who put his broken arm on a plaster cast? C. The doctor
13.	10	From the text above, which paragraph is event? C. Second and third paragraph
14.	10	What is the generic structure of the text? D. Orientation, event, reorientation
15.	20	"It was damaged and….."(last sentence first paragraph). The word "it" refers to….. C. The truck

Text 3

Last holiday, I had travel to Bandung. I visited my grandparents. I went there together with my parents. I wanted to enjoy my holiday.

I left home at about A.M on Sunday. First I went to the railway station by taxi. "What a bright afternoon" I said to my mother. I saw people cycling, some other had sightseeing.

After I arrived at the railway station, I got on train, and took our seat. I sat next to my father. I sat near the window, because I wanted to enjoy the view outside of the train window along the way.

At about five A.M the next day, the train arrived at Bandung railway station. I got taxi to my grandparents' house. What a busy city, I saw many people took sport along the road, because it was Sunday morning.

I was very tired when I reached my grandparents' house. I have traveled too long distance. It was tiring, but I was very happy.

Questions from Text 3

Items Number	Students' Correct Answers	Questions
16.	20	Where was their destination? C. Bandung
17.	17	What does the orientation of the text above tell about? B. The writer had travel to Bandung by train
18.	22	Which the sentence below is true related to the text above? B. They wanted to visit grandparents
19.	35	They got train at….. C. Railway stations
20.	24	What kind of the text is it? A. Recount

Text 4

I usually woke up at eight o'clock a.m. and went to the Press Center to check the daily schedule of briefings and press conferences. It was usually held by the United Nation officials or disaster mitigation team.

It was challenging to visit different refugee camps to find soft stories, human interest stories. After that I went back to the Press Center to cover the press conferences of the day.

It was heart breaking when I saw these survivors fight for food and secondhand clothing. Unfortunately as they said, the food and clothing were limited and inadequate. Emerging to glaring, fool noon, it was time to go back to Press Center to write stories and race against time. I was always fearing that the internet would come crushing down.

After everything was done, only then I remembered to eat. Most times, I only ate once a day because I always had to rush and again it was difficult to find food. I had to travel quite far. I needed to spend a 30 to 45 minutes by car just to find fresh food.

Questions from Text 4

Items Number	Students' Correct Answers	Questions
21.	10	What is the text about? A. My rush time as a journalist
22.	25	What time the writer usually woke up? A. Eight O' Clock
23.	27	From the text above, which paragraph is reorientation? D. Fourth How long the writer spend to find fresh food? C. 30 t0 45 minutes
24.	18	"I always had to rush and again it was difficult to find food". What paragraph include this sentence? A. Fourth
25.	23	

Table IV.1

The Recapitulation of the Total Students' Correct Answers

No	Text	Students' Correct Answer	Score
1.	Text 1	15, 25, 20, 26, 10, 5, 15	116
2.	Text 2	18, 22, 20, 23, 21, 10, 10, 20	144
3.	Text 3	20, 17, 22, 35, 24	118
4.	Text 4	10, 25, 27, 18, 23	103
		TOTAL	481

2. Students' Reading Ability

Table IV.2

Students' Score of Reading

Students	Score	Category	Students	Score	Category
Student 1	64	Enough	Student 21	64	Enough
Student 2	60	Enough	Student 22	60	Enough
Student 3	72	Good	Student 23	40	Less
Student 4	68	Good	Student 24	56	Enough
Student 5	60	Enough	Student 25	44	Less
Student 6	68	Good	Student 26	52	Enough
Student 7	72	Good	Student 27	60	Enough
Student 8	64	Enough	Student 28	60	Enough
Student 9	68	Good	Student 29	52	Enough
Student 10	80	Very Good	Student 30	40	Less
Student 11	72	Good	Student 31	68	Good
Student 12	64	Enough	Student 32	32	Fail
Student 13	60	Enough	Student 33	40	Less
Student 14	64	Enough	Student 34	60	Enough
Student 15	68	Good	Student 35	64	Enough
Student 16	56	Enough	Student 36	60	Enough
Student 17	56	Enough	Student 37	52	Enough
Student 18	64	Enough	Student 38	60	Enough
Student 19	72	Good	Student 39	64	Enough
Student 20	64	Enough	Student 40	64	Enough
Total	**2400**				

Table. IV.3

Percentage of Reading Ability

No	Category	Frequency	Percentage
1	Very good	1	2.5%
2	Good	9	22.5 %
3	Enough	25	62.5 %
4	Less	4	10 %
5	Failed	1	2.5 %
		40	100%

From the table above, it can be seen that the students' reading ability in answering the multiple choice test can be categorized into very good, good, enough, less and failed. It can be seen that the students who get very good is 1 student (2.5%), the students who get good category are 9 students (22.5%), the students who get enough category are 25 students (62.5%), and the students who get less category are 4 students (10%), and the category of failed is 1 student (2.5%)

C. The Data Analysis

    1. Students' Reading Ability

Based on the description of the test to the second year students of SMP N 2 Bangkinang Barat of Kampar Regency, the students' reading ability is analyzed as follows:

1. Very good; the students' reading ability range is between 80-10 = 1 student (2.5%)

2. Good; the students' reading ability range is between 66-79 = 9 students (22.5%)

3. Enough; the students' reading ability range is between 56-65 = 25 students (62.5%)

4. Less; the students' reading ability range is between 40-55 = 4 students (10%)

5. And Failed; students' reading ability range is between 30-39 = 1 student (2.5%).

Table IV.4

The Distribution of Frequency of Students' Reading Score

Score	f	Fx
80	1	80
72	4	288
68	5	340
64	10	640
60	9	540
56	3	168
52	3	156
48	-	-
44	1	44
40	3	120
36	-	-
32	1	32
	N = 40	fX = 2408

Mean= $\frac{fx}{N}$

Mean = $\frac{2408}{40}$

Mean = 60.2

From the table above, it can be seen that mean of students' reading ability score is 60.2. It is enough level, so, it can be concluded that the students' reading ability is **sufficient**.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher summarizes what she has done for her scientific study. The summary will be focused on three parts; theoretical conclusion, research finding, and suggestion. All these parts are aimed to any readers who would like to know and take the essential points of the writing. It also means as complement to end the scientific writing, so that problems which have been discussed from chapter I to chapter V above are answered definitely.

A. Conclusion

Based on the data presentation and analysis in the previous chapter, it as concluded that students' reading ability at the second year of SMP N 2 Bangkinang Barat of Kampar Regency was categorized **"enough or sufficient level"**. The data has been explained in chapter IV.

B. Suggestions

1. **Suggestions for the Teachers :**

   a. The teachers should give more exercises to improve their students' ability in answering and understanding the reading texts

   b. The teachers should give more explanation to the students about reading texts. So, they can understand them well.

   c. The teachers are expected to get some English training

   d. The teachers should give homework to the students

2. Suggestion for the Students :

a. The students should improve their ability in reading a text

b. The students should practice their English

c. The students should have self confidence in showing their ability in reading

d. The students should read many English book

e. The students should creative in learning reading.

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