STUDENTS' SKILL ON READING COMPREHENSION AT THE FIRST YEAR OF ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING FACULTY OF IAIN PALOPO 2015/2016

A THESIS

Submitted to the English Study Program of Tarbiyah and Teacher TrainingFaculty of the State Institute for Islamic Studies of Palopo as the partial fulfillment of requirement for S.Pd. Degree in English Education

Composed By,

Ana Pertiwi
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ENGLISH STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

THE STATE INSTITUTE FOR ISLAMIC STUDIES OF PALOPO

2016

TEACHER TRAINING FACULTY OF IAIN PALOPO
2015/2016

IAIN PALOPO

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ENGLISH STUDY PROGRAM

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THE STATE INSTITUTE FOR ISLAMIC STUIDIES OF PALOPO

2016

THESIS APPROVAL

This thesis entitled: **Students' Skill on Reading Comprehension at the First Year of English Study Program of Tarbiyah and Teacher Training Faculty of IAIN Palopo 2015/2016** which is written by **ANA PERTIWI,** Reg. Number **12.16.3.0001**. English Study Program of Tarbiyah and Teacher Training Faculty of the State Institute for Islamic Studies of Palopo, has been examined and defended in Munaqasyah examination session which was carried out on **Monday, 23rd August 2016 M**, coincided to **20th Dhu al- Qa'dah 1437 H** . It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree for English Language education.

Palopo, <u>23rd</u>   <u>August</u>   <u>2016 M.</u>
<u>20th </u>Dhu **al- Qa'dah**

1437 H.

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ACKNOWLEDGMENT

بسم الله الرحمن الرحيم

الحمد لله رب العالمين والصلاة والسلام على أشرف

الانبياء والمرسلين وعلى

اله و صحبه أجمعين أما بعد

Alhamdulillahi Rabbil 'Alamin, all praises is due to Allah, the researcher expresses her gratitude to the Almighty God, Allah swt, who has been given His guidance, blessing, good health and long life so that the researcher could finish this thesis. Peace and salutation be upon our prophet of Islam, Muhammad saw, along with his family, his intimate and his followers.

Researcher realizes this research cannot be completed without help, guidance, encouragement and comments from others. Therefore, in this chance, researcher would like to express respect and thankfull to:

1. Dr. Abdul Pirol, M. Ag., as Rector of IAIN Palopo.

2. Dr. Rustan S, M. Hum., as the first deputy head of IAIN Palopo.

3. Drs. Nurdin K. M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo.

4. Amalia Yahya, SE.,M.Hum., as the head of English Study Program.

5. Dr. Abbas Langaji, M.Ag., as my first consultant and Wahibah, S.Ag., M.Hum., as my second consultant, who have given the researcher guidance, assistance, explanation, advice, correction and suggestions to the improvement of this research.

6. Dr. Jumharia Djamereng, M. Hum as my first Examiner and Mr. Amir Faqihuddin, S.Ag.,M.Pd.I as my second Examiner who have given researcher explanation, correction and suggestions to the improvement of this research.

7. All the lectures of English study Program IAIN Palopo especially Dr. Masruddin, S. M.Hum, who has given motivations, skill and attention in learning English language.

8. Special thanks for my beloved parents: Mubin and Rubania. For my beloved brothers: Isrhul Heri, Agus Salim, Bayu Segara and Andi Putra, who have given support, motivate, provide countless material support and always pray for me to be success.

9. All my friends of English Study Program especially my friends in class EXO BIG-A (2012), who have given motivations, support and spirit that the researcher thanks for everything. Thanks to all the first year of English Department students (2015/2016) who have participate and join this research as the respondent so that this research can run well.

Finally, the researcher prays to Allah swt who has given reward to all people, who have helped researcher. The researcher hopes this research can be useful for the other.

May God always blesses us, Amin

Palopo, August 17th 2016

The Researcher

LIST OF TABLES

PRONOUNCEMENT

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ABSTRACT

Ana Pertiwi, 2016**. Students' Skill on Reading Comprehension at the First Year of English Study Program of Tarbiyah and Teacher Training Faculty of IAIN Palopo 2015/2016.** English Study program of Tarbiyah and Teacher Training Faculty of the State institute for Islamic Studies of Palopo. The First Consultant, Dr. Abbas Langaji, M.Ag., and second consultant, Wahibah, S.Ag., M.Hum.

Key words: Students' Skill, Reading Comprehension

This research is about the Students' Skill on Reading descriptive test. The problem statement of this research is: How are the Students' Skill on Reading Comprehension at the First Year of English Study of Program of Tarbiyah and Teacher Training Faculty of IAIN Palopo 2015/2016?.

The objective of the research is: To know the Students' Skill on Reading Comprehension at the First Year of English Study Program of Tarbiyah and Teacher Training Faculty of IAIN Palopo 2015/2016. This research hope to be useful information for all students to know the students skill. In addition, it is useful to know the students' feedback about the material.

The population of this research was 152 of the students at the first year of English department IAIN Palopo 2015/2016. In this research, the researcher used random sampling technique. The number of sample to identified as follows 25 was students. This research applied descriptive qualitative method.

The result of this research was average the students' score categorized as Excellent (88-100) no students got excellent (0%), very good (87-75) got 1 student (4%), good (62-74) got 5 students (20%), fairly (49-61) got 6 students (24%), poor (36-48) got 9 students (36%), very poor (0-35) got 4 students (16%) and students' skill on reading comprehension of English department at the first year of IAIN Palopo 2015/2016 was (51,2) fairly category. In this research the researcher found some problem face by students they are vocabulary, grammar, word by word reading and students poor concentration when they reading the text.

Answer Key Reading Test

1. C
2. B
3. A
4. C
5. A
6. B
7. D
8. A
9. B
10. A

CHAPTER I

INTRODUCTION

A. Background

Reading is one of skill in language to get information from several sources from the text, so it is important to be mastered by the reader. The readers should comprehend information from the text after reading. In order to comprehend the text, the readers of course need high skill to know mean and purpose the reading. In the skill of language, particularly English has four factors they are speaking, listening, writing, and reading. Among the four factors, the level of difficulties in English learning is reading.

When we ask students to read, the success of the activity will often depend on the level of the text we are asking them to work with. We would like students to read authentic texts in other words, texts which are not written especially for language learners, but which are intended for any competent user of the language. However, at lower levels this can often presents insuperable problems since the amount of difficult and unknown language may make the text impenetrable for the students. A balance has to be struck between real English on the one hand and the students' capabilities and interests on the other.[1]

1Jeremy Hermer, *How to Teach English* (New York :Longman,2007), p. 100.

Reading useful for other purpose to: provided students understand it more and less is good thing for language students.[2]. The logic is simple, the student did not understand the subject if they do not read. From here, it is clear that reading was instrumental in helping someone to improve his or her understanding of a substance / material learned.[3] Therefore, reading very important to do by every student to adding skill in the reading comprehension and open the thinking perception.

To reading comprehension from the text is the problem faced by many students in reading especially English text. It is because of unfamiliar words in the text. This phenomenon happens almost in every language class when they have to read the English text so long, sometimes this make them cannot understand the content of the text. There some authentic written material, which beginner students can understand to some degree; menus timetables, signs and basic instruction, for example and where appropriate, we can use these. But for longer prose, we may want to offer our students texts which are written or adapted especially for their level. The

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2Jeremy Harmer*, The Practice of English Language Teaching*, (London and New York London: New Edition, 1991), p. 19.

3*Http://kpa.rokanhulukab.go.id/index.php/component/content/article/52-/155-Manfaat-Membaca*. Accessed on 11 September 2015.

important thing, however, is that such texts are as much like real English as possible.

How well the students are able to deal with reading material will depend on whether the texts are design for intensive or extensive reading. Where the students they are usually able to deal with higher-level material than if they are reading on their own. If we want them to read for pleasure, therefore we will try to ensure that they do not attempt material that is just too difficult for them as a result of which they may be put off reading. This is why lower-level students are encouraged to use simplified or graded readers for extensive reading. The readers are graded so that at different levels they use language appropriate for that level very much like the comprehensible. As a result, the students can take pleasure in reading the books even when there is no teacher there help them.[4]

Based on observation, the researcher found that in the class, some students have different skill in reading comprehension, so the lecture must have strategies to make the students interest in reading especially reading comprehension.

The English students' departments in the first year they are still in transition from high school to university, they are in the process to comprehend every subject. They are still in the process to understand new subjects that they know in learning English. To

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4 *Op.Cit.* p. 100.

understand each subject, they are have to get the high skill to reading comprehension. The State Institute for Islamic Studies should have high skill on reading comprehension to support their knowledge in learning English.

Based on the explanation, above the researcher interested in studied with the title, Students' Skill on Reading Comprehension at the First Year of English Study of Program of Tarbiyah and Teacher Training Faculty of IAIN Palopo 2015/2016.

B. Problem Statement

Based on the background above, the researcher formulates this research question as follows:

"How are the Students' Skill on Reading Comprehension at the First Year of English Study Program of Tarbiyah and Teacher Training Faculty of IAIN Palopo 2015/2016"?

C. Objective of the Research

Based on the problem statement stated above, the researcher formulates the objective of the research is:

"To know the Students' Skill on Reading Comprehension at the First Year of English Study Program of Tarbiyah and Teacher Training Faculty of IAIN Palopo 2015/2016".

D. Significance of the Research

The result of this study is expected to use theoretically and practically:

a. Practically, to know the student skill in reading comprehension. To know the reading skill of students, it is explain about a text, students can understand quickly in reading English.

b. Theoretical, the result of this research also is expected to be useful information for all teachers to know the skill of students. In addition, it is useful to be a feedback for the students about their reading comprehension.

E. Scope of the Research

The scope of this research focused on students' skill on reading comprehension at the First Year of English study program of Tarbiyah and Teacher Training Faculty of IAIN Palopo 2015/2016 by using descriptive test.

F. **Definition of Term**

a. Skill is an ability to understand an activity or job well, especially because people have practiced.

Reading comprehension is defined as the level of understanding a text/message. This understanding comes from the interaction between the words that are write and how they trigger knowledge outside the text/message.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Studies

Some researchers have conducted research on reading comprehension. Moreover, here are the results of several previous studies:

Eko Yuniarti, concluded that the teaching and learning of reading comprehension was found effective when it was well-designed from the very beginning stage. Here, the teacher should consider before-during-after reading process. At the beginning process of reading, previewing text was the most importance stage to scaffold the students' comprehension of the text. Through previewing the text, the teacher could help the students feel interested and motivated to read the text. This process also helped the students recall their previous knowledge about the topic. The use of graphic organizer namely KWL chart here could help the students to preview the text and record them in a systematic way. Previewing activities accompanied by media stimulated the students to read and also create context for the students before reading.[1]

Fitri Hayani (on Smart Strategy), concluded that reading is one skills that should be mastered by the students. Through reading, the students' will get more useful information for their life and help them to prove their knowledge. Self-

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[1] Eko Yuniarti, *Improving The Students' Reading Comprehension Through Know-Want-Learn Technique At The Eleventh Grade Of Sma Negeri 1 Sanden In The Academic Year of 2012/2013*, Journal 2013, p. 86.

Monitoring Approach to Reading and Think (SMART) strategy is effective to improve the students' reading comprehension.[2]

Suhelti, concluded that reading is one of skill that important in our life, because by reading the book, he/she can get more information about something, add knowledge and reading can improve reader's knowledge. Reading also provides a situation for the readers to analyze what the writer's purpose in the text. So that, they can get meanings, messages and information from what they read. Shortly, reading can be said as the communicative process between the writer and the readers to build knowledge. Applying Context Pizza strategy and Linguistic Roulette strategy in teaching reading can build students' comprehension in reading a text; increase their interest to learning English.[3]

Based on the research above the different of this research, the researcher want to know the students' skill in reading and the research above explained the important of reading for the students their skill.

Based on the results above, the researcher found that reading comprehension is very important to the students' knowledge in reading. The students need high skill in reading comprehension, to understand the meaning, content, and purpose of reading.

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[2]Fitri Hayani, *Teaching Reading Comprehension By Combining Self Monitoring Approach To Reading And Think (Smart) And Classwide Peer Tutoring (Cwpt) Strategies At Senior High School,* journal, p. 9.
[3]Suhelti, *Teaching Reading Narrative Text By Combining Context Pizza Strategy And Linguistic Roulette Strategy For Senior High School Students*, journal 2014, p. 9.

B. Concept of Reading Comprehension
1. Definition of Reading

    Reading is process of decoding symbol in order to construct or derive meaning of read. In process reading, requires continuous practice, development refinement to obtain a reading in the form narrative text, descriptive text. In reading, need competence to understand the purpose of read. In many second or foreign language teaching situations, reading receives a specially focus. There are a number of reasons for this. First, many foreign language students often have reading as one of their most important goals.[4]

    Reading has various definitions. It depends on the variety of the people's points of view, so the researcher presented some following definition of reading. According Diane Henry Leipzig, states that reading is motivated and fluent coordination and comprehension, reading is multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print. It requires that we identify the words print a process called word recognition, construct an understanding from them a process called comprehension, coordinate identifying words and making meaning so that reading automatic and accurate and achievement called fluency.[5]

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[4]Jack C Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge University Press 2002), p. 273.

[5]Diene Henry Leipzing, *What Is reading*? Article, Online: Http://www.readingrockets.org/articles/352. Accessed on August 9th 2016.

According to Wills, reading is receptive skill like listening, speaking, and writing are productive skills in learning language besides listening, speaking and writing.[6]

Based on the definition above reading can be defined as an activity to get information, understanding from the written text, increase perception through written text, bringing the meaning from the printed pages to the brain. In addition, skill in the reading useful to understand means the text from the reading.

To improve the reading skill the students have to understand the reading itself. Reading for comprehension is the primary purpose for reading (though this sometimes overlooked when students asked to read overly); raising students' awareness of main idea in a text and exploring the organization of a text are essential for good comprehension.[7] In reading, eyes important look the vocabulary of reading. Because the eyes is the first part to input the word to go the brain and to experience the establishment by word and meaning to understand every word had been read. Reading is synonymous with speed the competence eye in seeing it word by word in the text to go to the brain and manage these words so that it can be accepted and understand and rephrase. Reading is exercise dominated by eyes and the brain. The ayes receive message and the brain then has to work out the significance of the message.[8]

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[6] Jane Willis, *Teaching English Through English A Course In Classroom Language and Technique*, (New York: Logman), p. 34.

[7] Jack C Richards and Willy A. Renandya*, Op.Cit.* p. 277.

[8] Jeremy Harmer*, Op.Cit.* p. 190.

Reading skill enables readers to turn writing into meaning and achieve the goals of independence, comprehension and fluency. Reading skills are specific abilities, which enable a reader:

a. To read written from meaningful language
b. To read anything written with independence, comprehension and fluency
c. To mentally interact with message

Reading skill is means how tell to the reader about what types of words you understand, how well you understand the meaning of the piece that you read. Reading is skill to understand, assimilate and retain stories in addition, ideas and communication through the written word. Reading is an activity that is often does by everyone. Therefore, in reading requires the competence to understand in readings.

Reading is very important because with reading, the reader will get information and knowledge. According Wilga, justification for an emphasis on the development of the reading is not hard to find. In many countries foreign language are learned by numbers of students who will never have the opportunity of conversing with native speakers. However, who will have access to the literature and periodicals, or scientific and technical journals, written in the language they are learning. Many will need these publications to assist them with further studies or in their work: others will wish to enjoy reading in another language in their leisure time to keep them in touch with the wider world.

The reading once, is the one, which can be most easily maintained at a high level by the students themselves without further help from a teacher. Therefore, the students able to increase their knowledge and understanding of the culture of the speakers of the language their ways of thinking, contemporary activities and

contributions to many fields and intellectual endeavor to imagine that all students who have learned another language at school will do this. However, it is blissful illusions. Unless, students have taught to read the target language fluently, without deciphering it laboriously word by word, and to approach a book or magazine, article, independently with confidence, it is unlikely that they want to continue to read in that language after students have completed their studies.

Skill to read another language with direct comprehension with fluency should be cultivated in progressive stages. Practiced at first with carefully selected materials which students can read wish ease and enjoyment.[9]

Reading sometimes referred to as a passive or receptive skill but if people examine the abilities that come into play influent direct reading with comprehension of meaning. It is clear that readers were for time passive during this activity. If they have had a purely to introduction to the language, students have to now learn to recognize the sound patterns represented by the graphic symbols and identify their combinations as a language units already encountered. They must be able to recognize structural clues: the indicators of word classes or (part of speech) and of persons and tenses of the verb: the words that introduce phrases and clauses and the particular modifications of meaning these indicate: the adverbs and adverbial expressions, which limit the action in time, place, and manner: and indicators of interrogation and negation. They must be able quickly to distinguish word groupings and their relations with other groupings at the take in these various clues and glance,

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[9] Wilga M. Rivers, *Teaching Foreign Languange Skill,* (University of Chambridge: Second Edition, 1998), p. 260.

the must be able to anticipate what will probably follow while holding in their immediate memory inconclusive elements from what preceded.[10]

      In the explanation, need some time to understand the content of reading because the comprehensions from writer or speakers and readers have different competence to understand meaning of reading.

2. Purpose of Reading

      In purpose of reading students, have to understand what the meanings of reading have to till by writer. Students must to be able to read for information and pleasure, for their career and for study purposes.

      Grellet asserted that, there are two main reasons for reading. They are reading for pleasure and reading for information.[11] From the reason, reading for information is readers have to be careful to read the information, to get information is not wrong, and we need skill in reading to read information.

      Afterwards, Grebe and Stoller classified the purpose of reading such as:

a.   Reading to search for simple information and reading to skim. It is common reading ability, here the reader scan to the text to find out a specific piece information or a specific word.

b.   Reading to learn from text. It happens in academic and professional context. It also requires remembering the main idea and supporting idea, making a relation with the reader's knowledge. The activity can bring stronger inference because it is help the reader remember information

c.   Reading to integrate information writes and analyzes text. The skill needs critical evaluation where the reader integrates and decides the information that she/he

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[10]*Ibid*. p. 266.

[11]Francoice Grellet, *Developing Reading Skill*, (Cambridge: Cambridge University Press 2000), p. 4.

wants. Then, it involves competence such as composing, selecting and making critique from the material.

d.   Reading for general comprehension. It be done by fluent readers very fast and automatically in the processing word. And effective coordination in many process of the text

Based on the explanation above, the researcher concluded that the purpose of reading is to get involve skill person to analyze a text, to get something information in the reading.[12]

At the early stages, it is important make the task of learning to read as easy and interesting as possible. Students need lots of practice before. Students be able to recognize words and phrase quickly and even to most interesting reading book or textbook gets boring if they have to read the some things more than once.[13] From the explanation that, this aims to students in the reading.

We read in order to obtain information, which is accurate and explicit. There are some purpose in the reading.

a. Answer we can give to our question of why we read is that we read referential material in order to obtain information with operating on our environment.

b. We read material as a way of developing our own intellectual skills, so that we can more effectively manipulate ideas.

c. We read can opening the perception in your mind. Make more many imaginations.

d. We read for emotional gratification or spiritual enlightenment.

In the purpose of read above, many purpose the other of read. When the people read we are will know something, what which of read.

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[12] Williams Grabe and Fredica L Stoller, *Teaching and Researching Reading* (Essex: Person education, 2002), p. 13.

[13]Jane Willes, *Op.Cit*. p. 151.

In the learning reading a students not must to be compulsion to understand what their read but people have to know the limit skill of students, for appropriate to give the materials to students by educators or teacher. Althought students were not readily apparent, teachers' beliefs and attitudes about language, learning, and teaching will have a marked infuence on what they do in class and what their learness to do. As you read the following lesson objectives and notes from a topic-based reading programme, decide which of insights into the nature of reading and learning to read outlined and discussed in the preceding section are evident in lesson objectives and notes.[14] It so many definitions about reading, but which is important in the reading are we must understand what they say by writer to convey information toward reader.

3. Kinds of Reading

Reading is a communicative activity between the writer and reader. In order the communication becomes effective, the reader hat determine his purpose before reading. In connection whit that, brand gives the purpose of reading as follows: (1) reading for gist, (2) reading for information, (3) reading for study.

Reading for gist is doing to get the main point in texts, and is doing by skimming. Reading for information is doing to find specific information and requires the reader to read selectively. This is doing by scanning. Reading for study is necessary in any situation where the reader may have to study text in English. This is doing by intensive reading skill.[15]

That purpose above, personalizing to effective. Therefore, the students have to get some reasons for reading the material and look for something in the material read.

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[14]David Nunan, *Language Teaching Methodology a Textbook for Teacher,* Macquarie University, (Sidney: 1991), p. 74.

[15] N. Grand, *Making the Most of your Text Books*, (England: Longman Group Ltd, 1980), p. 35.

In connection with that, abbot et.al, give a solution to the learners or students, a golden rule for any reading activity, as follows: the learners should know the purpose of the reading before they actually read.[16] It is true, because efficient depends first on having a purpose for reading and then knowing why they a reading a text. In addition, the purpose will usually determine the appropriate skills of reading to be use. However, the learners so often ignore this, probably because the teacher did not pay his or her attention to this. The result is the students' capabilities reading comprehension still lower than what is expected.

There were many kinds of reading to improve the skill every students. In addition, to know what they want in learning of reading.

In reading activities, the teacher can do some ways such us:

a. Reading aloud

This activity is to train the students for reading with a good pronunciation. Reading aloud usually use look and say techniques purpose to pronounce the words, phrase, and English sentence well. In other hand, teachers also have to able the intonation correctly. As model that imitate by students, the teacher have to be ability good. Usually the teacher gave the example the way to read the words and then read the phrase or sentence brightly. Then, the teacher can continue to read the short passage. The student pay attention their teacher read again and student read individually with aloud voice.

b. Silent reading

Read the passage or text without voice or silent is also a kind a reading activity than apply in the classroom. Silent reading trained students to centre their

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[16] Gerry Abbot and Peter Wingard, *The Teaching of English as an International Language: a Partial Guide,* (London: Guildford-Surrey Biddle, Ltd, 1985), p. 21.

mind and attention to understand text and passage. The teacher must do observation when the students do silent reading. Besides that, teachers also have to reminded students to do not move their lip and put outside their voice.

c. Speed reading

Speed-reading is the reading faster or read the text speedily to get the ideas or comprehend to at one. Speed evading has to run side by side with reading comprehension. The reader is required not only to read faster but also to understand the ideas. However, the rate of reading speed of course depends on the kinds of reading material itself.[17]

Kinds of reading that can be to develop the students' skill is to understand with of read. With the continuous practice, the students can be easier to understand of the read and can be improved the students' skill.

4. Aspect of reading

That some aspects of reading based on normal situation consist of three kinds, they are:

a. Word recognition

The degree of excellence in reading determined, to a large extent, by the ability to recognize and pronounce words. The core of view that reading is chiefly skill in recognizing words can be accurate by the form of the word itself. Decoding the printed page is one of examples recognizing the oral equivalent of the written symbol.

b. Comprehension

[17]Beatrice S Mikulecky and Linda Jefriess, *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster* (England: Longman, United States of America), p. 240.

Comprehension is one of competence that must be had by the readers. Reading just is not transferring the symbol printed from page to the brain but the readers have to comprehend the content of the readers read. Comprehension in reading becomes important because it makes the readers have meaningful in their reading. In the other word, their reading is not useless.

c. Reflection

Globally, this aspect involves comprehension and word recognition. Look, the process of reading necessary to be able to hold ideas they occur and conceptualize meaningful interpretation through reflections. This process compares the written stimuli with reader's experience.[18]

5. Types of Reading

In the case of reading, variety of performance is deriving more from the multiplicity of types of texts than from the variety of overt types of performance. Nevertheless, for considering assessment procedures, several types of reading performance are typically identify and these will serve as organizers of various assessment tasks.

1. Perceptive in keeping with the set of categories specified for listening comprehension. Similar specifications are offering here, expect with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretcher of discourse: letters, words, punctuation, and other grapheme symbols. Bottom-up processing is implying.

2. Selective, this category is largely and artifact of assessment formats. In order to ascertain one is reading recognition of lexical, grammatical, or discourse features

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[18] Sulaiman Hasna, *The Use numbered Heads Together (NHT) Model to Improve Students' Reading Comprehension at the Ninth Class Students of SMP Neg. 1 Bua* (Palopo: S1 Thesis STAIN Palopo, 2014), p. 11.

of language within a very short stretch of language, certain typical tasks they are used: picture-cued tasks, matching, true/false, multiple choice, etc. Stimuli include. Sentence, brief paragraphs, and simple charts and graphs. Brief response are intending as well. A combination of bottom-up processing may be used

    3. Interactive, included. Among interactive reading types were stretches of language of several paragraphs to one page or more in, which the reader must, In a psycholinguistic sense, interact with the text. Meanwhile, reading is a process of negotiating meaning: the reader brings to the text a set schemata for understanding it, and in-take is the product of that interaction

    4. Extensive, Extensive reading as discussed in this book, applies to texts of more than a page up to and including professional article, essays, technical reports, short stories and books.[19]

    6. Problem in Reading

    People find many kinds of problems that never found before. Usually compose how to solve them or what to. In this case, student problems was reading are that he did not know the language all enough the chunk effectively.

    As the students, he needs to read many book in order that increases his knowledge. However, some students read without knowing or understanding the main idea and the meaning and the content of the text. Therefore, research presented the students problem in reading. In additional to that, the research also writes about different expects reading components.

a. Problem structure

    Sentence structure is part sentence problem especially in understand reading. We can make use of structural clues establish not exactly the meaning at least the type

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[19]H. Douglas Brown*, Language Assessment Principle and Class Room Practice* (Edition Weski Longman: 2000), p. 189.

of the grammatical category of words represented by the new item. This tells us kind of meaning of understanding.[20]

Sentence structure is very important in language. If the students are not understanding about that, the student will be final difficulties in grammatical language. Of course, this enough for accurate understanding of the word, but it maybe enable the reader to understand the text sufficiently for his purpose. If not, when the reader look up the word in the dictionary, he will be able to slot the meaning into its peace.

b. Problem of vocabulary

When we read book, we feel that the greatest problem that is vocabulary,   it is sure that we are difficult to understanding the content

According to Nuttal, the students generally not aware of but it is important that they should make be taken into consideration. Once they accept that is naturally to have an active vocabulary (word we know well enough to use or levels, and receptive one word understand approximately, when we meet them, but cannot use) their attitude to know word many become more relaxed.[21]

c. Word by word reading

The reader who reads word by word many people herself handicap or roadblock to understand meaning rapidly and to speed his reading. In this readers is getting information too slowly to occupy her mind is not fully engaged by the ideas on the page because they enter too slowly.

Based on the statement above, this reading habit should be abandoned by the reader because this way of reading the reader slow to understand and makes then

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[20]*Ibid*, Christian Nuttal, *Teaching Reading Skill in Foreign Language*, (London:Cristian Nuttal, 1982), p. 26.
[21]*Ibid*, p. 33.

unable to speed up their reading rate consequently, they comprehension skill will not

develop.

d. Poor Concentration

Concentration is very important in effective reading. The reader cannot

submerge his self completely in reading process, if she has poor or less concentration

makes in reading. Poor concentration makes the reader unable to speed up his

reading.

7. Definition of Reading Comprehension

Reading comprehension means understanding what has been read. An active

thinking process depends not only on comprehension skills but also on the student's

experiences and prior and on knowledge. Comprehension involves understand the

vocabulary seeing the relationships among words and concept, organizing the

author's purpose making judgments, and evaluating.

According to Brown reading comprehension is an interactive process between

texts and readers prior knowledge. The skill and process of comprehension can be

taught at a given level and in a given text: a student can master the use of the process

at the level of the material and types of text are change the process also changes.[22]

8. Levels of Reading Comprehension

According to Burn, reading comprehension consist of four categories, they

are:

a. Literal reading (reading the line)

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[22]Bowman.1991.*Definitionofreading,*online:Http://www.brainqyqute.com/words/re/reading 210418html#ixzz1Esd2JNVM. Accessed on March, 17th 2016.

This level getting primary, direct literal reasoning for merely a skill of finding what the authors say. In this case, a reader must first understand what the authors say and can draw inference or make evaluation. The students are able to recall, identify, classify, and sequence details, facts, effects and stated main ideas from a variety of written materials, and can interpret directions.

At this level, reading is aim at obtaining the information of a text effetely, especially in comprehending the text as it stated by words, sentences, or paragraph in text. Therefore, this level of comprehension is important since it serves as a perquisite for higher-level comprehension.

b. Interpretative reading (reading between the line)

It includes thinking skills in which readers identify ideas and meaning that are not stated explicitly I written text. In addition, it is higher level that literal reading in that reader may generalize. Determine cause and effect relationship, identify motives, and make comparison. To comprehend at the interpretative level the reader must be able to understand an indirect message, which is contained in literal words, and must infer what the author means or tries to say. Interpretative comprehension usually includes making inference about main ideas of passage, referents of adverbs, omitted words. Besides, it also contains detecting the mood of the passage and the author's purpose in writing a selection, drawing conclusion and interpreting figurative language.

c. Applied reading

It includes both literal comprehension and interpretative comprehension. It requires a reader to react in term of its relevance and significance and he/she involved

in creating new insights about material. Put of applied reading is evaluating written material.

d. Creative reading

Creative comprehension involved the positive response of the reader about what has been read. Sometimes a response may not be evident because was intensely private. Understanding at the creative level involves applying new knowledge to an existing situation, or applying existing knowledge to a new situation. Was concerned with the production of new idea and the solving problems of an opened kind, where more than one course of action is possible. This occurs when reader applies what has been reading a new situation and then recombines the author's ideas make new concept. Through creative comprehension, a reader creates something new.[23]

C. *Definition of Skill*

Skill is ability by students to understand what the meaning and purpose from the content of the read. Skill was very important in reading especially read in the form English text. In the reading, the skill every student needed to know by a teacher or educator. Skill was also what people need to be successful in something job. In job skill was not the same as job task. Skill included all the related knowledge, abilities, and attributes that form a person's job. Like reading, reading is a job which to do a students to improve they are skill and opened new perception about something and take a new information from the read.

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[23]Paul Burn, et.al. *Principle of language Learning and Teaching*, (Boston, 1994), p. 150.

There was various reading skill or reader can apply ability in order to get a message from a written text a according to his/her purposes of reading. Skill is having the ability and knowledge, etc.[24]

Skill was cluster of related abilities commitments, knowledge that enable a person (or an organization) to act effectively in a job or situation. Skill indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations, because each level of responsibility has its own requirements, skill can occur in any period of a person's life or at any stage of his her career. Therefore, that skill is very important to understand meaning and purpose of the read.

D. *Kinds of Reading Text*

Wallace (1993), Jhon S. Hedgcock and Dana R. Ferris, they are say Text is a variety of definition of text have been advanced by reading theorist, linguists, and specialist in text analysis. One general definition of a text is a verbal record of communicative act. Under this definition, a text could either be written or transcribed version of speech.[25]

There are many kinds of reading text. However, this research, researcher explained some kinds of reading text. The kinds of the text can be characterized in three part major text such as: narrative text (anecdote, recount, spoof and news item), descriptive text (report, procedure and explanation), and argumentative text (analytical exposition, hortatory explanation, and discussion).

a. Narrative Text

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[24]*Oxford Learners Pocket Dictionary* 2008, New Work: Oxford University Press, Fourth Edition.

[25]Jhon S. Hedgcock and Dana R. Ferris, *Teaching Readers of English Students, Texts, and Context* (University California, Davis: 2009), p. 79.

In oxford learners dictionary explain that narrative text is: 1) description of events, special in a novel, 2) act process of skill of telling a story[26]

Narrative text is a term that has been press into the service of a multitude of ideas and theories. It is viewed variously as "story" as a "mode" of knowing and constructing meaning and more recently, as a method inquiry. At times, it is all of these simultaneously.[27]

From the explained that narrative text told a story of events or action that has inherent chronological order, ("telling story" does not mean, necessarily, that we are dealing with fiction. A news story, a biography, or reports are text forms that generally adhere to the narrative text types and they are sometimes non-fictional text). The narration of events that were structured by time, rather than space, was what marks of text as narrative.

Narrative text are usually, but not always, aimed at presenting facts the author's style and choice of words are, therefore, generally fairly objective and unemotional

Narrative was a text focusing specific participants. Its social function is to tell part events and entertain readers

Definition narrative text based on the opinion of Thomas S. Kane is the following:

A narrative text is meaningful sequence of events told in words. It is sequential in that the events are order not namely random. Sequence always involves an arrangement in time. A straightforward movement from the first event to constitutes the simples' chronology. However, chronology was sometimes

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[26] Oxford Learners Pocket dictionary. *Op-Cit*. p. 291.

[27] Margaret S. Barret and Sandra L. Stuffer, *Narrative Inquiry in Music Education*. Online *https://books.google.co.id* bowman+narrative+teks. Accessed on February 05, 2015, p. 7.

complicated by presented the events in another order: for Example, a story may open with the final episode and then flash back to all that preceded it.

A narrative has meaning in that conveys an evaluation of some kinds. The researcher reacts to the story he or she tells and states or implies that reaction. The 'meaning'. Sometimes called the 'theme', of a story. Meaning must always render. The writer has do more than tell us the truth in the story: he must manifest that truth in the characters and the action.

While narrative is often fictional, they are base on fact. Narrative text is often written as prose. But can take other ferries such us a ballad on narrative song, folktales, fairytales, traditional tales, short stories, my stories, science fiction stories adventure stories are all narrative text.

1) Recount text

Recount text is a text telling the reader about one story, action or activity, its goal is to entertaining or informing the reader.

Recount is text, which retells events or experiences in the past, its purpose is either to inform or entertain the audience. There is no complication among the participants that different from narrative.

2) Anecdotes

Anecdote is a text, which retells funny and unusual incidents in fact, or imaginations. Anecdote is short story about an interesting or funny event or occurrence its purpose is to entertain the readers

3) Spoof

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story

4) News Item

News item text is a text which is grouped into the text genre of narration. It is a text which contain about news is categorized as news item text. This text supplies

the readers, listeners or viewers the up to date about events or information which are considered newsworthy or important hottest issue of the day since media like news papers are published daily.

b. Argumentative Text

Argumentative texts are intended to persuade and convince the audience in terms of communicative functions. The tern "argumentation" is use to define the operation of justifying an opinion or thesis through the reasoning, with the aim of changing the views of other person or merely communicating our own ideas.

Argumentative texts are intended to convince (or only to persuade) the reader of a certain point of view, or to understand the authors reason for holding certain views on a matter under discussion. This subject matter may often be controversial issues, but that is not a necessary equipment of argumentative text. The author will analyze the question or problem he wishes to discuss and will present his own opinion to the reader, along with the arguments that lead him to this opinion. Most argumentative text weigh the pros and cons of the issue, but simpler argumentations my restrict themselves to merely one side of the debate. The argumentations in these simple texts would thus be linear, in nature, while argumentations that are more complex can be expect to be dialectical.

In some argumentative text, the language used by the author will, to in greater or lesser degree, reflect his personal views on the subject matter. It is generally less neutral than the style employed in other non fictional texts and may, in some cases, make use of device such us irony or sarcasm, as well as rather emotional terminology and phrases that express a clear opinion. You would also expect to find more of the

stylistic devices common in fictional text in argumentation than in any other type of non-fictional text.

1) Analytical Exposition

Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

2) Hortatory Exposition

Hortatory exposition is a type of English text that belongs to the class of argumentation. In addition, type of English text that belongs to the class or argumentation.

The purpose hortatory exposition is to presenting and influencing the readers that should be so and should not be.

3) Discussion

Discussion is a process to find common ground between two thoughts, ideas or opinions are different. Discussions and text can be defined as a text that contains a problematic discourse. This problematic discourse is discourse that has two camps between pro (supports) and contra (opponents), between supporters and opponents of the issue. The problem presented in the discussions text will be discussed based on the these two viewpoints, the pro and contra.

The purpose of a discussions text is to present arguments and information from differing, viewpoints, discussions texts are usually written in the present tense.

c. Descriptive Text

Descriptive text is a text which say what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

A descriptive text is typically a detailed, ocular presentation of its subject matter. It usually deals with material objects, people or place, rather than with abstract ideas or a chronological sequence of events. There objects send to be

structured in terms of space, rather than time. This structure can be expected to be mirror in the text, so the different paragraph parts of the object described.

Descriptive texts are usually aim at precision and clarity. The choice of words employed by the author can therefore be expect to be exact and price, the overall style neutral, unemotional and sometimes technical and dry to the point of boredom.

1) Report

A story in a newspaper or on radio or television that is about something that happened or that gives information about something, a written or spoken description of situation, event, etc, an official document that gives information about a particular subject.

2) Procedure

Procedure text is a text that is design to describe hoe something is achived through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often-imperative sentence. It also uses the temporal conjunction such as first, second, then, next, finally, etc. Furthermore, procedural text used to describe how something is conduct through a sequence of action or steps.

3) Explanation

An explanation is a set of statements constructed to describe a set of facts, which clarifies the causes, context and consequences of those facts.

This description may establish rules or laws, and may clarify the existing ones in relation to any objects, or phenomenon examined. The components of an explanation can be implicit, and be interwoven with one another. An explanation is often underpinned by an understanding that is represented by different media as music, text, and graphics. Thus, an explanation is subject to interpretation and discussion. Explanation is way to uncover new knowledge, and to report relationships

among different aspects of studied phenomena. Explanations have varied explanatory power. The formal hypothesis is theoretical tool used to verify explanation empirical research.[28]

Descriptive text is a piece of writing that is intending to convey meaning to the reader through sensory details and provides image to the reader. Additionally descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and what a place looks like, and what an object looks like.[29]

E. Reading Assessment

In 2002, the reading framework is update to provide more explicit to details about the assessment design and content. During that process, some of the terms used to describe elements of the reading assessment were changed. The following description of the reading framework incorporates these changes. It should be note, however, that revision in the framework does not represent a change in the design or content of the NAEP reading assessment that was first administers in 1992.

According to the framework, developed by the national assessment Governing Board, NAEP assesses there context for reading: reading for literary experience, reading for information, and reading to perform a task. (reading to perform a task at 8 and 12 only), in addition to reading within different context, NAEP reading comprehension questions are developed to engage the different approaches that readers may take in process of trying to understanding what is being reading

a. There different contexts for reading were assessed:

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[28]Pandu Indri Yawati, *Improving Students' Reading Comprehension Using Procedure Text at The First Year Students Of SMKN 2 Palopo.* (Palopo: S1 Thesis STAIN Palopo, 2014). p. 21-28.

[29]Dr. Taher Bahrani, *The International Journal of Language Learning and Applied Linguistics Worrld (IJLLALW),*(University Malaya Malaisya: 2013), p. 35.

1. Reading for literary experience: readers explorer events, characters, themes, plots, actions, and language of literary works by reading novels, short stories, poems, plays, legends, biographies, myths, and folktales.

2. Reading for information: Reader can be information understand word by reading the material such as magazine, newspaper, textbooks, essays and speeches.

3. Reading to perform a task: readers apply what they learn from reading materials such as bus or train schedules, direction for repairs or game, classroom procedures tax forms (grade12), maps, and so on.

b. Students were assessed on four different aspects of reading

1. Forming a general understanding: the reader must be consider the text as a whole and provide a global understanding of it.

2. Developing interpretation: the reader must be extending initial impressions to develop a more complete understanding of what had read.

3. Making reader/text connections: the reader must connected the information in the text with knowledge and experience.

4. Examining content and structure: this requires critically evaluating, comparing and contrasting.

The reading framework specifies to the test reading in the form essay test and the distribution of question for each context of reading and each aspect of reading. Because reading draws on multiple types of knowledge, it can be taste in several different ways. Tests also vary depending on whether they are use to test children or adults. Standardized test are wormed to a large population of readers, allowing the tester determine what is typical for an individual of a given age. For example, the average reading ability of children aged 10 years, 0 months will be 10;0. However, a more advanced eight year old might also be able to read 10; 0 level. Reading

achievement is influence by multiple factors and is not limited to a child's general intelligence.

Multiple intelligences based methods, which draw upon the reader's diverse ways of thinking and knowing to enrich his or her appreciation of the text. Reading is fundamentally a linguistic activity: one can comprehend a text without resorting to other intelligence, such us the visual (e.g., mentally "seeing characters or events described) or even the logical intelligence. (e.g., considering "what if") scenarios predicting how to text will unfold based on context clues). However, most readers already used several intelligences while reading and making a habit of doing so in a more disciplined manner –i.e., constantly, or after every paragraph- can result in more vivid, memorable, experience.[30]

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[30]NAEP (National Assessment of Educational Progress), *what does The NAEP Reading Assessment Measure*?. *Online: http://nces.ed.gov/nationsreportcard/reading/whatmeasure.aspx*. Accessed on October 24th 2015.

CHAPTER III
METHOD OF THE RESEARCH

A. Research Method

In this research the researcher used descriptive qualitative method. It aimed to know students' skill on reading comprehension at the first academic year of English Study Program of Tarbiyah and Teacher Training Faculty of IAIN Palopo 2015/2016.

B. Population and Sample

1. Population

The population of this research consisted of students at the first year or second semester of IAIN Palopo, where the students at the first year or second semester consists of fourth classes they are: A, B, C and D and the total numbers at the second semester students is 157 students.

2. Sample

Sample is the part of population, in this research the researcher used simple random sampling technique. Where, if the amount of the subject is large or can be more 100, it could be taking among 10-15% or 20-25%.[1] Therefore, the researcher took the sample 15%, where the researcher took 25 students at random for each class of English department.

C. Instrument of the Research

In this research, the researcher used reading test as the instrument, the test was closed-ended (multiple choices), to know the students' skill on reading

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1Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Cet XII; Jakarta Rineka Cipta, 2002), p. 112.

comprehension at the first academic year of English Study Program of Tarbiyah and

Teacher Training Faculty of IAIN Palopo 2015/2016.

D. Procedure of Collecting Data

A procedure of collecting data of this research as follows:

1. Explain how to do the test
2. Giving a reading test
3. Collecting data from the test

E. Technique of Data Analysis

In analyzing the data, the researcher used descriptive analysis. The researcher

analyzed the data to know the students skill on reading comprehension at the first

academic year of English Study Program of Tarbiyah and Teacher Training Faculty of

IAIN Palopo 2015/2016. This test took from the entrance examination of English

Study Program of Tarbiyah and Teacher Training Faculty of IAIN Palopo 2015/2016

The researcher used the following formula to determine the

score classification and looking for the mean score which conducted

in data analysis.

a. Scoring the students correct answer by following the formula:

$$score = \frac{value\ of\ students\ correct\ answer}{total\ number\ of\ value}\ X\ 100$$

b. The students score based on the following classification

$$P = \frac{F}{N}\ X\ 100$$

Notes   P   = Percentage

F   = Frequency

N   = Total number of respondents

To determine the assessment interval, using the formula as follow:[2]

$$\text{Interval (i)} = \frac{Nilai\ Variable\ tertnggi - Nilai\ Varible\ Terendah}{Jumlah\ Kelas}$$

Then, the students' score would be classified: to understand the level of the student' score the following classification as follows:

Table 3.1

Score Qualification

No	Classification	Score

[2]Prof. Drs H Soegyarto Mangkuatmodjo. *Pengantar statistic,* (Cet 1: Jakarta Rineka Cipta, 1997). p. 37.

1	Excellent	88-100
2	Very good	75-87
3	Good	62-74
4	Fairly	49-61
5	Poor	36-48
6	Very poor	0-35

c. The mean score of the test

$$M = \frac{\sum x}{N}$$ Notes:

M = Mean score

$\sum x$ = Total score

N = Number of sample[3]

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3 Suharsimi arikunto, *Procedure Penelitian suatu Pendekatan Praktek*; (Cet II; Jakarta Rineka Cipta 1990), p. 185.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter, the researcher presented and analyzed the data about the Skill on Reading Comprehension at the First Year of English Study Program of Tarbiyah and Teacher Training Faculty of IAIN Palopo 2015/2016. This research, the researcher took test from the entrance examination of the students English Study Program in 2015 academic year of IAIN Palopo. The researcher went to every class they were A, B, C, and D. the researcher took reading comprehension handeled by Nurhayati Usman, S.Pd.I to do the research. The researcher took six students every class, except class A, is seven students. The researcher took students according on the attendace list. The condition every students in the class, spirit and had a good respond to work the reading test which was given by the researcher.

A. Findings

This section, the researcher explained several correct answers from the reading text.

1. **The Analysis of Text**

The number of respondent who took the reading test were are 25 respondents, this text from the reading test.

Reading Text 1

Carbon tetrachloride is a colorless and inflammable liquid that can be produced by combining carbon disulfide and chlorine. The compound is widely used in industry today because effectiveness as a solvent as well as its use in the production of propellants.

Despite its widespread use industry, Carbon tetrachloride has been banned for home use. In the past Carbon tetrachloride was a common ingredient in cleaning compounds that were used throughout the home, but it was found to be dangerous: when heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled. Because of this dangerous characteristic, the United States revoked permission for the home use of carbon tetrachloride in 1970. The United States has taken similar action with various other chemical compounds.

This part the researcher explained the result of test analysis test of the respondents, from the text, the research took ten questions the follows:

1. The main point of this passage is that, From twenty-five students, there were eight students answered correctly that first question was (C) and thirteen students answer incorrectly (A, B, D). There were three students chose A. Carbon tetrachloride can be very dangerous when it is heated, there were five students chose B. The government banned carbon tetrachloride in 1970; there were nineteen students chose D. Carbon tetrachloride used

to be a regular part of cleaning compounds. The correct answer was C. Although carbon tetrachloride can legally be used in industry, it is not allowed in home products. We can see in the second paragraph Carbon tetrachloride has been banned for home use. In the past Carbon tetrachloride was a common ingredient in cleaning compounds that were used throughout the home, but it was found to be dangerous: when heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled. Because of this dangerous characteristic, the United States revoked permission for the home use of carbon tetrachloride in 1970. The problems reading of students this question are vocabulary, structure sentence and poor concentration. Some students have poor concentration to read the reading test and have low vocabulary so the students don't understand the structure of sentence on reading test.

2. The word 'widely 'in line 2 could most easily be replaced, From twenty-five students, there were two students answered correctly that second question is (B) and twenty-three students answered incorrectly (A, C, D). There were three students chose A. Grandly, there are two students chose B. Extensively, there are eighteen students chose C. Largely, and two students chose D. Hugely. The correct answer is B. Extensively. There were many

students chose C as the correct answer because the words largely, extensively and widely have some meaning. But the right words to replace *widely* on that sentence is *extensively.* Students problem in this question are vocabulary and structure sentence. Some students don't have attention before and after sentence to determine the word could most easily be replaced the other word, which have there on question reading test.

3. The word 'banned' in line 4 is closest in meaning to**,** from twenty-five students, there were twenty-three students answered correctly that third question is (A) and three students answered incorrectly (B, C, D). There were twenty-three students chose A. Forbidden, there were two students chose B. Suggested and there was no students chose C. Allowed and D. Instituted. The correct answer was is A. Forbidden, the word *Banned* closest meaning to Forbidden. The students' problems in this question are vocabulary and structure sentence. There were some students confused to determine the word closest in meaning on reading test because students not understand the structure sentence and students have low vocabulary.

4. According to the passage before 1970 carbon tetrachloride was, from twenty-five students, there were nine students answered correctly that fourth question (C) and sixteen students answered incorrectly (B, C, D). There were three students chose A. Used by

itself as a cleanser, there was no students chose B. Banned I industrial use, there were nine students chose C. Often used as a component of cleaning products, there were five students chose D. Not allowed in cleaning products. The correct answer was C. often used as a component of cleaning products, in the second paragraph of the second sentence explained in the past Carbon tetrachloride was a common ingredient in cleaning compounds that were used throughout the home. The Students Problem in this question are vocabulary, word by word reading, structure sentence. Some students not understand structure sentence because they are have low vocabulary to determine the correct answer.

5. It is stated in the passage that when carbon tetrachloride is heated, it becomes, from twenty-five students, there were twelve students answered correctly that fifth question (A) and fourteen students answered incorrectly (B, C, D). There were there are twelve students chose A. Harmful, there were two students chose B. Colorless, and there were seven students chose C. A cleaning compound and there were fourth students chose D. Blown. The correct answer was A. harmful in the second paragraph that when heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled. Heated have

meaning Harmful. The students' problems in this question are structure sentence, vocabulary and poor concentration. There were some students do not understand this structure of sentences because they are have low vocabulary to determine the correct answer.

6. The word "inhaled" in line 7 is closest in meaning to, From twenty-five students, there were twenty-three students answered correctly that sixth question (B) and two students answered incorrectly (A, C, D). There was one student chose A. warned, there were twenty-tree chose B. Breathed in, there was one students chose C. carelessly used, there was no students chose D. Blown. The correct answer was B. Breathed in. the word inhaled closest in meaning to breathed in. the problems reading to this question are structure sentence and vocabulary. There were some students confused to determine the word closest in meaning on reading test because students not understand the structure sentence and students have low vocabulary.

7. The word "revoked" in line 8 could most easily be replaced by, from twenty-five students, there were twenty-one students answered correctly that seventh question (D) and four students answered incorrectly (A, B, C). There was one student chose A. Gave, no students chose B. Granted. There were three students chose C. Institute, and there were seventeen students chose D. Took away.

The word revoked could most easily be replaced by D. Took Away. The word took away have meaning if replaced in the word revoked. The correct answer was D. Took Away. The students' problem in this question are vocabulary and structure sentence. There were some students don't attention before and after sentence to determine the word could most easily be replaced the other word, in the questions of the reading test.

8. It can be inferred from the passage that one role of the U.S. government is to, from twenty-five students, there were three students answered correctly that eight question (A) and twenty-two students answered incorrectly (B, C, D). There were three students chose A. Regulate product safety, there were fifteen students chose B. Prohibit any use of carbon tetrachloride, there were four students chose C. Instruct industry on cleaning methodologies and there were three students chose D. Ban the use of any chemical. The correct answer was A. Regulate product safety. The reading explain about carbon tetrachloride can be produced by combining carbon disulfide and chlorine that is dangerous to used on the home. So the role government of U.S keep the used the dangerous product. The problems reading to this reading test are structure sentence and vocabulary, there were some

students have difficulties in reading don't have attention the structure sentences and low vocabulary on reading test.

9. The paragraph following the passage most likely discusses, from twenty-five students, there were eight students answered correctly that nineteen question (A) and seventeen students answered incorrectly (B, C, D). There were eight students chose A. Additional uses for carbon tetrachloride, there were seven students chose B. The banning of various chemical compounds by the U.S government, there were eight students chose C. Further dangerous effects of carbon tetrachloride and three are two students chose D. The major characteristics of carbon tetrachloride. The answered correctly is B. The banning of various chemical compounds by the U.S. government, on the last paragraph the U.S government, revoked permission for the home use of carbon tetrachloride in 1970. The United States has taken similar action with various other chemical compounds, not to product the chemical compounds dangerous. The students' problem in this question are sentence structure and poor concentration. There were some students' poor concentration to read the reading test and have low vocabulary so the students don't understand the structure of sentence on reading test.

10. Which of the following would be the best title for this passage, from twenty-five students, there were thirteen students answered correctly that tenth question (A) and sixteen students

answered incorrectly (B, C, D). There were thirteen students chose A. Carbon Tetrachloride, there are four students chose B. combining carbon disulfide and chlorine, there were four students chose C. The use Carbon tetrachloride and there were three students chose D. Carbon tetrachloride very dangerous the students confused to determine an appropriate title for the reading. The correct answer was A. Carbon tetrachloride. This paragraph explained about the carbon tetrachloride. The students' problem in this question are sentence structure and poor concentration. There were some students poor concentration to read the reading test and have low vocabulary so the students don't understand the structure of sentences reading test

Table 4.2

Score of test

NO	Respondents	Value Correct Answer of Reading Test I	Score
1	R1	1	10
2	R2	5	50
3	R3	6	60
4	R4	6	60
5	R5	7	70
6	R6	6	60
7	R7	5	50
8	R8	2	20
9	R9	7	70
10	R10	5	50
11	R11	8	80
12	R12	5	50
13	R13	3	30
14	R14	4	40
15	R15	5	50
16	R16	6	60
17	R17	6	60
18	R18	7	70
19	R19	4	40
20	R20	70	70
21	R21	4	40
22	R22	3	30
23	R23	7	70
24	R24	5	50
25	R25	4	40
Total			1280

The table above showed the result from the respondent, who got the reading test, we can see the table 4.2 the total of students, which were taking reading test is 25 respondents and total of scores is 1280. This is proving by the mean score of the students as calculated of the result Table 4.2 reading test in the following:

X   =1280

N   = 25

Calculation

$$X= \frac{\sum X}{N}$$

$$= \frac{1280}{25}$$

$$= 51, 2$$

From the mean score result table reading test is 51, 2 we can be seen on the table 3.1 the students skill in reading comprehension is *fairly.* The score percentage reading test show in the table 4. 3

Table 4.3

Score percentage-reading test

No	Classification	Score	Frequency	Percentage
1	Excellent	88-100	-	-
2	Very good	75-87	1	4%
3	Good	62-74	5	20%
4	Fairly	49-61	6	24%
5	Poor	36-48	9	36%
6	Very poor	0-35	4	16%
Total			25	100%

From the table above, it can be seen of the result table 4.3, there was no students (0%) got *excellent* (88-100), 1 students (4%)got *very good* (75-87), 5 students (20%) got *good* (62-74), 6 students (24%) got *fairly* (49-61), 9 students(36%) got *poor* (36-48), 4 students (16%) got *very poor* (0-35).

B. Discussion

In this part, the researcher discussed the result of data. Therefore, the discussion was intended to describe skill in reading comprehension at the First Academic Year of English Study Program and Teacher Training Faculty of IAIN Palopo 2015/2016. The researcher used descriptive text.

The result from data analysis, the research found that total respondent who got the good skill was 24% students. There was no students (0%) got *excellent* (88-100), 1 students (4%) got *very good* (75-87), 5 students (20%) got *good* (62-74), 6 students (24%) got *fairly* (49-61), 9 students (36%) got *poor* (36-48), 4 students (16%) got *very poor* (0-35).

It would be seen table 4.2 the mean score of students in reading comprehension test was 51.2 with the category *fairly* (table 3.1)

The question number 1 asked the main point, were there some students did not understand the sentence as supporting idea. Students focused on first sentence and the sentence to get main point of the passage of text in reading text.

The question number 2 talked about the synonym (vocabulary), the words "widely" have similar meaning with largely, extensively. However, the right word to replace "widely" on that sentence is "extensively".

The question number 3 talked about the synonym (vocabulary), the word "Banned" similar meaning to "forbidden".

The question number 4 examined comprehension students' in reading. Many students did not understand and had low ability in this section they did not attention to the question.

The number question 5 talked about synonym (vocabulary), where in the second paragraph says, "When heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled". The right word to replaced "Heated" on the sentence is "Harmful" because the words heated and harmful have similar meaning.

The question number 6 talked about synonym (vocabulary), the word "Inhaled" closest in meaning to "Breathed in" because the words inhaled and breathed in have similar meaning.

The question number 7 talked about synonym (vocabulary), the word "Revoked" could most easily be replaced "Took Away" because the words took away and revoked have similar meaning..

The questions number 8 examined comprehension students' in reading. Many students fooled the comprehension to examine of the carbon tetrachloride that is contained on every paragraph.

The question number 9 examined comprehension students' in reading. Many students refer on the carbon tetrachloride words that contained in each paragraph. The tenth question, this paragraph explains about the carbon tetrachloride.

From analysis test to get the main point or main idea of this test we must attention, the paragraph main point was about the topic. Main point was a general idea that summarize. The main idea

of paragraph told more about the topic, it told the writer's the topic idea. Some paragraphs have same the topic but do not have some main idea. In reading people must have high skill, because it is important to find out main idea supporting detail text. One way to find out the main idea is to use two steps process: find the topic and find the writer's primary point about the topic we will know have the main idea. The authnor has simple decided to let the details of the selection suggest the main idea. When students a read a certain text, he should identify first where is the controlling idea and supporting controlling idea, because these are a key to understand what the author says in the reading test.

Vocabulary is important to know the meaning of text in English Dictionary, jhon. M Echols and Hasan Sadiqi stated that vocabulary means that all of words in the world which registered. However, oxford learner's Pocket Dictionary asserts that vocabularies are: 1) all he words that a person knows or uses; 2) all the words in a particularly language;

In the analysis test from the reading text, many students got difficulties to understand the reading test. The students got some difficulties and problem to understand the reading test, if we look the analysis of the text, the mean score was 51.2 look the table 4.2, there was some problem in the reading they were, problem

of vocabulary, problem structure of sentences, word-by-word reading, and poor concentration in reading test.

CHAPTER V

CONCLUSION AND SUGGESSTION

This chapter presents the conclusions and suggestion the researcher has got from the research.

A. Conclusion

Based on the result of this research, researcher would like to describe the conclusion as follow:

The mean score of students in reading test is 51, 2, the Students' skill on reading comprehension at the first academic year of English Study Program Of Tarbiyah And Teacher Training Faculty of IAIN Palopo 2015/2016 with descriptive text is classified *fairly* category.

In the analysis test from the reading text, there were many students get difficulties in understanding in reading test, such us; problem of vocabulary, problem of structure, word-by-word reading, and poor connection.

B. Suggestions

Based on the conclusion above, the researcher give some suggestions as follows:

1. The teacher or the lectures could apply various of techniques, media and method in teaching English to the students' especially to teaching reading to improve the students skill on reading comprehension.
2. The students can practice more about reading comprehension on descriptive text or another material to improve the students skill in reading comprehension
3. It is suggested to the further researcher to focus their research on the other problems or focus on another technique in teaching in English.

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She started school at SDN 089 Laba in 1999 and graduate in 2005. In the same year, she continued her study at SMP Negeri 1 Masamba and graduted in 2008. In the same year, she continued study at SMA Negeri 2 Masamba and graduated in 2011. In 2011, she not continues her study but her work in village. In 2012 she Continued her study in institute for Islamic studies (IAIN) of palopo and chose English study program of Tarbiyah and Teacher Training Faculty.

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