AN ANALYSIS OF STUDENTS' READING COMPREHENSION AT THE FIRST GRADE OF SMAN 2 IV KOTO IN ACADEMIC YEAR 2017/2018

A THESIS

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ABSTRACT

Pepy Kurnia Shabrina, 2313.022. An Analysis of Students' Reading Comprehension at the First Grade of SMAN 2 IV KOTO in Academic Years 2016/2017. Thesis, State Islamic Institute Bukittinggi (IAIN)

The research was done because the researcher found several problems faced by first grade students of SMAN 2 IV KOTO in reading comprehension of text. Based on preliminary observation, the researcher found there some problems first, the students are lack of vocabulary. Second, the students are difficult to comprehend the text. Third, students are difficult to answer the question from the text.

The design of this research is a descriptive research with descriptive quantitative research. The researcher used total sampling because the population less than one hundred. The sample is the first grade students of SMAN 2 IV KOTO consist of 32 students. The research was conducted in November 21st to January 12st 2018. The research data were collected by using short answer test that contains with 20 items.

The result of analysis shows that the students' reading comprehension in analyzing genre of the text was "very poor" with total score was 36.40. Furthermore, the result of the six indicators that researcher used to measure student reading comprehension of the text such as; first, finding the topic of the text is at good level with the mean's score was 75. Second, students' comprehension in finding main idea of topic is at very poor level. It is prove from their means' score the data calculate shows that the means' score is 29,69. Third, students' comprehension in identify genre of the text also at very poor level. It is also show from their means' score that only 28.12. Fourth, students' comprehension in finding purpose of the text genre is at very poor level it can show from their means' score which is only 5.2. Fifth, students' comprehension in finding language of feature of the text is at very poor level again because their means' score only 37.5. Furthermore, the last is students' comprehension to finding generic of structure also at very poor level. It can show from their means' score which is only 45.63. Therefore, the researcher can conclude that students' comprehension of text at first grade of SMAN 2 IV KOTO is at very poor level.

ABSTRAK

Pepy Kurnia Shabrina, 2313.022. Analisa Pemahaman Membaca Siswa dalam Teks di Kelas 1 di SMAN 2 IV KOTO Pada tahun Akademik 2017/2018. Skripsi, Institut Agama Islam Negeri Bukittinggi (IAIN)

Penelitian ini dilakukan karena peneliti menemukan beberapa permasalahan yang dihadapi oleh siswa kelas satu SMAN 2 IV KOTO dalam pemahaman membaca terhadap teks. Berdasarkan pengamatan pendahuluan, pertama, siswa kurang dalam kosakata. Kedua, siswa kesulitan dalam memahami teks. Ketiga, siswa kesulitan menjawab pertanyaan dari teks.

Rancangan penelitian ini adalah penelitian deskriptif dengan penelitian deskriptif kuantitatif. Sampelnya adalah siswa kelas satu di SMAN 2 IV KOTO yang terdiri dari 32 siswa. Peneliti menggunakan sampel jenuh untuk mengetahui kemampuan membaca siswa dalam teks karena populasi kurang dari 100 orang. Penelitian dilakukan pada tanggal 21 November sampai tanggal 12 Januari 2018. Data penelitian dikumpulkan dengan menggunakan instrument test *short answer* dimana tes ini terdiri dari 20 item.

Hasil dari analisa data menunjukkan bahwa pemahaman membaca siswa dalam menganalisa jenis text adalah *very poor* dengan rata-rata keseluruhan 36,40. Dan hasil dari enam indikator yg peneliti gunakan untuk mengukur pemahaman membaca siswa dalam teks antara lain: pertama, menemukan topik teks adalah *good level* dimana rata-rata nya adalah 75. Kedua, kemampuan siswa dalam menenukan ide utama adalah *very poor level* karena data menunjukkan rata-rata 29,69. Ketiga pemahaman siswa dalam mengidentifikasi jenis teks juga berada di *very poor level* dimana skor rata-ratanya 28,12. Keempat, pemahaman siswa dalam menemukan tujuan teks berada di *very poor level* diamana rata-ratanya hanya 5,2. Kelima, pemahaman siswa dalam menemukan fitur bahasa sekali lagi berada di level *very poor* dimana rata-ratanya hanya 37,5. Kemudian, yang terakhir kemampuan siswa dalam menemukan struktur generik juga berada di level *very poor*, dimana skor rata-ratanya hanya 45,63. Jadi, peneliti bisa menyimpulkan pemahaman membaca siswa kelas satu SMAN 2 IV KOTO terhadap teks berada di level *very poor*.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English language has an important role in educational world, especially in Indonesia. It could be seen that English has been learnt in some level of education. In Indonesia, English has been taught from elementary school level to university level. It says that English is learnt for all level of education in Indonesia.

English has four basic language skills. They are listening, speaking, writing, and reading. Reading, as one of language skills, has a very important role. Reading becomes very important when learning English because students can get more information widely and it can increase knowledge without going anywhere. Jeremy states that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.[1] It means by having the ability of reading, students will ease to understand English texts and to get information of what they read. Understanding what we have read is called reading comprehension. It is simillar with states from

[1] Jeremy Harmer, *How to Teach English,* (Combrigde UK: Longman, 2007) p. 99

Anderson in Nunan, the main aim of reading is comprehension.[2] It means the students should not only read the text but also have to understand it in order they have a good comprehension in reading text.

Comprehend the text is not easy task. Student should understand the words, phrase, and sentence as meaningfull unit and they can recognize the meaning of words and paragraph. It needs more critical thinking to understand the text that we are going to read. Hence, the students must be active to find out the meaning of vocabularies in a text, in order they can comprehend and transfer the information to her/him or others.

Based on Curriculum Based on Character (Kurtilas), there are fourteen genres or types of the text that have been taught at senior high school such as: recount, narrative, procedure, anecdote, report, analytical exposition, descriptive, news item, hortatory, spoof, explanation, discussion, argument and review text. It is clear that students in senior high school are demanded to know genre of the text. In addition, text types have characteristic including social function, generic structure and language features.

Based on the syllabus of senior high school at first grade in SMA N 2 IV KOTO focus in first semester will learn text such as descriptive, recount and narrative. In this case, the students must know what the text

[2] David Nunan, *Practice English Language Teaching*, (New York: Mc Graw-Hill, 2005) p.79

tells about and how to identify genre of text, purpose of the text and so on. Furthermore, based on preliminary research by doing interview with first grade students of SMA N 2 IV KOTO, the researcher has found most of students have the difficulties in reading comprehension of the text. It caused by some cases. First, the students are lack of vocabulary. When the students found the difficult word they have to check the meaning of word from dictionary. It is showed that the students still lack in vocabulary. Second, the students are difficult to comprehend the text. They got the meaning of the text with translate word by word from the sentence without they did not understand the meaning of sentence. It was caused by the students' capability in comprehending the texts were still lack. Third, students are difficult to answer the question from the text. If the students do not understand the text automatically they are not able to answer the question.

Based on the problem above, the researcher is interested in analyzing the students's reading comprehend genre of the text. So, the writer conducted a research under a tittle: **An Analysis of Students' Reading Comprehension at the First Grade Students of SMAN 2 IV Koto**

B. Identification of Problem

Based on the background of the problem above there were some problems found by the researcher:

1. The students are lack of vocabulary.
2. The students are difficult to comprehend the text.
3. The student difficult in answer of question from the text.

C. Limitation of the Problem

Based on identification of problem, the researcher limits the scope of the problems to be researched to an analysis of student's reading comprehension of text at the first grade of SMA N 2 IV KOTO.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as follow: How is the students' reading comprehension at the first grade of SMA N 2 IV KOTO?

E. Purpose of the Research

Based on the formulation of problem, the researcher presents the purpose of this research is to know about the students' reading comprehension at the first grade of SMA N 2 IV KOTO.

F. Significance of the Research

The research finding might be useful for many people in education, such as:

1. The students

It would might give contribution especially for the students, they are:

1) It will improve student's comprehend in reading.
2) It will help student to increase their comprehension of the text.

2. The reader

The researcher hopes that this research will be useful to be reference and help them to improve their reading comprehension.

3. For the researcher

It can give more knowledge and experience through this research.

G. Definition of the Key Terms

To avoid the ambiguous understanding on the problem above the following definitions are considered useful:

1. Reading

Reading is one of basic activity to understand about the meaning from the language text. In the other hand, it is a process to know and identify the information about social life and science. When we read, we have to build a purpose. It depends on our motivation to read whether in educational ways or getting fun.

2. Text

Text are used as tools and at the same time, they reveal the tool-user. They communicate something and about someone.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. The Nature of Reading

a. Definition of Reading

Reading is identical with text, therefore, text is important media in learning reading because without text there is no reading. To practice reading, the reader has to know the way to be a good reader to find the information then goes to the next level that is called reading comprehension. According to Nunan reading is viewed as a process of decoding written symbols, working from smaller units (individual letter) to larger ones (words, clause and sentences). In order words, we use strategies to decode written forms in order to arrive at meaning. [3] It means reading is an activity characterized by the translation of symbol, or letter, into words and sentences that communicate information and mean something to the reader.

[3] David Nunan, *Designing Task For The Communicative Classroom*, (UK: Cambridge University Press, 1989) p. 33

David states readings are generally built around the grammatical structures and lexical item which the student will need to communicate orally.[4]

From the definition above, it can be stated that reading is a process. It is because readers are expected to seek information from the reading materials. In reading activities, there is also an interaction or communication indirectly between the readers and the writers.

b. Reading Activites

Reading activities is important in reading comprehension. As state by Davies, there are three steps of reading activities [5]:

1) Pre-reading

   This stage is to prepare the learners for what they are going to read, just as we are usually prepared in real life.

2) While-reading

   This stage, the teacher helps students to understand about the text. Students read the text with scanning or skimming and other activities to make them comprehend about the text, and students do task to get reading comprehension.

[4] David P. Harris, *Testing English As a Second Language*, (New York: Mc Graw-Hill, 1969) p. 59
[5] Paul Davies, *Success in English Teaching*, (oxford university:2000) p. 92

3) Post-reading

On this stage students connect the text reading with their ideas and experience in reading. For example, they discuss what interesting or new in the text is, do tasks on the language or structure of the text, and retell the reading text orally.

It is clear that students will get reading comprehension through three steps as explain above.

Reading involves both top-down and Bottom-up process. In top down processing reader get general view of reading or listening by, some way, absorbing the overall picture. In other hand, in bottom-up processing the reader focuses on individual word and phrase, and achieves understanding by stringing these detailed elements together to build up a whole.[6]

In short, reading is complete process that involves both top down and bottom up process. Both two processes will lead the reader get reading comprehension. It clears that the process is important in reading comprehension.

[6] Jeremy Harmer, *The Practical Of English Language Teaching*, (England: pearson education limited, 2001), p. 201

c. Reading Skill

Reading involves a variety of skills. According to Jeremy, there are two of skill in reading:[7]

1) Scanning

   This skill means that the student do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.

2) Skimming

   The students were casting their eyes over its surface - to get a general idea of what it is about (as, for example, when we run our eyes over a film review to see what the film is about and what the reviewer thought about it, or when we look quickly at a report to get a feel for the topic and what its conclusions are).

d. Cause of Difficulty in Reading Comprehension

Related with students' difficulty, there are some causes why the students find difficult in reading comprehension. Some problem is usually faced by the students in reading comprehension is about language, topic, the task students are asked to perform, and

[7] Jeremy Harmer, *How to Teach English,* (Combrigde UK: Longman, 2007) p. 100-101

the expectation they have of reading.[8] These causes will be explained below:

1) Language

Language became problem in reading comprehension. The readers will find difficulty in reading text where the text is long sentences and long words. In the long text the readers that have lack of vocabulary will difficult to find idea because they find number unfamiliar word. Then, they will have great difficult to understand whole text. Furthermore, vocabulary have role in reading comprehension.

2) Topic and Genre

One of the problems in unsuccessful reading is students not interested with genre or topic of the reading material. It will make students less motivation to read because students are not familiar with the topic or genre of the text. So, students more engagement in reading material related with their background knowledge.

3) Comprehension the task

Comprehension task in reading is important to make students understand in reading. Students feel difficult in

[8] Jeremy Harmer, *The Practical of English Language Teaching*, (England: pearson education limited, 2001), p. 203

reading task because the task does not lead to reading comprehension.

4) Negative Expectation

Students' negative expectation is a problem in reading comprehension. They feel that they will not understand about the text, they predict the text is difficult. So, negative expectations will barrier comprehension.

Morever, Linan-Thompson and Sharon explain the students' problems in reading comprehension are as below [9]:

1) Fluency

Fluency in reading means the ability to express sounds and meaning of the words easily and clearly. Students' problem on reading comprehension are caused by fluency in letters and sounds or in word and text reading.

2) Vocabulary

Knowledge of vocabulary in reading means understanding of word meanings and their use, contributes to reading comprehension and knowledge building. The students' improvement in reading comprehension are often low because they have lack of vocabulary which is the most important elements in reading activity.

[9] Linan-Thompson, and Sharon, *Reading Instruction for English Language Learners* , (Alexandria: ASCD, 2007)

3) Comprehension

Comprehension is the ability to understand completely and be familiar with the reading text. Without comprehension skill students will failure to understand word meanings and face problems in reading comprehension.

e. Measuring of Reading Comprehension

The important aim of reading is comprehension. Comprehension and successful understanding help students to reach information, to communicate, and to get effective academic achievements. Successful reading comprehension contains reading the words, obtaining the meaning of the words, and figuring out the sense of sentences. A meaningful reading comprehension involves local and global coherence that means integrating the meaning of sentences and the relationship between them as a whole. In this regard, readers have to involve their background knowledge to the reading process.

However, before having any reading comprehension assessment, it is important indicator to measure reading comprehension. Based on English syllabus by Debkdikbud for the first grade, the indicators to measure reading comprehension are;

Table 2.1 The Indicators to Measure Students' Reading Comprension

No	Indicator
1.	Student able to identify main idea
2.	Student able to identify the topic
3.	Students are able to identify language of feuature
4.	Student are able to identify the genre of the text
5.	Students are able to identify generic structure
6.	Students are able to identify the communicative purpose.

And also the Brown explains the forms of assessing reading with some component which involving reading and responding question as follow: [10]

Table 2.1 Feature for Reading Comprehension question

1. Main idea
2. Expression/idioms/phrases in context
3. Inference
4. Grammatical features
5. Detail
6. Excluding fact not written
7. Supporting idea(s)
8. Vocabulary in context

[10] Brown. Houglas. *Language Assessment: Principles and Classroom Practice.* Pearson Longman. (2003). p.206

In this research, the researcher uses the standard reading comprehension which is provided in Curriculum Based Caracter (Kurtilas) at SMA N 2 IV KOTO and combines it with Brown's feature of reading and responding question in reading comprehension. In this case, the indicators will in line with the learning aim in comprehending text.

2. Text.

Text is any discourse fixed by writing.[11] It means, fixation by writing is is constitutive of the text itself. Text are grouped and defined in particular categories. Text can be classified into the broad categories of literary and factual texts.[12]

a. Literary text

Literary texts include those spoken and written texts that explore and interpret human experience, usually in such a way as to evoke in the reader or listener a reflective, imaginative and/or emotional response. There is a wide variety of literary texts, many of which may overlap, as in the case of narrative poetry, drama and poetic use of language in prose. Literary texts are an important part of the English program. The engagement of a student with a literary text can be a powerful and evocative experience that shapes the student's imagination

[11] Paul Ricoeur, *Hermeneutics And The Humans Sciences*, Combridge university press. 2006. P. 145

[12] Yvone *Type Of The Text*, Literacy Across the Key Learning Areas, 1998. p.4

and thought. Reading quality literature can have a significant impact on how students see and relate to the world around them. While literary texts are commonly thought of in terms of books, they may also be transmitted through other media such as magazines, film, radio, television and computers and in different combinations of media.

b. Factual text

Factual texts are those that present information, ideas or issues in such a way as to inform, instruct, enlighten or persuade the reader or listener. Factual texts may be spoken or written and may include visual elements. In spoken texts an important part of the meaning may derive from facial expression, from gesture or from the use of technology. In written texts, meaning is also contained in visual elements such as graphs, maps, photographs, grids, diagrams, drawings and labels. Whether written or spoken, factual texts present their content from a particular perspective. However, their perspective or point of view of the writer or speaker may not be overtly stated. Factual texts may suppress the point of view in an attempt to appear objective. Although factual texts may purport to present accurate, objective information, they are not

simply objective representations of reality. Rather, they are constructions of reality, created by a writer or speaker.

Hammond states in Paltridge show the alternative perspective is presented in table follow:

Genre	**Type of Text**
Recipe	Procedure
Personal letter	Anecdote
Advertisement	Description
Police report	Description
Student essay	Exposition
Formal letter	Exposition
Formal letter	Problem-Solution
News item	Recount
Health brochure	Procedure
Student assignment	Recount
Biology textbook	Report
Film review	Review

From many type of the text, students at first grade of SMAN 2 IV KOTO learn three type of the text such as Narrative Text, Recount Text, and Procedure text. It will explain below:

a. Narrative Text

Narrative is a story that is created in constructive form. A narrative is commonly found in fiction. That is why we often see a narrative as a story. We have to keep in mind that every narrative

should consist at least one complication among the participants. Because most stories are explored base on the complication in the story plotting, then the stories are narrative texts.

Based on book Seri Pendalaman Materi narrative is a piece of writing that tell a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which some problems which lead to the climax and the turn into a solution to the problem.[13] It clear narrative text is the type of text that is related to story, both fiction and nonfiction.

The purpose of this text is to amuse or entertain the reader with actual or imaginary experience in difference ways.

1) Generic Structure of Narrative Text

Every genre of the text has its own characteristics related to its organization. According to Sudarwati, the generic structure of narative usually has 3 components, they are:

a) Orientation

Introduces participants/character (who), set the scene (when, where).

b) Complication

A problem arises followed by other problem

[13] Lisnawati Setiadi dkk.., *SPM Seri Pedalaman Materi Bahasa Inggris*, (Jakarta: Esis 2012), p. 22

c) Resolution

Solution of the problem[14]

Example of the narrative text

Snow White	
Orientation	Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White withthem. Snow White did not want her uncle and aunt to do this. So she decided to run away.
Complication	The next morning she run away from home when her aunt and uncle were having breakfast, she run away into thewood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside. There,

[14] Th. M. Sudarwati and Eudia Grace, *Look Ahead 1: An English Course for Senior High School Year X* (Jakarta: Erlangga, 2007), p.11

	they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?" Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her.
Resolution	Then Snow white ad the seven dwarfs lived happily ever after.

www.belajarbahasa.blogspot.com

2) Language Features of Narrative Text

According to Lisnawati the language features of is past tense, noun, pronoun, noun phrase, time connective and conjunction, adjective, adverbs, adverbial place and time, material processes, verbal processes, thinking verbs, direct speech and indirect speech.[15]

3) Kind of Narative text

There are some kind of narrative text**.**

a) Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short,

[15] Lisnawati Setiadi dkk.., *SPM Seri Pedalaman Materi Bahasa Inggris*, (Jakarta: Esis 2012), p. 22

traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. Example of legend are Malin Kundang, Lake Toba, Sangkuriang, and Tangkuban Perahu.

b) Fable

A fabel is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in narrative text are: Mousedeer and crocodile, The Ants and the Grasshopper, The Smartest Parrot, and The Story of Monkey and Crocodile.

c) Fairy tale

A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are: Cinderella, Pinocchio, Snow White and Beauty and The Beast.

d) Myth

It is a traditional or legendary story, usually concerning some being or hero or event, with or

without a determinable basis of fact or a natural explanation, especially one that is concerned with deities or demigods and explains some practice, rite, or phenomenon of nature. The example of myth in narrative text are: Nyi Roro Kidul, Timun Mas and Keong Mas.

b. Recount Text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. There is no complications among the participants and that differentiates from narrative text. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that "rounds off" the sequence of events.

As state by Lisnawati, recount text is a piece of writing that tells events in chronological sequence. A recount text is similar to a narrative text. The story maybe an event or a situation that took place on a particular day. The order of the events is very important. A recount can entertain and/or inform.[16]

The purpose of recount text is to reconstruct past experiences by retelling events in orders in which they have occurred.

[16] Lisnawati Setiadi dkk.., *SPM Seri* …….. , p.28

1) Generic Structure of Recount Text

According to Sudarwati, there are two structure of recount text.

a) Personal recount

(1) Orientation

Who were involved in the story, when and where.

(2) Events

Tell what happens in chronological order.

(3) Evaluation

Comments of the writer/speaker about the experience.

(4) Re-orientation

The conclusion of the experience

b) Factual recount

(1) Orientation

Who were involved in the story, when and where.

(2) Events

Tell what happens in chronological order.

(3) Re-orientation

The conclusion of the experience. [17]

Example of personal recount text

My Horrible Experience	
Orientation	Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.
Events	Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks. Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere.
Evaluation	There was nothing I could do but left the car and walked along way to my house, in the town.
Re-orientation	When I reached my town, I was so surprised that

[17] Th. M. Sudarwati and Eudia Grace, *Look Ahead 1: An English Course for Senior High School Year X* (Jakarta: Erlangga, 2007), p.1

	there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

Example of factual recount

Orientation	SINGAPORE - The man who pushed an old woman down a bus along Upper Thomson Road has been charged in court. Twenty-five-year-old Ong Kok Hao is accused of hurting 76-year-old Hwang Li Lian Nee Lye on bus service number 167 at about 3pm on June 5 this year.
Event	Ong is said to have used his right hand to push the old woman on her back, causing her to fall on the steps of the bus. The incident was captured in a two-minute video and uploaded on YouTube. The video shows Ong suddenly flying into a rage at Madam Hwang for pressing the bell at the last-minute along Upper Thomson Road. A shouting match then ensued and during the heated spat, Ong threatened to slap the woman, before pushing her down the bus.
Re-orientation	Ong's lawyer Eddie Koh will be making representations to the court. The case will next be mentioned in

	December.

www.halimah.wordpress.com

2) Language Features of Recount Text

Recount text is also characterized by its language features. There are some significant language features of recount text. Lisnawati state there are some features of recount text such as; noun, pronoun, action verbs, past tenses, time conjunctions, adverbs, adverbs of phrases, and adjectives. [18]

3) Kinds of Recount Text

There are two type of recount:

a) Factual

A factual recount is an objective retelling of a true event or events by someone who is not personally involved in the situation. It is purpose is either to inform, entertain or both.

b) Personal Recount

A personal recount is simply a retelling of a past event that you were apart of/involved in. Two examples include diary entries and autobiographies.

[18] Lisnawati Setiadi dkk.., *SPM Seri Pedalaman Materi Bahasa Inggris*, (Jakarta: Esis 2012), p.28

c. Descriptive Text

Setiadi explain the definition, communicative purpose, example of the text, generic structure, and the language futures of descriptive as follow: [19]

A description is a piece of writing that list the characteristic of a person, place or thing. It describes living and non-living things such as animals, towns, and building. The purpose of the descriptive text is to describe a particular person, place or thing. The examples of descriptive text are Biographies, autobiographies and magazine.

1) Generic Structure of Descriptive Text

a) Identification

Introduce who, where or what is being describe.

b) Description

Described the characteristic, part and qualities of the subject being described.

Here is the example of descriptive text.

Monas National Monument	
Introduction	The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the

[19] Lisnawati Setiadi at all, *SPM Bahasa Ingress SMA dan MA siap tuntas menghadapi ujian nasional*, (Erlangga: 2012)

	Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea. Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.
Description	This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays

	the original Declaration of Independence document and a recording of the speech.

www.pajapatuih.wordpress.com

2) Language Features of Descriptive Text

Such as pronoun (it, your, you), nouns (food, skin, stomach, and so on), noun phrases (white coats, milk protein, and so on), adjective (important, beautiful, excellent, and so on), preposition (of, for, on, and so on), Adverbs (generally, slightly, and so on), linking verbs (the polar bear **is** a very big white bear), present tense (the polar bear **lives** inside the arctic circle near the North Pole.

B. Review of Related Study

To support this research, there are some relevant studies conducted by other researchers which discussed similar topic. First research is conducted by Rini Handayani. The tittle is An Analysis of Reading Students' Comprehence on Narrative Text at the eight grade of Pondok Pesantren Madrasah Tarbiyah Islamiah Pasia Agam in 2011/2012. The research is done to analyze the students comprehending narrative text in reading. She measured about reading comprehension of generic structure in narrative text consist of six parts; first orientation to introduce main character, setting place, and time. Second, complication for tell something happened unexpectedly. Third, resolution is the crisis resolved for better or

for worse. Fourth, identifying the topic is one thing a paragraph about. Fifth, identifying main idea is explaining about the topic. Sixth, finding reference which function to keep to cohesion of the text.

The second research is conducted by Hasriani Siwa. The title is The Correlation between The students' Comprehension and Ability to Identify Genre. This research has been proved by having high percentage of coeficient determination that show a significant correlation between students' reading comprehension and students' ability to identify genre. Having good comprehension in reading text can increase students' ability in identify genre, otherwise having poor comprehension in reading text can decrease students' ability to identify genre. Also, from this research, she knows that students' reading comprehension is one of the successful factors to impact students' ability in identify genre. In other words, by this research, the increasing of each students' reading comprehension followed by the increasing of students' ability in identify genre.

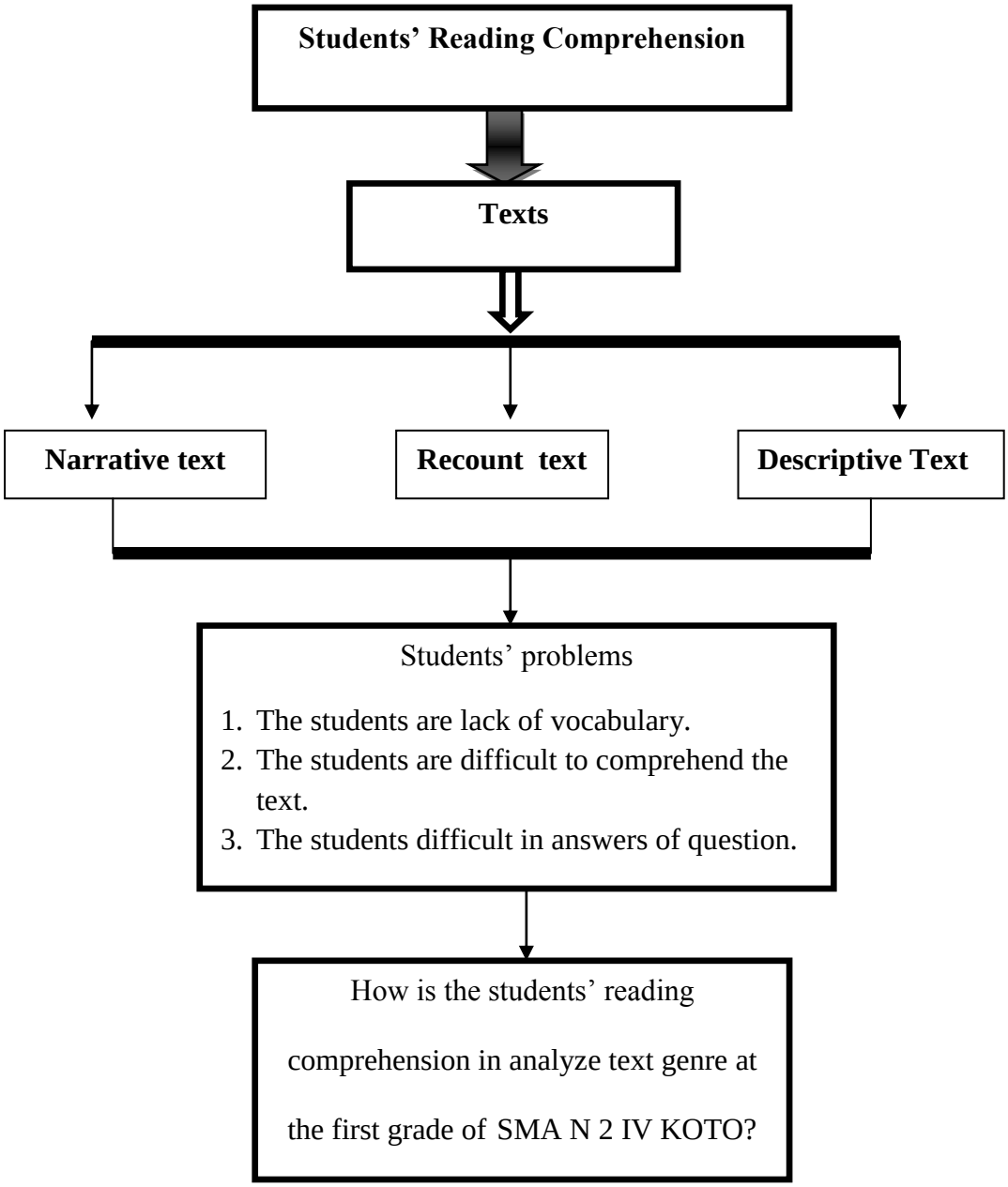
The third research was done by Milya Yelliza with her title an Analysis Of Students' Reading Ability Of Spoof Text In Competence Based Curriculum on The First Years Students of Senior High School 3 Bukittinggi In 2005/2006 Academic Years. The result of the study shows us that students reading ability at spoof text was fair. The classification was gotten after writer analyzed the data and got the average of spoof text. It is based on student reading ability in generic structure.

From the research that has been conducted above, it can be concluded that comprehend the reading will help student to analyze the text. In doing the same research, the researcher conducted a research to the first grade students of SMA N 2 IV KOTO. The goal of this research is to know students' reading comprehending at the first grade of SMA N 2 IV KOTO.

C. Conceptual Framework

In order to make the research clear, researcher explain in the figure 2.1 below:

Figure 2.1



Based on the figure above. The researcher focus on students reading comprehension in analyzing genre of text. The texts here such as narrative, recount and desciptive text because it was taught for student at first grade of SMAN 2 IV KOTO. The researcher interest to do a research because the researcher found some problem faced by students. The students problem such as: first, students have limitation in vocabulary, they need to translate the word from dictionary because they have difficulties in finding meaning of words. Second, the students difficult to comprehend the text. It is because they only translate word by word. And the last is student difficult in answers question. If the students do not understand the text automatically they are not able to answer the question.

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

This research is a descriptive quantitative research. According to Gay descriptive is research involve collecting data in order to test hypothesis or two answer the questions concern the currents status of the study.[20] Meanwhile, quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest.[21] So, descriptive quantitative is analyzes the data with the help of statistics and also here researcher ask broad questions and collects word data from phenomena or participant.

In conclusion, the researcher use descriptive quantitative method. Moreover, the goal of the research is to analyze first grade student reading comprehension in analyze text genre at SMA N 2 IV KOTO in academic year 2017/2018.

B. Population and Sample

1. Population

The population is all of the subject and object that would be researched by the researcher. Gay states that population is the group which

[20] Gay, L. R, *Educational research Competences for Analysis and Application*, (Columbus Merril Publishing Company. 1987) p.189
[21] Gay, L. R, *Educational research Competences for Analysis and Application*…… p. 7

interesting to the researcher, the group to result of the study to be generable.[22] The population of this research are only the first grade of SMA N 2 IV KOTO. There are two classes of the first grade they are class X MIA and X IIS. The number of population of X IA are 17 and X IS are 15.

Table 3.1. The Total Population of The First Grade Students

No	Classes	Total
1	X IA	17
2	X IS	15
	Total	32

Sources: English Teacher on first grade of SMA N 2 IV KOTO

The table above shows that the population of this research is 32 students and it is the total of the students in the two classes of the first grade in at SMA N 2 IV KOTO.

2. Sample

According to Gay, sample is the process of selecting a number of individuals for study in such a way that the individual represent the large group from which they are selected.[23] The sample of this research was selected by total sampling. According to Sugiyono, total sampling is when

[22] LR Gay. *Educational Research Competences for Analysis and Application*, (Columbus: Merril Publishing Company. 1987), p. 96
[23] LR Gay. Educational…….. , p. 101

all the population is used as a sample.[24] The researcher used total sampling because the population less than one hundred. The student of two class only 32. So, it is suitable with this sample.

C. Instrumentation

The researcher used the test to knowing the students' reading comprehension in analyzing genre of the text at first grade of SMA N 2 IV KOTO. There are some of text that their learn such as narrative, recount and descriptive text. The instrumentation of this research is a short answers test. According to Brown, short answer is a popular alternative for multiple choice items. The tested take the question and answer the in a sentence or two.[25] The researcher arranged the instrument based of the indicators. Here the six indicators that researcher used to make the instrument.

Table 3.2 Indicators of The Instrument

NO	Indicator of The Instrument
1.	Identifying the topic
2.	Finding main idea
3.	Identify genre of the text
4.	Finding purpose of the text
5.	Finding language of feature
6	Finding generic of structure

[24] Sugiono, *Metodologi Penelitian Kuantitatif dan R&D,* Bandung, Alfa Beta, 2010 p.85
[25] Brown. (2003). *Language assessment: Principles and classroom practice.* Pearson Longman p.207

D. Technique of the Data Collection

The researcher use the following steps to gathering the data:

1. Researcher spread the test contains with 20 items.
2. Researcher explain the instruction of the test to the students.
3. The researcher ask the students to do the test in 60 minutes.
4. The researcher collected the students' answer sheet.

E. Technique of the Data Analysis

In analyzing data, the researcher uses the descriptive quantitative analysis. In this technique, the data analyzes by these following steps:

1. Analyze the students anwers.
2. Give the score to students answers' sheet.
3. The researcher calculatethe students' score by using formula as follow:[26]

$$S = \frac{R}{N} x\ 100$$

Where

$S =$ expected value

$R =$ the total score of item who answered the correctly

$N =$ score maximum of the test

[26] Purwanto, Ngalim. 2013. *Prinsip – Prinsip dan Teknik Evaluasi Pengajaran*. Bandung: PT. Remaja Rosdakarya, p.112

4. The researcher identify the students' ability

In order to find the average level mastery, the researcher determine the mean of the data by formula as follow suggested by Sudijono:[27]

Mean:

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

In which: x = Mean

$\sum X$ = The sum of scores

N = Number of cases

5. Arrange the students' scores in the table and found the level achievement of each students based on the table of Harris[28]

Table 3.3. The Measurement of The Students Achievement

Criteria of Mastery	Level of achievement
90 – 100	Excellent
80 – 89	Very good
70 – 79	Good
60 – 69	Fair

[27]Sudijono, Anas. 2010.*Pengantar Statistik Pendidikan*. Jakarta: PT. RajaGrafindo Persada, p.81
[28] David P. Harris. *Testing English as a Second Language*,1969. New York: Mc. Graw Hill, p. 134

50 – 59	Poor
0 – 49	Very poor

6. The researcher describe the detail scores of each students and each categories scores into the table.
7. The mean scores of each category arranged into the table.
8. The researchers conclude the result of the students' scores.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

In this section, the researcher described the data which were gotten in the field. The researcher found the students' reading comprehension at the first grade of SMA N 2 IV KOTO is very poor level. Here the data description which include kinds of data collected and the ways they were analyzed. The researcher distributed the test to know the level of students' reading comprehension..

1. The Data Description

This section presents about the students' reading comprehension in SMA N 2 IV KOTO. There were only two class of students as the population so all students also as sample of this research. The researcher were taken 32 students as sample by using total sampling.

The test was short answers test that consists of 20 items. The test consists of some indicators of reading such as identifying the topic and finding main idea. Also indicators to analyzing the text such as identify genre of the text, finding purpose of the text, finding language of feature, and finding the generic structure of the text.

The students were asked to complete the answer of the test. The Table 4.1 described the scores from the test that the researcher was taken from the samples.

Table 4.1. Students' Result Total Score of The Test

NO	Name	Student Correct Answers	Students' Scores
1	AR	9	45
2	RH	9	45
3	SF	9	45
4	RGF	8	40
5	YF	9	45
6	UFN	9	45
7	MI	8	40
8	BI	7	35
9	GI	7	35
10	HA	7	35
11	NAS	6	30
12	AM	6	30
13	DD	8	40
14	AK	5	25
15	RS	6	30
16	RA	14	70
17	AFS	11	55
18	EN	9	45
19	VML	9	45
20	LA	8	40
21	AIS	8	40
22	RH	7	35
23	AH	7	35
24	NA	7	35
25	FA	7	35
26	RNI	8	40
27	UO	6	30
28	FI	5	25
29	YR	5	25
30	SA	3	15
31	SI	3	15
32	YS	3	15
	TOTAL	**233**	**1165**

MEANS' SCORE = 36,40 VERY POOR

According to the table 4.1, it can be concluded that the students got various scores in answering the 20 items. There are three students got the lowest score because only got 3 correct answers. The result of the test proved that the highest score is 75 and the lowest score is 15. Therefore, the students' mean score of test is 36,40 which showed that the students' reading comprehension of the text is very poor level.

2. The analysis of the data

In this section, the data has been collected by researcher. The researcher focused on analyzing each indicators.

a. Identifying the topic

This test consist of one items. From the test result, it was found that from 32 students only 8 got wrong. So, the students' result of identifying can be concluded in table 4.2.

Table 4.2 The Students' Result of Identifying the Topic

Identifying The Topic			
Respondens	**No. 10**	**Student Correct Answers**	**Score**
AR	1	1	100
RH	1	1	100
SF	1	1	100
RGF	1	1	100
YF	1	1	100
UFN	1	1	100

MI	1	1	100
BI	1	1	100
GI	0	0	0
HA	1	1	100
NAS	1	1	100
AM	1	1	100
DD	1	1	100
AK	1	1	100
RS	1	1	100
RA	1	1	100
AFS	0	0	0
EN	1	1	100
VML	1	1	100
LA	1	1	100
AIS	1	1	100
RH	1	1	100
AH	1	1	100
NA	0	0	0
FA	0	0	0
RNI	1	1	100
UO	1	1	100
FI	0	0	0
YR	0	0	0
SA	0	0	0
SI	0	0	0
YS	1	1	100
		Total	**2400**
		Mean	**75**
		GOOD	

Based on the data above, it can be concluded that most student able to answers the test about topic correctly. For the indicators result, it shows that the students' comprehension in first indicators, finding the topic of the text is at good level. It can be seen that almost of the students answers the

item correctly. It means student comprehension in finding the topic is good. It can prove from their means' score the data calculate shows that the means' score is 75.

b. Finding main idea

The test about main idea consists of 2 items. The result can we see in the table 4.3

Table 4.3 The Students' Result of Main Idea

Finding Main Idea				
Respondens	**No.7**	**No.18**	**Students Correct Answers**	**Score**
AR	0	1	1	50
RH	0	0	0	0
SF	0	0	0	0
RGF	0	0	0	0
YF	0	0	0	0
UFN	0	0	0	0
MI	0	0	0	0
BI	0	1	1	50
GI	0	0	0	0
HA	0	1	1	50
NAS	0	1	1	50
AM	0	0	0	0
DD	0	0	0	0
AK	0	0	0	0
RS	0	0	0	0
RA	1	1	2	100
AFS	0	1	1	50
EN	0	1	1	50
VML	0	1	1	50
LA	1	1	2	100

AIS	0	1	1	50
RH	0	0	0	0
AH	0	1	1	50
NA	1	1	2	100
FA	1	1	2	100
RNI	0	0	1	50
UO	0	1	1	50
FI	0	0	0	0
YR	0	0	0	0
SA	0	0	0	0
SI	0	0	0	0
YS	0	0	0	0
			TOTAL	**950**
			MEAN	**29,69**
			VERY POOR	

For second indicators, students' comprehension in finding main idea of topic is at very poor level because from 32 students only 15 student who can answers the items. Which is only 4 students answers two item and 11 students answer one items wrong. We can conclude the students comprehension in finding main idea is quite bad, it also prove from their means' score the data calculate shows that the means' score is 29,69.

c. Identify genre of the text

This test consist of three items. The result can we see in the table 4.4

Table 4.4 The Students' Result of Genre the text

Identify Genre Text					
Respondens	**No. 1**	**No. 9**	**No. 15**	**Students Correct**	**Score**

				Answers	
AR	0	1	0	1	33,33
RH	0	1	1	2	66,67
SF	1	0	0	1	33,33
RGF	1	0	0	1	33,33
YF	1	0	0	1	33,33
UFN	1	1	1	3	100
MI	1	0	0	1	33,33
BI	1	0	0	1	33,33
GI	1	0	0	1	33,33
HA	1	1	0	2	66,67
NAS	0	0	0	0	0
AM	0	1	1	2	66,67
DD	1	1	1	3	100
AK	0	0	0	0	0
RS	1	1	0	2	33,33
RA	1	1	1	3	100
AFS	1	0	0	1	33,33
EN	0	1	0	1	33,33
VML	1	0	0	1	33,33
LA	0	0	0	0	0
AIS	0	0	0	0	0
RH	0	1	0	1	33,33
AH	0	0	0	0	0
NA	0	0	0	0	0
FA	0	0	0	0	0
RNI	0	0	0	0	0
UO	0	0	0	0	0
FI	0	0	0	0	0
YR	0	0	0	0	0
SA	0	0	0	0	0
SI	0	0	0	0	0
YS	0	0	0	0	0
				TOTAL	**899,97**
				MEAN	**28,12**
				VERY POOR	

For third indicator students' comprehension in identify genre of the text also at very poor level. Only 18 students can answers the item, there are 3 students who can answers three items correctly, there are 4 students answers two items and 11 students only correct in one item. We can conclude that students' comprehension in identify genre of the text is bad. It is also show from their means's score that only 28.12.

d. Finding purpose of the text

This test also consist with three items. Here the result of the test.

Table 4.5 The Students' Result of Finding purpose of the text

Finding Purpose Of Text					
Respondens	**No. 2**	**No. 14**	**No. 17**	**Students Correct Answers**	**Score**
AR	0	0	0	0	0
RH	0	0	0	0	0
SF	0	0	0	0	0
RGF	0	0	0	0	0
YF	0	1	1	2	66,67
UFN	0	0	0	0	0
MI	0	0	0	0	0
BI	0	0	0	0	0
GI	0	0	0	0	0
HA	0	0	0	0	0
NAS	0	0	0	0	0
AM	0	0	0	0	0
DD	0	0	0	0	0
AK	0	0	0	0	0

RS	0	1	0	1	33,33
RA	0	0	0	0	0
AFS	0	0	0	0	0
EN	0	0	0	0	0
VML	1	0	0	1	33,33
LA	0	0	0	0	0
AIS	0	0	0	0	0
RH	0	0	0	0	0
AH	0	0	0	0	0
NA	0	0	0	0	0
FA	0	0	0	0	0
RNI	0	0	1	1	33,33
UO	0	0	0	0	0
FI	0	0	0	0	0
YR	0	0	0	0	0
SA	0	0	0	0	0
SI	0	0	0	0	0
YS	0	0	0	0	0
				Total	**166,66**
				Mean	**5,2**
				VERY POOR	

For the forth indicators, students' comprehension in finding purpose of the text genre is at very poor level because from 32 students no one students answers all item, only 4 student who can answers the items, 1 students answer two items correctly and the others answers 1 item. We can conclude that the students comprehension in finding main idea is quite bad, it can show from their means' score which is only 5.2.

e. Finding language of feature

This items consist of one item, here the result.

Table 4.6 The Students' Result of students language feature

Finding Language of Feature			
Respondes	**No. 5**	**Correct Answers**	**Score**
AR	1	1	100
RH	1	1	100
SF	0	0	0
RGF	1	1	100
YF	1	1	100
UFN	1	1	100
MI	0	0	0
BI	0	0	0
GI	0	0	0
HA	0	0	0
NAS	0	0	0
AM	0	0	0
DD	1	1	100
AK	0	0	0
RS	1	1	100
RA	1	1	100
AFS	1	1	100
EN	0	0	0
VML	0	0	0
LA	0	0	0
AIS	0	0	0
RH	1	1	100
AH	0	0	0
NA	0	0	0
FA	0	0	0
RNI	0	0	0
UO	0	0	0
FI	1	1	100
YR	0	0	0
SA	0	0	0
SI	1	1	100
YS	0	0	0

	total	**1200**
	mean	**37.5**
	VERY POOR	

For students' comprehension in finding language of feature of the text is at very poor level again. From one item, 18 students answers the item correctly. From their means's score that only 37.5. We can conclude that their comprehension in finding language feature is bad.

f. Finding generic structure

The test of finding generic structure consists of 10 items. From the test result, it was found that the students' comprehension in find generic structure. The table below will show the result.

Table 4.7 The Students' Result of Finding generic of structure

Finding Generic Structure		
Respondens	**Correct Answers**	**Score**
AR	5	100
RH	5	100
SF	7	0
RGF	5	100
YF	4	100
UFN	4	100
MI	6	0
BI	4	0
GI	6	0
HA	3	0
NAS	4	0

AM	3	0
DD	4	100
AK	4	0
RS	1	100
RA	7	100
AFS	8	100
EN	6	0
VML	5	0
LA	5	0
AIS	6	0
RH	4	100
AH	5	0
NA	5	0
FA	5	0
RNI	6	0
UO	4	0
FI	4	100
YR	5	0
SA	3	0
SI	2	100
YS	2	0
	Total	**1200**
	Mean	**45,63**
	VERY POOR	

The last indicator is students' comprehension to finding generic of structure also at very poor. There are 3 students get highest score answers 8 items and 7 items. The other students only answers 6 until 1 items. Researcher can conclude that the students comprehension in finding generic structure is quite bad, it can show from their means' score which is only 45.63.

The researcher also arranged the list of students level achievement.

Good Level of Achievement

Table 4.8

RA	70	Good

Fair Level of Achievement

Table 4.9

ARS	55	Fair

Very Poor Level of Achievement

Table 4.10

AR	45	Very Poor
RH	45	Very Poor
SF	45	Very Poor
RGF	40	Very Poor
YF	45	Very Poor
UFN	45	Very Poor
MI	40	Very Poor
BI	35	Very Poor
GI	35	Very Poor
HA	35	Very Poor
NAS	35	Very Poor
AM	30	Very Poor
DD	30	Very Poor
AK	40	Very Poor
RS	25	Very Poor
EN	30	Very Poor

VML	45	Very Poor
LA	45	Very Poor
AIS	40	Very Poor
RH	40	Very Poor
AH	35	Very Poor
NA	35	Very Poor
FA	35	Very Poor
RNI	40	Very Poor
UO	30	Very Poor
FI	25	Very Poor
YR	25	Very Poor
SA	15	Very Poor
SI	15	Very Poor
YS	15	Very Poor

There are only 2 of 32 students who gets the highest score. One in good achievement and one in fair achievment. There are 30 students who gets lowest score or very poor level. In short, the finding reveals that generally the students' comprehension in analyzing genre of text with total score of test is 11,65 and means' score in test is 36.40. It means that the students' reading comprehension of text at very poor level.

B. Discussion

This section present the discussion based on the findings of the research. Reading is one of the most important skills which should be mastered by the students of Senior High School. Reading comprehension is more appropriately regarded as a state the opposite of confusion. Some citeria

of reading comprehension are identifying the topic and indentifying main idea. One of reading material in Senior High School is genre of text. The first grade students learn about three texts, they are: narrative, recount and descriptive text. The researcher interest to know student reading comprehend in analyzing genre of text. According to the research finding, students reading comprehension of text at the first grade of SMAN 2 IV KOTO in academic year 2017/2018 is very poor it is caused of some cases:

First, the students lack of the vocabulary. Some of students are difficult to recognize the word and weak decoding skill. Westwood states "the most obvious difficulties exhibit by students with reading problem are poor word recognition and weak decoding skills."[29] It can be seen that vocabulary mastery related to words recognition and decoding skill is another difficulty in reading English text. Vocabulary is the necessary component in reading. The findings shows that even the students have already taught genre of text, but still the main point of their difficulty lies on the vocabulary. Many students are still not able to recognize the word and finding the appropriate meaning of the certain words by them selves.

Second, the students difficult to comprehend the text. Many students still have limited background knowledge about the reading text. However, reading comprehension is a process of combining background knowledge with the new information of the text. The students who have lack information about

[29] Peter Westwood,. *Learning and Learning Difficulties*, (University Hongkong, 2004), p. 88

the text will be difficult to clearly comprehend the text in reading. The last is student difficult to answer the question. It is happens because students got the difficulties in finding the meaning of the text. Even they find the word in dictionary, it is still hard for them to choose the appropriate meaning to comprehend the text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings as already discussed, the researcher wrote some conclusions. This research is aimed to describe the students' reading comprehension of text in SMAN 2 IV KOTO.

Based on the research question about students' reading comprehension of text. It could be concluded that the students' reading comprehension of text in SMAN 2 IV KOTO is at very poor level because the result of the students' mean score of test is 36,40. It is caused by some cases they are: first, the students have difficulties in reading comprehension of text at the first grade of SMA N 2 IV KOTO. It is prove from the result of the test students still confused to comprehend the text which is they difficult to identify the genre of the text, purpose of the text, language feature of the text and generic structure of the text. Second, the levels of the students' comprehension in analyzing genre of text at the first grade of SMA N 2 IV KOTO.

The researcher also finds the students' mean score of six indicators which has been calculated shows that; first finding the topic of the text is at good level. It can prove from their means' score the data calculate shows that the means' score is 75. Second, students' comprehension in

finding main idea of topic is at very poor level. It is prove from their means' score the data calculate shows that the means' score is 29,69. Third, students' comprehension in identify genre of the text also at very poor level. It is also show from their means' score that only 28.12. Fourth, students' comprehension in finding purpose of the text genre is at very poor level it can show from their means' score which is only 5.2. Fifth, students' comprehension in finding language of feature of the text is at very poor level again because their means' score only 37.5. The last, students' comprehension to finding generic of structure also at very poor. It can show from their means' score which is only 45.63.

According to the result, the researcher finds the students' mean score on the test is 36.40. It means the level of students' reading comprehension at the first grade student of SMA N 2 IV KOTO in academic year 2017/2018 is in very poor level.

B. Suggestion

After the researcher analyzed the data about students' reading comprehension of the text at the first grade of SMAN 2 IV KOTO in academic year 2017/2018. The suggestions are:

1. The teachers should give extra attention to students in reading comprehension.
2. The students must do many exercises in reading comprehension because the researcher still finds students' difficulty in reading section.

3. The teacher also should give clear explanation about genre of the text, how to identify the genre, identify the purpose of the text, general structure, language feature of the text, and finding the main idea.
4. The students should try to mastery more vocabulary to help them to comprehend the text and finding the meaning of the words.
5. The students should also be given more practice in reading comprehension in order to help them in answer the test.
6. The students should have high awareness in motivating themselves to practice English better.

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