

**The Difficulties in Reading Comprehension faced by the Students of Finance and Banking
Department in Murni Sadar Polytechnic Pematangsiantar**

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Abstract: This research attempted to find out the difficulties in Reading Comprehension faced by the Students of Finance and Banking Department in Murni Sadar Polytechnic Pematangsiantar. The problem of this research is what are the difficulties in Reading Comprehension faced by the Students of Finance and Banking Department in Murni Sadar Polytechnic Pematangsiantar.

To solve the problem of the research, the writer used some theories that can support this research. The writer applies the theories of Abbot (1981), Billow (1980), Bright and Gregor (1970), Harmer(2001), Kustaryo (1988), Nunan(2003), Tiwari(2005).

This research was conducted by applying follows descriptive quantitative method. This means that the study with a single variable namely students' difficulties in reading comprehension. The main reason by choosing descriptive design because this is not only for collecting data, but also for analyzing the data of students' difficulties in reading comprehension. The sample of this research is the Students of Finance and Banking Department.

Based on the calculation of testing hypothesis, the researcher got From 38 students, there are only 5 students or 13,15% who got high level by got value more than 74,09. In medium level, there are 27 students or 71,05% who got value between 39,05 – 74,09. And there are 6 students or 15,78 % in low level who got value less than 39,05.

From the result of analysis, the writer concluded that the students have some difficulties in reading comprehension. The students' difficulties in reading comprehension are in vocabulary, structure, unity, context and writer's purpose.

Keywords: Difficulty, Reading, Comprehension

I. INTRODUCTION

Language is the expression of human personality in written or spoken. Language is the main means of communication used in social interaction within a community. Most of the men's activities are done in using language. We teach and learn thing through language. We speak and listen to other through language. In short, language is a very important thing in our life.

Language can not be separated from human beings. Through language, human beings can be communicated well with another person. Through language, they can also understand each other. Since many people recognize the importance of language, they teach their language to their children. Without language, we cannot communicate well with the person around us.

Reading English is very important to get the information. Such researchers, politicians, teachers and students always want to develop their knowledge with reading English. They try to find out something on English text, even though they can not read well. In this case reading competence is really needed because someone who can not read the writer material relatively without full understanding will not get the information what he reads.

Fundamentally, reading comprehension is a part of reading. In other words, reading comprehension can not be separated from reading itself. Reading comprehension consists of two words, reading and comprehension. According to (Abbot, 1981: 81) "reading is a silent and individual activity, since the writer's expectation was that the text would be read, not heard. While comprehension is a connection process between visual information and non visual information (Smith 1985:12-16). From the quotations, reading comprehension means the ability of the reader to transfer the information from the text to the reader's mind. In other words, reading comprehension is the ability of the readers to pick out the important information or main ideas of the text needed to comprehend the text. Reading comprehension is useful to absorb important information, reports and belief in printed symbols.

Many students have difficulties in reading well. This is the problem faced by students because they can not understand the text well. They do not know to answer the question which the answer referring on the lines, between the lines, and beyond the lines because. So, they must comprehend the text.

In order to, the students to be familiar with the reading skill, they should improve their reading skill continually because reading is development behavior that is gradually and accumulative learnt. To do that, they should have a good perception of self especially English books. If the students are able to read fluently to and perceptively with some pleasure, he can keep the language alive in his mind; provide he has learnt the sound and the intonation well. As Billow (19080:210) says that no one is likely to remember a language for a language is he is unable to read easily.

II.THEORETICAL REVIEW

2.1 The Definition of Reading

According to Harris (1996:58) reading is generally built around the grammatical structures and lexical items which the student will need to communicate orally, and the content of the material is regarded as relatively unimportant. Teaching reading usually has two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.

From the definition we can conclude that in reading, a reader deals with written text arranged properly by a writer. Therefore reading can be said as an effort to comprehend information, though or message described by an author or writer in written form.

2.2 Reading as a Second Language

There are four basic skills in language learning, namely: listening, speaking, reading, and writing. We learn to express through in speaking, writing, and we understand through of others by listening and reading. The students want to be able read and write English as well as speak it. The students also has receive knowledge from their teacher not only what she says but they must reads many books to get much information about what the teacher taught.

According to Bright and Gregor (1970:52) “only by reading the student acquire the speed and the skill that he/she needs for practical purposes when he leaves the school. In our literate society it is hard to imagine any skilled work that does not require the ability to read. Professional competence depends on it ”.

2.2.1. Intensive Reading

One of the reading comprehension components is intensive reading. In intensive reading involves approaching the text under the close guidance of the teacher under the guidance of task, which faces the students to pay the great attention to the text. Intensive reading material will be the basis for a great part of the classroom activity. It will not only be read but discussed in detail in the foreign language, sometimes analyzed, and used as basis for writing exercise (Rivers, 1986:233).

Intensive reading consists of short selection that is read and discussed in one class period. Intensive reading is within a bottom-up approach to reading, the most typical classroom focus. In intensive reading we will not develop the habit of reading, which involves the ability to read quickly. Harmer (2001:214) states that a common paradox in reading lessons is that while teachers are encouraging students to read for general understanding, without worrying about the meaning of every single words, the students, on the other hand, are desperate to know what each individual words means. The instructor should point out that it may be necessary to read the paragraph several times to get the idea. For example, reading for some specially required information or to get the gist or general picture of the intensive reading, on the other hand to get the full meaning.

2.2.2 Extensive Reading

Extensive reading plays a key role in top-down approach to reading. Extensive reading can be continued with intensive reading. Extensive reading means reading many books (or longer segments of text) without a focus on classroom exercise that may test comprehension skills.

In extensive reading the material will be selected at a lower standard difficulty than the material for intensive reading. The intensive and extensive reading have two major components, they are efficiently in reading and comprehension. The purpose of extensive reading is to train the students to read directly and fluently in the foreign language for his own enjoyment without the aid from the teacher (Rivers 1986:229).

2.2.3 Skimming

Before we read a text, we should skim the whole text to get general impression of what you will be reading and to introduce yourself to important vocabulary used by the author getting the general impression before you read helps you anticipate (guess ahead) what you will read in each

section of the chapter and recall what you already know about the subject. According to Kustaryo (1988:5) skimming is a technique used to look for the 'gist' of what the author is saying without a lot of detail. This used if one only wants preview or an overview of the material.

Skimming is reading technique in which the reader quickly, running over the text and the purpose of the reading to get the gist of the text. For example to decide a research paper that relevant to our work (not just to determine its field which we can find out by scanning). Or in order to keep our selves superficially informed about matter are not great important to us. In skimming the eyes run quickly over the text to discover what the main idea.

2.2.4 Scanning

Scanning is a reading technique to find the information from the text it is to find it because it has scanning sign. For example it is usually written by number, capital letter, quotation, bold type, and underlined. Scanning is done quickly.

Scanning is not a reading process in the true sense of the word. It is a *searching* that requires a reader to float over the material until he finds what he needs (Kustaryo, 188:9). You may be looking for general idea of the information on the page (skim quickly through the information or you may wish to scan for specific information). In either case, the method is to sweep your eyes across the page slowly and smoothly, starting at the top left, and working your way across and down the page in a wavelike motion.

2.3 Comprehension

Comprehension is an active process to which each reader bring his/her individual attitudes, interest, expectation, skill, and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationship among words and concept, organizing ideas, recognizing the author's purpose, making, judgment and evaluating.

Word recognition skills are perhaps the most important factors in determining the degree of comprehension. Attempting, to comprehend without an adequate knowledge of vocabulary is really impossible, it will waste time and effort. Specific comprehension skill cannot be completely isolated because they are so interrelated that one skill depends to some degree on another skill.

In order to read with a degree of comprehension necessary to succeed in academic work, a student must be proficient in each of the reading levels. As in most skills, each reading skill depends on another skill. For example; a student cannot expect to make an inference or evaluate what the author stated unless he fully understands the facts and concept stated in the reading material. One of the most important comprehension skills is finding the main ideas. The main idea is often found in the first sentence in a paragraph followed by supporting details.

2.4 Reading Comprehension

Reading comprehension is viewed as the process of using one's prior knowledge and the writer's cues to infer the writer's intended meaning. The definition stresses the fact that comprehension is affected by both the readers' background and the text characteristic. In simple words that reading comprehension is the ability that is needed by the students to get knowledge.

2.4 Level of Comprehension

It is possible to understand on a number of different levels. To take in ideas that are directly stated is literal comprehension; to read between the lines is interpretive comprehension. To read for evaluation is critical reading; and to read for beyond the lines is creative reading (Burns, 1984:177).

2.4.1 Literal Reading

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection, is important in and of itself and is also a prerequisite for higher level understanding (Burns, 1984:177).

Recognizing stated main ideas details, causes and effect, and sequences is the basis of literal comprehension and a thorough understanding of vocabulary, sentence meaning and paragraph meaning is important.

2.4.2 Interpretive Reading

Interpretive reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include: inferring main ideas of passage in which the main ideas are not directly stated, inferring cause-and effect relationship when they are not directly stated, inferring referents of pronouns, inferring referents

of adverbs, inferring omitted words, detecting mood, detecting the author's purpose in writing, and drawing conclusion

2.4.3 Critical Reading

Critical reading is evaluating written material-comparing the ideas discovered in the material with known standards and drawing conclusion about the accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she considered all of the material. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important.

2.4.4 Creative Reading

Creative reading involves going beyond the material presented by the author. Creative reading concerns with the production of new ideas, the development of new insights, fresh approaches, and original construct. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imaginations.

Creative readers must understand cause-and-effect relationship in a story so well that they know why a character acts as he or she does at a particular time. For example, "by analyzing the reasons for the actions in the story "Stone Soup," the creative reader will know why the townspeople finally produced their food supplies to be used in the soup after being so careful to hide them and deny their existence. Such readers will also be able to imagine what might have happened in a story if a particular event had not occurred or if something quite different had happened.

2.5 Variety of Reading

If the student wants to know about the information, they must read the book. To read the book has different ways, they are silent reading and oral reading.

2.5.1 Silent Reading

Reading is primarily a silent activity. The majority of reading that we do will be done silently. Silent reading is one way to read book in there the reader just keep silent but just only a given attention to what they read. Silent reading is the fundamental process. To do good silent reading we have to consider the use of our eyes and our ability to understand written sign.

The aim behind silent reading understands and since in silent reading there is no oral expression, we can do silent reading faster than oral reading. Therefore, is the most important result both speed and understanding can be improved by practice.

2.5.2 Oral Reading

In the beginning the teacher reads every single sentence as good as possible for the student to speak, then to read correctly unless their first listening is correct. In oral reading we change the written sign into oral sign giving the same meaning.

Therefore, oral reading is used for understanding and expression. The most important characteristic of oral reading are pronunciation, tone, and speed. Many students when pronunciation, separate word very well. But, when they read sentences, listener could not catch the idea because the reader does not with a right speed, does not connect word together according to the meaning and he does not stop.

2.6 The Difficulties in Learning Reading Comprehension

The students must know how to read and to comprehend the text. But, to know and to comprehend it, it is not easy. They will find something that can make them. By some people reading is an easy thing to do because they only read the book just for fun. They did not read with comprehension while read the book. So, they can say that the reading is an easy thing to do.

As we know to comprehend a text is not easy, because we will find some difficulties that can make us did not like to read more and more. The difficulties are something not easily done, accomplished comprehend or solved. The difficulties that the students face in learning reading especially in reading comprehension are: difficulties in reading methods, vocabulary, language symbol, taking the writer purpose, structure, context, unity, and coherence.

The weakness of students in reading comprehension is unquestionable. Sometimes, after reading a text, a student does not know what topic of the text is. He/she is unable to understand the paragraph that he/she has read. In order to understand a paragraph he must appropriate meaning for the key words. Not only should he understand the key words but also he should understand the meaning of all words and their relationship within the paragraph. So his reading comprehension problem with the paragraph involves some closely related phenomena.

2. 6.1 Reading Method

The student must know the reading method before learning reading comprehension, because, it can make the students on reading can be easy to understand what they read. The student could read aloud to help them with comprehension and heard the text mentally as they were reading silently. The students were tried to read the foreign language with direct apprehension of meaning without a conscious effort to translate what they were reading. It was felt that facility in reading could not develop unless. The student were tried in correcting pronunciation of uncomplicated spoken language and they used of the simple patterns.

The reading method was adopted. The study of language begins with oral phrase in the first week, and the students were thoroughly initiated into the sound system in the simple phrase. The reading method increased the ability of the better students who have difficulties in their native language.

2.6.2 Vocabulary

Vocabulary is a lost of language, arranged in alphabet or order in to some systematic plan. The words list in a dictionary or lexicon. Vocabulary items with most likely be the largest source of difficulty. The teaching of vocabulary is an essential element of foreign language study and one which can be best taught through contextualized material. Here it is important to encourage student to use what they already know about the passage to help determine the meaning of unknown words.

One main thing that always makes it difficult for the student to understanding reading is the vocabulary factor. Vocabulary means knowing of words, definition of synonym, and the definition of antonym. The students must do much more in reading to memories the vocabulary and they must have English dictionary if they want to learn foreign language.

In other word, the student will have poor vocabulary. If the student did not have much vocabulary, they were out of information or idea of the text and could not find way to overcome this problem is by encouraging the student to read much, for trough reading a reader will be able to enlarge his vocabulary.

The student's difficulties in reading text book of vocabulary, such as: fill in the blanks, students are not given a series sentences with word missing. They can not to fill with new vocabulary

items of the grammar type, such as preparation or verbs with different tenses. Work on word information and derivation can help the reader to decipher at least something. For instance, it is useful and fairly easy to remember the significance or certain prefixes.

2.6.3 Taking the Writer's Purpose

Among the student the most important type of errors in comprehension is their failure to understand a writer's purpose. They understand his surface meaning, but they do not realize what attitude he is adopting towards his topic is seeking to pass.

2.6.4 Structure

It is impossible to learn a new language without learn the structure of what language. As we know that structure that is very important in reading can increase their vocabulary. We know that structure can also influence the student's ability in developing reading skill, especially in answering questions. Most of the students had difficulties to write their own sentence by using information from reading text. So, in this case the students learn structure in reading can increase their vocabulary in order to decode the message of the passage.

Reading ability it's not only matter of vocabulary, and structure's difficulties it is also important to assess the meaning of its text. Obviously, new grammatical forms (tense, structural words, etc) may cause a problem. But, more likely case of structural difficulties beyond the elementary levels is a sentence length and complex. Example, students can not to answer in the full sentences with new words and grammatical structure.

2.6.5 Context

Developing a natural and appreciate context for each lesson can be quite difficult since the context must be compatible not only with the structural point being taught but also with the interest and needs of the students. A good text book will suggest effective context, but the final analysis the classroom teacher is the best judge of what content words will not be suitable for his or her student and also should adapt the materials in the text book.

2.6.6 Unity

It refers to only main idea or though in paragraph. The main though is stated in the topic sentence, and each every supporting sentence develops that is idea. Students may be asks to choose the main though in multiple choice format or state the main though on their own. For most students, selection the main though is a difficult task.

It has mentioned that each of the supporting sentences should drive back up, clarify, explain or privet the point in the topic sentence. In other words, each sentence in a paragraph should related to and develop controlling idea. If the sentence is relevant it should be emitted. A paragraph that has sentences that do not relate to the controlling idea lacks unity or the paragraph is not united.

Students often get difficulties to determine the text has unity in content or not. It is appear because the students do not know that each of the supporting sentence serve to back up, clarify, explain or prove the point in the topic sentence.

III. RESEARCH METHODS

This research was conducted by applying follows descriptive quantitative method. This means that the study with a single variable namely students' difficulties in reading comprehension. The main reason by choosing descriptive design because this is not only for collecting data, but also for analyzing the data of students' difficulties in reading comprehension.

The population of the research is the Students of Finance and Banking Department in Murni Sadar Polytechnic Pematangsiantar. In order to make this research efficient and practical, not all the students are investigated. In this case, the writer selected 38 students namely Group A.

The instruments for collecting data are designed in order to see the result of the study. Data are needed to answer the research problem to examine the hypothesis, which is has been performed before. If we talk about the data, we also talk about the instrument

The instruments are used for collecting data in reading comprehension test, which consists of 40 multiple choices items from 5 passages. The writer tested the students by asking vocabulary, synonym, main idea, supporting idea, generic structure of the text.

After getting the data, the writer would like to analyze it as the following procedures: scoring the reading comprehension test, getting the average of reading comprehension test, getting the mean and standard deviation of the test, getting the validity and reliability of the test, and describe the students' difficulty.

The scoring in this study is to know the students' difficulties in reading comprehension. Every correct answer is given score 2.5 and the wrong answer is 0.

The description of the test items are as following:

NO	Content of The Test	Number	Items
1	Asking vocabulary	6, 9, 14, 17, 23, 24, 28, 35, 37, 40	10
2	Asking synonym	11, 12, 15, 18, 20, 22, 34, 38	8
3	Asking main idea	4, 19, 21, 27, 32, 33	6
4	Asking supporting idea	1, 2, 3, 5, 7, 8, 10, 13, 16, 25, 29, 30, 31	13
5	Asking generic structure	26, 36, 39	3
Total			40

From the answer of the students, the writer makes the calculation of the students score'. First, the writer arranged the students' answer for the test in the table. Then, she calculated the percentage of the right score and the wrong score of the test. The calculating form can be seen with formula below:

1. Formula of average right score:

$$\frac{\text{Total proportion of the righth answer}}{\text{Total number of sample}}$$
2. Formula of percentage right score:

$$\frac{\text{Total proportion of the righth answer}}{\text{Total number of items}} \times 100\%$$
3. Formula of average wrong score:

$$\frac{\text{Total proportion of the wrong answer}}{\text{Total number of sample}}$$
4. Formula of average the mistake percentage:

$$\frac{\text{Total proportion of the wrong answer}}{\text{Total number of items}} \times 100\%$$
5. Formula of average score:

$$\frac{\text{Total scores}}{\text{Total number of sample}}$$

To find out the level ability of the students in understanding reading comprehension, the formula is:

$$\text{Mean } (\bar{X}) = \frac{\Sigma X}{N}$$

$$\text{Standard Deviation } (SD) = \frac{1}{N} \sqrt{\{(N\Sigma X^2) - (\Sigma X)^2\}}$$

Note:

S : Standard Deviation

N : Number of sample

X : Score

In making a test as measuring instrument, we should consider the validity of the test. A test must be capable of measuring what it intends to measure. One way to establish the validity is called content validity may be defined as extend to which it actually measures it.

To know the validity of the test applied, the writer used Arikunto formula:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Note:

N : number of the student

ΣX : Score of the odd number

ΣY : Score of the even number

XY : Coefficient correlation between X and Y

r : Correlation

After knowing the validity of the test, the writer would like to use the interpretation coefficient correlation for the sake of interpreting the level of reading comprehension test (Arikunto, 2006:276).

It is as below:

Score of r_{xy}	Interpretation of the validity
0.800- 1.00	Very high

0.600 - 0.800	High
0.400- 0.600	Fair
0.200- 0,400	Low
0.000- 0.200	Very Low

Harris (1996:14) states that reliability is the stability of the scores. It refers to the consistency of the measure. A test said to be reliable if score remain relatively stubble from one administration to another.

To find out the reliability of the test, the writer compares them between the odd scores and even scores by using formula of Spearman-Brown.

$$r_{11} = \frac{2 \times r_{1/21/2}}{(1 + r_{1/21/2})}$$

Note:

r_{11} = Reliability of instrument

$r_{1/21/2}$ = Coefficient correlation between the two halves test

IV. FINDINGS AND DISCUSSION

Reading comprehension is the instrument, which consists of 40 items multiple choice that wouldbe analyzed. Each of number, will be given mark 2,5. So total score is $40 \times 2,5 = 100$. In this chapter, the writer showed the score in the table. The scores are obtained from the tested to the students as the respondents of this research.

4.1.1 The Students' Score for Reading Comprehension Test

Table 1
Score of Text Reading Comprehension test

NO	Students	Right	Wrong	Score (X)	X ²
1	Ad	24	16	60	3600
2	An	28	12	70	4900
3	Ar	17	23	43	1849

4	Ap	24	16	60	3600
5	Au	19	21	48	2304
6	Bi	16	24	40	1600
7	Ca	25	15	63	3969
8	Dic	12	28	30	900
9	Dia	7	32	18	324
10	Din	29	21	73	5329
11	Dhe	25	15	63	3969
12	Dwi	31	19	76	5776
13	El	9	31	23	529
14	Elv	21	19	53	2809
15	Eli	19	21	48	2304
16	Fac	25	15	63	3969
17	Fai	13	27	33	1089
18	Feb	33	7	83	6889
19	Gus	32	8	80	6400
20	Han	22	18	55	3025
21	Ism	36	4	90	8100
22	Irv	19	21	48	2304
23	Ikh	24	16	60	3600
24	Lar	38	2	95	9025
25	Ma	22	18	55	3025
26	Mia	25	15	63	3969
27	Mu	20	20	50	2500
28	Mud	28	12	70	4900
29	Muk	19	21	48	2304
30	Mul	11	29	28	784
31	Mup	13	27	33	1089
32	Mur	28	12	70	4900
33	Num	21	19	53	2809

34	Nur	22	18	55	3025
35	Riz	21	19	53	2809
36	Son	26	14	65	4225
37	Wir	28	12	70	4900
38	Wid	24	16	60	3600
Total		856	664	2150	133310

After tabulating the students' score, the writer gets the average of the right answer and the wrong answer for the sake of knowing the students' average level in doing the test.

1. The average right score of the test:

$$\frac{\textit{Total proportion of the righth answer}}{\textit{Total number of sample}}$$

$$= \frac{856}{38}$$

$$= 22,52$$

It means that from 40 items, students could answer 23 items correctly.

2. The percentage right score of the test:

$$\frac{\textit{Total proportion of the righth answer}}{\textit{Total number of items}} \times 100\%$$

$$= \frac{850}{1520} \times 100\%$$

$$= 55,92\%$$

It means that from 40 items the percentage of the right answer is 56%.

3. The average of wrong score of the test:

$$\frac{\textit{Total proportion of the wrong answer}}{\textit{Total number of sample}}$$

$$= \frac{664}{38}$$

$$= 17,47$$

It means that from 40 items the students got 17 wrong answers.

4. To get average mistake percentage of the test:

$$\frac{\textit{Total proportion of the wrong answer}}{\textit{Total number of items}} \times 100\%$$

$$= \frac{664}{1520} \times 100\%$$

$$= 43,68\%$$

It means that from 40 items, the percentage of the average mistake of the students is 44%.

5. To get the average score of the test:

$$\frac{\textit{Total scores}}{\textit{Total number of sample}}$$

$$= \frac{2150}{38}$$

$$= 56,27$$

it means that the total average of the students' score is 56,27.

$$N = 38$$

$$\Sigma X = 2150$$

$$\Sigma X^2 = 133310$$

The calculation of Mean (\bar{X}):

$$\begin{aligned} \text{Mean } (\bar{X}) &= \frac{\Sigma X}{N} \\ &= \frac{2150}{38} \\ &= 56,57 \end{aligned}$$

The calculation of Standard Deviation (SD):

$$\begin{aligned} \text{Standard Deviation } (SD) &= \frac{1}{N} \sqrt{\{(N\Sigma X^2) - (\Sigma X)^2\}} \\ (SD) &= \frac{1}{38} \sqrt{\{(38.133310) - (2150)^2\}} \\ &= \frac{1}{38} \sqrt{5065780 - 4622500} \\ &= \frac{1}{38} \sqrt{443280} \\ &= \frac{1}{38} \times 665,79 \\ &= \frac{665,79}{38} \\ (SD) &= 17,52 \end{aligned}$$

So, the level of students in Reading Comprehension is:

$$\text{Mean } (\bar{X}) = 56,57$$

$$\text{Standard Deviation (SD)} = 17,52$$

Table 2

Level of Ability	The Criteria
Highest	$\bar{X} + SD$ 56,57 + 17,52 74,09
Medium	$\bar{X} - SD \Leftrightarrow \bar{X} + SD$ 56,57 - 17,52 \Leftrightarrow 56,57 + 17,52 39,05 \Leftrightarrow 74,09
Lower	$\bar{X} - SD$ 56,57 - 17,52 39,05

Table 3. The classification of evel of the students

Level Ability	The Criteria	The number of The Student	Percentage
Highest	More than 74,09	5	13,15%
Medium	Between 39,05- 74,09	27	71,05%
Lower	Less than 39,05	6	15,78%
Total		40	100%

From the table above, we can see that in Reading comprehension Test there are 5 students in highest level, 27 students in medium level and 6 students in lower level.

From the table above we can see that:

$$N = 38$$

$$\Sigma X = 417$$

$$\Sigma Y = 432$$

$$\Sigma X^2 = 5215$$

$$\Sigma Y^2 = 5242$$

$$\Sigma XY = 5101$$

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{38.5101 - (417)(432)}{\sqrt{\{38.5215 - (417)^2\}\{38.5242 - (432)^2\}}}$$

$$r_{xy} = \frac{193838 - 180144}{\sqrt{\{198170 - 173889\}\{199196 - 186624\}}}$$

$$r_{xy} = \frac{13694}{\sqrt{\{24281\}\{12572\}}}$$

$$r_{xy} = \frac{13694}{\sqrt{305260732}}$$

$$r_{xy} = \frac{13694}{17471,71}$$

$$r_{xy} = 0,78$$

The calculation of reliability of the reading comprehension test as follows:

$$r_{11} = \frac{2(0,78)}{(1 + 0,78)}$$

$$r_{11} = \frac{1,56}{1,78}$$

$$r_{11} = 0,87$$

So, the reliability of the reading comprehension test is high.

4.2 Research Findings

After treating the data, the writer found some findings as follows:

1. The average right score of the students in reading comprehension test is 23 or 55,92% from 40 test items. And the average mistake of the students is 17 or 43,68% from 40 test item.
2. The average value (Mean) is 56,57
3. The Standard Deviation (SD) is 17,52
4. From 38 students, there are only 5 students or 13,15% who got high level by got value more than 74,09. In medium level, there are 27 students or 71,05% who got value between 39,05 – 74,09. And there are 6 students or 15,78 % in low level who got value less than 39,05.
5. The test is valid in which the value of validity is 0,78. It is got by using formula from Arikunto's book.

V. CONCLUSION

The purpose of this thesis is to find out the students' ability in reading comprehension that is stated such as in reading on the lines, reading between the lines, and reading beyond the lines. The students have some difficulties in reading comprehension. The students' difficulties in reading comprehension are in vocabulary, structure, unity, context and writer's purpose. An English lecturer must use the technique of reading such as skimming and scanning. Because, they make the students are able to read quickly and able to get the gist of the text and also find out the information from the text. The lecturer has to teach how to read on the lines. There are some items included such as: knowing the meaning of the word, reading to find the main idea, reading to select significant details and reading to follows direction.

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