

THESIS

**A STUDY ON READING COMPREHENSION
ABILITY OF THE TENTH GRADE STUDENTS OF
SMA NEGERI 3 KUPANG IN THE SCHOOL YEAR
2014/2015**



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KUPANG**

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**Presented in Partial Fulfilment of the Requirements
for Sarjana Pendidikan Degree in English Language Education**

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2015**


THIS THESIS WAS DEFENDED BEFORE THE BOARD OF
EXAMINERS ON APRIL 15, 2015

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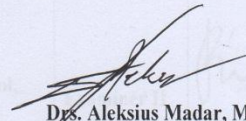
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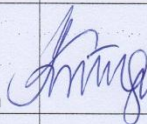
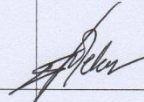
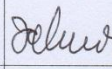
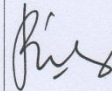
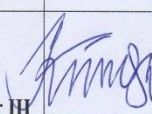
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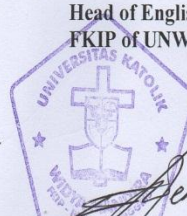
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MOTTO

**THE FUTURE FOR SOMEONE IS MOSTLY DETERMINED
BY HIMSELF/ HERSELF TODAY
(Maria A. Pinto Amaral)**

DEDICATION

THIS THESIS IS DEDICATED TO THE FOLLOWING SIDES:

1. My beloved father, Mr. Bernardino da Costa Amaral and my beloved mother, Mrs. Maria Odete Pinto.
2. My beloved sister, Dionisia da Costa Amaral.
3. My beloved daughter LuziaqueenaAmaral.
4. My best friend Angela Meko.
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This thesis might have not been perfect. It might still have many mistakes somewhere both in the content, grammatical, and technical aspects. So the constructive criticisms are well received and appreciated.

Kupang, April, 2015

The Writer

ABSTRACT

This research is entitled “A Study on Reading Comprehension Ability of the Tenth Grade Students of SMA Negeri 3 Kupang in the School Year 2014 – 2015. It is intended to investigate three problems. (1) Are the tenth grade students of SMA Negeri 3 Kupang in the School Year 2014 – 2015 able to understand the reading text they read? (2) What is the ability level of the tenth grade students of SMA Negeri 3 Kupang in the School Year 2014 – 2015 on the reading text they read? (3) What are the difficulties encountered by the tenth grade students of SMA Negeri 3 Kupang in the School Year 2014 – 2015 on the reading text they read?

The result of the study is useful for the teachers of English and the students studying English at the researched school, and the writer herself.

To inspire the study, a number of previous related studies were reviewed. To understand, direct, and limit the discussion of the study, a number of basic concepts were defined. To analyze the data, the theory of reading comprehension was applied.

The study is descriptive. The data were obtained through test on reading comprehension. The test items on a reading text consisted of two parts. Part A: Analysis of Ideas and Relationship and Part B: Interpretation of Words and Phrases. Each part consisted of ten test items. So the total number of the test was twenty (20). The students were asked to do the test within 90 minutes (2 x 45 minutes).

There were two departments of the tenth grade in SMANegeri 3 Kupang in the school year 2014 – 2015: Science Class and Social Class. Science Class consisted of three classes and Social Class consisted of twelve classes. This study only focused on Science Class I based on the recommendation of the English teacher and the headmaster of SMA Negeri 3 Kupang.

In line with the problem statement, the following facts were found. (1) The tenth grade students of SMA Negeri 3 Kupang have had ability on reading comprehension. (2) The ability level of the tenth grade students of SMA Negeri 3 Kupang on reading comprehension was **8.6** classified as **Very Good**. (3) The difficulties encountered by the tenth grade students of SMA Negeri 3 Kupang on reading comprehension were on the lack of some vocabularies.

It was also found the distribution of the students based on their individual ability level. Four student (10%) students got excellent ability level (9.6 – 10). Twelve student (30%) students got very good ability level (8.6 – 9.5). Twentieth student (50%) students got fairly good ability level (7.6 – 8.5). Three student (7.5%) students got fairly good ability level (6.6 – 7.5). One student (2.5%) got average ability level (5.6 – 6.5).

In accordance with the significance and the finding of the study some suggestions are proposed, although the result of test was good. (1) The English teacher should teach the vocabularies in contextual use and give the students the task of reading text. (2) The students studying English should study the vocabularies in contextual use always read reading text.

Key Words: ability, reading comprehension

TABLE OF CONTENTS

APPROVAL SHEET	iii
ACKNOWLEDGEMENT.....	vii
ABSTRACT	ix
TABLE OF CONTENTS	x
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objective of the Study	3
1.4 Significance of the Study.....	3
1.5 Scope and Limitation.....	4
1.6 Definition of Terms	4
CHAPTER II RERVIEW OF RELATED OF LITERATURE.....	6
2.1. Theory.....	6
2.1.1 Definition of Reading	6
2.1.2 Types of Reading	7
2.1.3 The Purpose of Reading.....	9
2.1.4 Reading Process	10
2.1.5 Reading Text.....	10
2.1.6 Types of Reading Text.....	11
2.2 Previous Studies	12
2.3 Research Model.....	13
CHAPTER III RESEARCH METHODOLOGY	16
3.1 Research Design	16
3.2 Subject of the Study.....	16
3.3 Instrument.....	17
3.4 Standard of Measurement	17
3.5 Types and Sources of Data.....	18
3.6 Techniques of Data Collection	18
3.7 Techniques of Data Analysis.....	19
3.8 Techniques of Reporting the Result of the Study.....	21
CHAPTER IV STUDENTS' ABILITY LEVEL ON READING	
COMPREHENSION	22
4.1 Individual and Class Ability Levels of the Students	22
4.2 Areas of DifficultiesEncountered by the Students.....	26

CHAPTER IV CONCLUSION AND SUGGESTION	28
5.1 Conclusion	28
5.2 Suggestion.....	28
BIBLIOGRAPHY	30
APPENDICES	32
Appendix 1: Test Instrument: Reading Text.....	33
Appendix 2: Questions on Reading Text.....	35
Appendix 3: Answer Key to the Test on Reading Comprehension ..	38
Appendix 4: Letters of Recommendation	39