THE READING COMPREHENSION ABILITY OF SMA STUDENT 
(The Case of the second year students SMA Negeri 1 Gebang Langkat 
Academic Year 2013/2014)

Abdul Rahman 
SMA Negeri 1 Gebang Langkat 
rahmanabdul263@yahoo.com

Abstract
This paper the writer wants to find out the ability of the 2013/2014 second year students of Senior State High School SMA Negeri 1 Gebang – Langkat in “Reading Competence” majoring in Senior State High School consisting of 40 students. In order to get the data, the writer arrange the passage of reading on the line, between the line, and beyond the line with the 40 items of the test. From the result of data analysis the writer will finds out how many the validity of reading competence and what the value of the reliability of reading competence. David Harris (1969: p. 105) that correctly answered by at least 30% at the sample group will be generally not contributing significantly and would be by a coefficient of 1, 00. After the result of the student test will have been got such as the mark, the scores, average score of mistake and the percentage of item difficulties, the writer will find out the conclusions that the students get the difficulties on each segment of reading comprehension.

INTRODUCTION
Background of the study

Reading is one of the ways to get information. Many people, however, such as children, parents, teacher politicians and researches have problem in reading. Basically, reading materials especially scientific books or non scientific books (newspaper, magazine, and bulletin) have ideas, fact and information that will be delivered to the readers. As the Colombia Encyclopedia say: that research in the psychology and physical bases of reading has emphasized the importance of remedial work for students are impended by implied, vision faulty eyes movement or personal handicaps resulting form and for teaching.

Reading itself is important to get information to develop their knowledge with reading in English, to find out something on the English text, even though they cannot read well. In this case, reading competence is really needed because someone cannot read the written materials relatively without full understanding.

Many students in the school and in course have the difficulties in reading English text but they will try to comprehend the text. This is a problem faced by students because they can’t understand the text and how to answer the question well.

Therefore, in this paper the writer maintains the reader’s ability in reading on the lines, reading between the lines and reading beyond the line with the assessment at their comprehension upon the text. In this skill, students are expected to be able to
Abdul Rahman

comprehend and interpret text correctly. However, many teachers complain that their students seem got difficulties in understanding their text. There are some problems in reading comprehension that determine the students comprehension.

1. Limited background knowledge of the text presented. A reader will used his/her prior knowledge to understand the texts that he reads. When he/she has not enough prior knowledge, then he/she will get short circuits or failure in comprehending the text. In contrary, he/she will easily understand the text. Whenever the text is familiar for him/her.

2. Inappropriate reading strategies. These problems mostly occur for those who do not understand much about reading strategies. So that they need longer time to read the text. Therefore, they should use appropriate strategies, so that they will comprehend their text effective and efficiently.

3. Limited knowledge of vocabulary. This problem also caused by the limited vocabulary mastery, especially in L2 like English for Indonesia students. Therefore, the student should master more vocabulary to make them easier in reading comprehension.

Those factors determine the students' ability on reading comprehension. Those make the teachers do the following suggestions:

1. The teachers should select appropriate reading text to the students' level of knowledge.

2. The teachers should give appropriate strategies, so that the students will be easily comprehend the text.

Therefore, it is necessary for the teacher to make motivation in teaching reading comprehension as soon as students will not be failed in reading comprehension.

Identification of the study

The problems of this paper are:

1. How far the ability of second year students at SMAN I Gebang Langkat for reading on the lines, reading between the lines and reading beyond the lines.

2. To overcome the difficulties which faced by students in reading competence.

The scope and limitation

The research of writer in this paper is intended to choose and identify the problem and try to find out the student achievement in reading English especially ability of the second year student at SMAN I Gebang Langkat on reading comprehension.

Then after the writer will try to give some ways to solve the problem which have to deal with in this research, the writer use the reading English text which taken from the text books use in SMA I Gebang Langkat for the second year students, class XI IPS 3.

The method of the study

Based on the scope and limitation above, the problems are formulated as followed.

(1) Reading competence is the ability to recognize words accurately, to identify main ideas and supporting detail, to understand sequence of events, to recognize cause and effect relationships, to interpret direction and to understand organizational patterns used in various types of reading matter.
(2) Reading on the lines
   To identity set of skills for his category teachers in general formulate factual question

(3) Reading between the lines
   Classification recognizes that comprehension maybe on interpretative level

(4) Reading beyond the lines
   Reading beyond the lines is such question which are not limited to the text information and directed to the situation in the text. The situation the summary of either all factual relation or their implication.

The objective of the study

In writing this paper the writer has determined its objectives, they are:
1. To find out the reading competence of the 2013/2014 second years students of SMAN I Gebang Langkat.
2. To find out the students weakness in reading competence especially for reading beyond the lines.
3. To help the students from their difficulties in reading competence especially reading beyond the lines.

The significance of the study

The significance of the study is expected to be valuable in solving the problem in difficulties and to improve the quality of education at second year students especially at SMAN I Gebang Langkat reading beyond the lines.

REVIEW OF LITERATURE

Theoretical Framework

This paper is written based on some theories which are taken with selective and relevant to the subject being analyzed.

The writer uses the theory Anderson (1996) on analyzed reading competence and the reading comprehension by Nuttal (1985). In this paper, the writer is limited reading competence into three elements, namely reading on the lines, Reading between the lines, and reading beyond the lines.

The Objective of Teaching Foreign Language Reading

Nuttal (1985: p.21-22) states the general aim of teaching reading is to enable students to read without help, Unfamiliar, Authentic texts, at appropriate speed, silently and with adequate Understanding.

According to Nuttal, the general aims to teaching reading are as follows.

1. **Enable Students to Read without Help**

   In the reading lesson, it is what the students does not what the teacher does, therefore what the teacher can only try to promote an ability in students.
seldom expect help with the reading task we undertake in real life outside the classroom, because the teacher does not remain at their side, therefore. They have to develop the ability to read on their own.

2. Enable Students to Read Unfamiliar Texts

A student should be an independent reader, therefore, being able to read the as what the teacher has read in class is not enough. He must also be able to tackle texts he has never two text once rather than one text twice.

3. Enable Students to Read Authentic Texts

The reading skills are of no particle use unless it enables us to read texts we actually require for some authentic purpose. At least some of practice given should be with authentic texts, the’ sorts of text the students will want a read after he has stopped attending foreign language classes.

4. Enable Students To Read Appropriate Speed

It is not always appropriate to concentrate on reading fast: a flexible speed the sign of a competence reader but of course we should after to read fast if we can do it without lose of effectiveness. As a teacher you need train your students to use different rates for different materials and different purposes, instead of reading everything thoroughly at the same careful speed.

5. Enable Students to Read Silently

Students seldom need to read aloud except in the classroom, because by reading aloud the may lose speed and also the message from the text are to be read at the same speed. Therefore, silent reading should be encouraged in most classes.

6. Enable Students to Read With Adequate Understanding

Student need to understand enough the text to suit their purpose in reading, and this means that they frequently do not need to read understand completely when necessary, but they must also learn that it is use full to read with the same of amount of care for every purpose.

Reading Comprehension Component

For much university foreign students reading skill are more important than speaking ability because reading is a skill that everyone needs how to know reading materials. In reading, then the students is developing a considerable range of habitual responses to a specific set of patterns of graphic shapes, which are students developed are trained by studying short texts, including complete books” There are two approaches in reading comprehension as followed:

1. Intensive reading
2. Extensive reading
1. Intensive Reading

Intensive reading consists of short selection which can be read and discussed in class period, under the teacher's supervision for the acquisition of vocabulary and for training in reading complete sentence for comprehension. The students was not encouraged to translate but was trained to infer the meaning or unknown words.

During this intensive reading the teacher was able to check in detail degree of comprehension achieved by the students to encounter and solve problem while the instruction is presents. Meanwhile, the aim of intensive reading is to arrive at a profound and detailed understanding of the text: not only of what it means, but also of how the meaning is produced (Nuttal, 1985: p.23). In most reading lessons the teacher dusty much work without realizing that what he is doing the values of the text and underlines the students as reader. Now the students learning to read without teachers support and help.

In intensive reading, the teachers as a supervision must take responsibility to bring the students in order to arrive at propound and detailed understanding of the text. The teacher's responsibility include:

a. finding out what the student can do and what they cannot and giving them what they need
b. choosing suitable texts to work on, in developing the required skill
c. preferring the class to undertake the task
d. making sure that everyone in the class works productively and
e. Extracting effort and best result by the students.

As mention earlier, in order to arrive in intensive readings goal, there are procedure to describe how intensive reading can be carried out in class. The first stage, the students should be instructed to read paragraph silently as quickly as possible for several time to get main idea, having established the main idea, the students should be encouraged to find out the meaning of unfamiliar words.

Once the instructor begin to fill certain the students is making progress with a given selection, students should be allowed to work independently or in groups. In groups, students can silently read a paragraph and then discuss the main ideas and any problems they encountered, so the stronger students work while weaker students, to help each other to resolve any problem with might arise.

2. Extensive Reading

Extensive and intensive readings are complementary and what are necessary. Extensive reading itself developing at the students own according to his individual ability and general involve longer selection which is read outside of class. Material for extensive reading will selective at a lower standard of difficulty than intensive reading. The purpose of the extensive reading program will be unable students to read directly and fluently for his own enjoyment without the aid of the teacher. Structure in the text will be familiar to the students and making intelligent quesses at the meaning of unfamiliar items (Wilga M.Rivers 1971: p.229)

At this point, the teachers want their students to able to read better. Fast and with full understanding. To achieve the extensive reading goal, Williams gas will give some procedure as follow. Once the instructor begin to fill that students have grasp of reading of the main idea, using contents clues and developing a sense of confident and self reliance. As me goes on, students might be asked to list main idea themselves that refers to a statement which summarized a paragraph, generally, the students want the right to do
their own thinking and to express them self freely, if you are going to measure students reading ability the teacher must be prefers for some surprises. Some of them may be pleasant if student turn out to supply them with enough book at a suitable level. The provided books are well chosen it is not as difficult as you might think to establish the reading habit because there are few students how respond slowly or who are not attracted in reading, on the other hand had there are many of students who quickly given a respond.

Where are choosing books for extensive reading the criteria of read ability and suitability of contents are more important then choosing to read the books on his own. Whitout losing sight of the goal of reading makes students feel that they should have looked up more words in the dictionary, the teacher should check how well students have understood as extensive reading book by giving the few questions to show that he has really read the book.

**Reading Comprehension Ability**

Reading comprehension is a reading activity which involves there aspects, namely, reading on the lines, reading between the lines and reading beyond the lines. In general this competencies are identified as the objective of reading comprehension. Some claim that it is as a combination various specifies skill, such as getting idea or predicting outcomes which should be identified for the purpose of helping the students to improve their ability to comprehend what they read.

1. **Reading on the Lines**

Reading on the lines is analogous to the reading for factual information to identify sets of skills for this category teachers must formulate factual questions which are directed the facts in the texts. In writing this kind of questions the teachers identified the fact as follows:
   a. facts of objects such as name of places, person and guest ion words are commonly as, who and which, what.
   b. fact of location and time with the question word like where and when
   c. fact of situation with the question word like how far, how long, etc

As having been mentioned above that reading on the lines reading for factual information closely related to the ability to infer and criticize. Among the skill for factual reading level are:

1. To know the meaning of the words
2. To find the main idea
3. To select significance in details and
4. Reading to follow direction

2. **Reading between The Lines**

Reading between the lines is analogous to the reading of contents and try to understand what implied though not directly stated. Reading between the lines in this categories included:

1. Reading to summarized
2. Reading to arrive at generalization and
3. Reading to predict outcomes
Reading between the lines is usually considered to be ability to read between the lines. The reason is according to Anderson that deals with the relationship between two facts or more in a given text might be related to even among others, events of time, place, person, activities and the like.

3. Reading beyond the Lines

Reading beyond the lines refers to reading inferences (Anderson, 1969). Such question aren't limited to the text information anymore, but directed to situation in the text. This situation may be sum of either all factual relation or their implication such as:

a. judging the authenticity of the materials in terms at qualification of author
b. determining the correctness at the conclusions reached by the writer
c. associating what they are reading with their experience.

In other words, it is quite easy for the teacher to construct but on the other hand, the students have a lot of difficulties to answer them.

4. Reading For Meaning

Reading a one the may to get information to improve their knowledge by reading in English language, one can get information such as factual, conceptual, theory and explanation which is represented on the text. According to Nuttal (1987:p.5) reading is an activity to get information out of the text as nearly as possible, message that the written in to it. Lado explain that reading is grasping language patterns from the written representation from those definition above. The writer concludes that the reading is teaching process information give by the writer on the text.

In this case the reading can be said to be both an activity and interactive because constantly quests, predict, check and ask question what the text is about. An active and interactive process mean that where can find an interaction between the reader and the writer.

To understand clearly on the text according to D.C Miller that the reading is concerned with the vowel and consonant sound on the one hand and their consonant spelling on the other hand. There are has to see the relationship between the writer and printed word or sentence and their meaning. It is able to abstain some idea of what was the writer meant on the text. This the most important part of reading.

So in reading, it involves the processing between visual information and non visual information (Smith 1978) visual information and non visual that get toughly eyes to brain. And the non visual information is the information that have been ready had our mind (Smith 1985).

Reading Competence

Reading competence is the basic level of understanding which entails, the ability to recognize word accurately, to identify main ideas and supporting details, to understand sequence of events, to recognize cause and effect relationship, to interpret direction and the understand organizational used an various types of reading matter.

In reading competence is a connecting process between the visual information and non information (Smith, 1972). Visual information is the information that we get through
the eyes to the brain and then, non visual is the information that we have already had our mind. Third process try or connect the old information to the new one. It is mean that to read is not just to know is in the text and what is mean by letters, words and sentences to get information.

**Conceptual Framework**

Reading is a process of activating prior knowledge to help a reader in understanding certain text. In this proposal, the reader uses their content or schemata as their prior knowledge. Therefore, when a reader could understand the text, it means that they are able to activate their prior knowledge.

One way to teach reading is by using reading on the lines, reading between the lines and reading beyond the lines. In this strategy, the reader constructs their own meaning by interacting with reading on the lines, reading between the lines and reading beyond the lines which has been encoded by the Author, the writer encodes thought as language, and the readers decodes language to thought there is an essential interaction between language and thought in reading.

Reading on the lines and the like can help individual learners predict information, infer information, deduce information, analyze today’s world so that it can be brought in to today’s class room and offer social setting which can immerse or expose the learners to give ideas or further promote an already created setting. If a visual is used in a testing or teaching situation can enhance clarity and give meaning to the text or to the message being communicated. Visual can serve to create a solid link between the material learned and the practical application of it on a test.

This research is an experimental research which focused on finding out the best technique in teaching reading comprehension. The students are facilitated by those aids which aimed to help them in reading comprehension. Based on the theories of reading competence, reading on the lines, reading between the lines and reading beyond the lines previously stated, then the hypothesis of this research is drawn as the following: There is some difficulties to the students’ achievement in reading comprehension by using reading on the lines, reading between the lines and reading beyond the lines.

**METHODOLOGY OF RESEARCH**

This study will be carried out at Senior State High School SMA Negeri I Gebang Langkat Jl.Gebang academic year 2013/2014. The school is chosen because the same research has never been conducted before, also it is accessible in terms of time and fund.

Population is number of whole students. This research is done Senior State High School SMA Negeri I Gebang Langkat and in accordance with the title of this proposal, the writer choose XI IPS 3 as the population and the number of population is 40 students which is taken by using test.

The number of the students taken are as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI IPS 3</td>
<td>22</td>
<td>18</td>
<td>40</td>
</tr>
</tbody>
</table>

This research not used the sample because all students can be research.
Research Method

A research is usually used to find out, test or develop truth of knowledge. To find out means get something order to fill out in completeness. Research can be classified into some kinds as interview, questioner, survey, observation case descriptive research. According the classification above the writer used the descriptive research in order to know how to describe the reading competence of the students, especially at Senior State High School SMA Negeri I Gebang Langkat. This research is followed by the methodology in descriptive quantitative because it is property of reading competence of the students which can be measured.

Instrument of the Research

As having been mentioned that instruments used to collect the data is a test which consist of three passage with each level of Question my each passage. The first level is the test of reading on the lines, the second is reading between the lines and the third is reading beyond the lines. The differences passage are taken from the text book of Bahasa Inggris for SLTA that used in that school.

Validation

Validation is intended how far the validity of the test which posses three qualities: validity, reliability and administrability.

Validity

Validity refers to the extend to which the result of an evaluation procedure serve the particular uses for which they are intended, As lado says:

Does the test measure what is intended to measure? If it does, it is a valid test because validity is degree to which a test measure what is claims to measure. (Lado 1979: p.169)

To arrange a good test, it needs the following steps :
1. To arrange the test, item based on number of items from each test form.
2. This test is made of subject, test aspect, test form and the percentage of items.

The number of the students answer for each item can be as follows:

<table>
<thead>
<tr>
<th>Items</th>
<th>True</th>
<th>False</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>39</td>
<td>1</td>
<td>97.5%</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>35</td>
<td>5</td>
<td>87.5%</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>36</td>
<td>4</td>
<td>90.0%</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>10</td>
<td>75.0%</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>28</td>
<td>30.0%</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>25</td>
<td>15</td>
<td>62.5%</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>18</td>
<td>55.0%</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>38</td>
<td>2</td>
<td>95.0%</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>9</td>
<td>15</td>
<td>25</td>
<td>37,5%</td>
<td>40</td>
</tr>
<tr>
<td>10</td>
<td>29</td>
<td>11</td>
<td>72,5%</td>
<td>40</td>
</tr>
<tr>
<td>11</td>
<td>18</td>
<td>22</td>
<td>45,0%</td>
<td>40</td>
</tr>
<tr>
<td>12</td>
<td>31</td>
<td>9</td>
<td>77,5%</td>
<td>40</td>
</tr>
<tr>
<td>13</td>
<td>5</td>
<td>35</td>
<td>12,5%</td>
<td>40</td>
</tr>
<tr>
<td>14</td>
<td>24</td>
<td>16</td>
<td>60,0%</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>33</td>
<td>7</td>
<td>82,5%</td>
<td>40</td>
</tr>
<tr>
<td>16</td>
<td>29</td>
<td>11</td>
<td>72,5%</td>
<td>40</td>
</tr>
<tr>
<td>17</td>
<td>19</td>
<td>21</td>
<td>47,5%</td>
<td>40</td>
</tr>
<tr>
<td>18</td>
<td>13</td>
<td>27</td>
<td>32,5%</td>
<td>40</td>
</tr>
<tr>
<td>19</td>
<td>36</td>
<td>4</td>
<td>90,0%</td>
<td>40</td>
</tr>
<tr>
<td>20</td>
<td>37</td>
<td>3</td>
<td>92,5%</td>
<td>40</td>
</tr>
<tr>
<td>21</td>
<td>27</td>
<td>13</td>
<td>67,5%</td>
<td>40</td>
</tr>
<tr>
<td>22</td>
<td>31</td>
<td>9</td>
<td>77,5%</td>
<td>40</td>
</tr>
<tr>
<td>23</td>
<td>38</td>
<td>22</td>
<td>95,0%</td>
<td>40</td>
</tr>
<tr>
<td>24</td>
<td>28</td>
<td>12</td>
<td>70,0%</td>
<td>40</td>
</tr>
<tr>
<td>25</td>
<td>37</td>
<td>3</td>
<td>92,5%</td>
<td>40</td>
</tr>
<tr>
<td>26</td>
<td>20</td>
<td>20</td>
<td>50,0%</td>
<td>40</td>
</tr>
<tr>
<td>27</td>
<td>33</td>
<td>7</td>
<td>82,5%</td>
<td>40</td>
</tr>
<tr>
<td>28</td>
<td>24</td>
<td>16</td>
<td>60,0%</td>
<td>40</td>
</tr>
<tr>
<td>29</td>
<td>32</td>
<td>8</td>
<td>80,0%</td>
<td>40</td>
</tr>
<tr>
<td>30</td>
<td>34</td>
<td>6</td>
<td>85,0%</td>
<td>40</td>
</tr>
<tr>
<td>31</td>
<td>18</td>
<td>22</td>
<td>45,0%</td>
<td>40</td>
</tr>
<tr>
<td>32</td>
<td>24</td>
<td>16</td>
<td>60,0%</td>
<td>40</td>
</tr>
<tr>
<td>33</td>
<td>36</td>
<td>4</td>
<td>90,0%</td>
<td>40</td>
</tr>
<tr>
<td>34</td>
<td>9</td>
<td>31</td>
<td>22,0%</td>
<td>40</td>
</tr>
<tr>
<td>35</td>
<td>36</td>
<td>4</td>
<td>90,0%</td>
<td>40</td>
</tr>
<tr>
<td>36</td>
<td>33</td>
<td>7</td>
<td>82,5%</td>
<td>40</td>
</tr>
<tr>
<td>37</td>
<td>14</td>
<td>26</td>
<td>35,0%</td>
<td>40</td>
</tr>
<tr>
<td>38</td>
<td>35</td>
<td>5</td>
<td>87,5%</td>
<td>40</td>
</tr>
<tr>
<td>39</td>
<td>26</td>
<td>14</td>
<td>65,0%</td>
<td>40</td>
</tr>
<tr>
<td>40</td>
<td>32</td>
<td>8</td>
<td>80,0%</td>
<td>40</td>
</tr>
</tbody>
</table>

**David P Harris says:**

The multiple choice items that are excessively easy (say, these are correctly answered by at least 92% of the examinees) or unreasonably difficult (perhaps those are
answered correctly by less than 30% of the sample group) will be generally discarded as not contributing significantly to the measurement function of the test. (David P. Harris 1969: p.105).

Reliability

Reliability of the test refers to know the statistical tens and the consistency at the examination scores. To know whether the test is reliable or not, the writer estimate used the formula as follows:

Refers to the title of this paper the writer found that the students in Senior State High School SMA Negeri I Gebang Langkat in reading on the line read between the lines and read beyond the line which can be put in this table:

<table>
<thead>
<tr>
<th>Reading comprehension levels</th>
<th>Do not find difficulties</th>
<th>Find difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td>%</td>
</tr>
<tr>
<td>Reading on the lines</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td>Reading between the lines</td>
<td>22</td>
<td>55</td>
</tr>
<tr>
<td>Reading beyond the lines</td>
<td>20</td>
<td>50</td>
</tr>
</tbody>
</table>

According to the table of reading comprehension above, the writer conclude that the reading comprehension of each student is different.

Administrability

In this paper, the writer organize 40 students to know validity and reliability of the test. After choosing the three passages which are taken from the English book for SMA class XI semester one and arrange them into 40 items which consists of the questions from the reading on the line, reading between the line and beyond the line. They answer the questions in 60 minutes and the answer should be scored by marking or items in correctly answered or omitted. The correct answer has 1 score and the wrong answer has 0 score.

Technique of Data Analysis

There are two types of evaluating a test: the absolute and the relative criteria. The former concerns with individual achievement without comparing to the order, where as that latter concerns with the rank of an individual compared with the other. This statement shows that if students have an ability or not to answer each items, the mark is given based on the percentage of total number of the items of the test or how many students could answer the question correctly. From total number of each item it also called percentage.
The Analysis Of The Data

There two types of evaluating a test i.e.: the absolute and the relative criteria. The former concerns with individual achievement without comparing to the other, whereas the latter concerns with the rank of an individual compared with the other.

This statement show that if students have an ability or not to answer each items, the mark is given based on the percentage of total number of the items of the test or how many student could answer the question correctly. From total number of each item it also called percentage system which has the formula as follows:

\[
\text{Right answer} \times 100\% \\
\text{Item Number}
\]

Hypo paper Testing

Based on the table specification, the teaching reading competence attempts student's ability to answer the question of reading on the lines, reading between the lines and reading beyond the line, explicitly the question in table of specification stated as follows:

- Reading on the lines : 72%
- Reading between the lines : 70%
- Reading beyond the lines : 56%

The proportion above shows that percentage of the students in reading beyond the lines is in the middle, not high or not low that is why the writer wants to look for the problem in reading of the second year at Senior State High School SMA Negeri I Gebang Langkat. Based on the data above, we can conclude that the students in reading competence faced the difficulties in reading beyond the lines.

Discussion

Based on the table of specification we can understand that the reading competence of the students in reading on the lines is 72.1 %, reading between the lines is 70.1 % and reading beyond the lines is 56 %. It means that the reading competence of the students is not low or not height. We can conclude that is actually is written in the page and minus to understand, to imply and to evaluate what they read about.

Related to data above we need an approach to be considered in the text design and implementation. Teacher as an instructor not only to attempt to understand the concept of reading comprehension terms but also their reality in classroom implementation. Reading comprehension question can be develop as to their types and writer constricts question of multiple choice which refers to reading on the lines, reading between the lines, reading beyond the lines, consists of 40 items.

In classroom, teacher should motivate their students and give them opportunities to read and work independently and make students feel that the material reading has selected with their interested and capability as well as concern for their overall improvement. Teacher reading competence basically requires and understanding of the nature of the reading competence itself and interrelation between the teacher, the text and the learners (Nuttal, 1985). Relating to the Smith's, idea that reading comprehension is considered as a process of relating out information and the new information (Smith, 1972). It means that the teacher as an instructor should be developed that link between the text and the learners in terms from the reading competence can be improve.
Based on the discussion above, the following implication are important to consider;
1. Reading competence views among the English teacher need to further researched because it still far from the writer's hopes.
2. The teaching techniques and procedures need to be further developed because teacher's and strategies are important keys to bring the learners arrive at the target.
3. Reading competence need, to be considered in design classroom activities, so the teacher can vary the types of the objective and their priority as well.

CONCLUSION AND SUGGESTION

CONCLUSION

After having analyzed the collected data from third year student at Senior State High School SMA Negeri I Gebang Langkat, in order to know the students ability reading on lines, reading between the lines and reading beyond the lines, finally the writer comes to the conclusion as follows:

1. There are 24 students (60%) at Senior State High School SMA Negeri I Gebang Langkat of the second year who do not find difficulties, while 16 students (40%) we find difficulties on reading competence.
2. The students mean score is 89.5 and in terms at percentage is 28 % considering the text as a whole.
3. The percentage of the students in reading on the lines is (72.1%), reading between the lines is (70.1%), reading beyond the lines is (56%).
4. The writer find out that the students of second year Senior State High School SMA Negeri I Gebang Langkat have faced the difficulties in reading beyond the lines (see table of specification) is about 56%.
5. Based on the analysis of the data that the hypo paper in this paper was accepted.

Suggestion

I feel obliged to give some suggestion used the conclusion above and I fully realized that the following suggestions are still far from being complete but I hope it will be useful for those who want teach English especially searching about reading competence.

1. The English teacher should use reading competence list to achieve validity and reliability.
2. Reading competence question can be developed by the teacher in their types and the situation which they attempt to measure.
3. Giving the students encourage to developed their ability in reading competence, especially reading beyond the lines.
4. Teaching reading comprehension basically requires an understanding at the nature of reading comprehension itself and the interrelation between the teacher, the text and learner.
5. I realize that this paper still have weakness and I suggest to the next researcher to make another research in the same title in order to complete this weakness.
BIBLIOGRAFI


Smith, *Frank Psycholinguistic and Reading*, Holt Rinehart and Wing Ston, Canada, 1972.