THE STUDENTS' DECODING ABILITY IN COMPREHENDING READING TEXT

Setiawati
STAI Hubbulwathan Duri
Email: setia_cantik@gmail.com

Abstract

This study aimed to know the students' decoding ability in comprehending reading text. Related to the object of the research, the researcher used the descriptive method by using quantitative approach. The research was conducted at the fourth semester of English Program. The population of this research was the all students of fourth semester of English program at STAI Hubbulwathan Duri in academic year 2017/2018.The sample of the research was 13 students. In analyzing the research data, the researcher used SPSS. The data were taken from the students' decoding ability in comprehending reading text is test score. Based on statistical calculation in data analysis, the researcher interpreted test score. From the calculation, the result mean values that researcher obtained through analyzing the data that has been collected from sixth components of decoding ability in comprehending reading text, they are previewing, reading for main idea, using context for vocabulary, scanning for detail, making inference and locating reference is around "76.73" and from that data, the researcher can conclude that the value is in "Average" category.

Penelitian ini bertujuan untuk mengetahui kemampuan memecahkan kode pada siswa dalam pemahaman membaca teks. Berhubungan dengan tujuan penelitian, penelitian menggunakan metode deskriptif dengan menggunakan pendekatan kuantitatif. Penelitian melibatkan mahasiswa semester 4 Program Studi Pendidikan Bahasa Inggris STAI Hubbulwathan Duri pada tahun akademik 2017/2018. Sampel penelitian adalah 13 siswa. Dalam menganalisis data penelitian, peneliti menggunakan SPSS. Data diambil dari hasil tes kemampuan mengode dalam memahami bacaan berupa teks adalah skor tes. Berdasarkan perhitungan statistik dalam menganalisis data, peneliti memberikan interpretasi skor tes. Dari perhitungan, hasil nilai rata-rata bahwasanya diterima melalui penganalisisan data yang telah dikumpulkan dari 6 komponen kemampuan mengode dalam pemahaman bacaan berupa teks, yaitu peninjauan, pembacaan ide pokok, penggunaan konteks kosa kata, pembacaan sekilas lebih rinci, pembuatan kesimpulan dan penempatan reference adalah sekitar 76.73 dan dari data ini, peneliti dapat menyimpulkan bahwa nilainya adalah kategori sedang.

Key Words: Decoding Ability, Reading Text

INTRODUCTION

In learning English, reading is an active process that requires a great deal of practice and skill. Teixeira (2012: 1) says reading is a key language skill that has a significant place in the teaching and learning of foreign languages. This skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Reading in a foreign language is essential not only for promoting the students' personal and cognitive development, but also for improving their study and job prospects in a globalized society. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to tackle texts in variety of contexts and to define purposes more intensively. Thus, the necessary to apply strategies to increase student's decoding ability in comprehending reading text.

In another research, if instruction in decoding is necessary as a first step, the results of other studies indicate that heavy, systematic phonics instruction of the kind supplied by reading first is not necessary. These studies show that children who have been given the opportunity to do a great deal of interesting, comprehensible reading and have less decoding instruction perform as well as or better than children in decoding emphasis classes on decoding tests, and typically score higher on tests that test what really counts in reading: comprehension (Morrow, O'Conner and Smith, 1990, Eldridge, 1991; Klesius, Griffith, and Zienlonka, 1991). Those who receive only intensive instruction in decoding do not do well on tests of reading comprehension, but those who learn to read by reading, by understanding what is on page, do well on tests of both decoding and reading comprehension.

Decoding is one of the most important foundational reading strategies. If students are unable to decode words, they cannot apply other reading strategies or comprehend what they read. Teaching reading can be proven by decoding strategies provides them with a strong foundation to ensure reading success. Comprehending is the ability to understand, reflect on, and learn from text to ensure that students develop comprehension skills, effective reading instruction builds on their prior knowledge and experience, language skills, and higher level thinking.

Based on the curriculum of English Study Program of STAI Hubbulwathan Duri, the students are given 3 semesters of reading subject, namely: Reading 1, Reading 2 and Extensive Reading (Syllabus English Program of STAI Hubbulwathan Duri Kopertais Willayah XII Riau Kepri: 2012).The general purpose of reading to establish and reinforce students' basic reading skills, to encourage the students to develop active-reflective reading stance to serve both

self-sponsored and others-imposed purpose of reading and Self-selection and reading of texts extensively. Reading comprehension has been taught on the first semester to prepare and train them to explore their knowledge through reading. Reading comprehension subject continues to the second and third semester in order to the students will be able to comprehend any kind of books, literatures, journals, and articles.

In fact, most of college students still get problems on their decoding in comprehending the reading text specifically on the fourth semester of English Program at STAI Hubbulwathan Duri. Based on the preliminary study and temporary observation on January, 9th 2018, the students in majority are as follows: some of the students less on decoding in comprehending the reading text. Next, some of the students do not get tastes of useful decoding in comprehending the reading text. Then, some of the students do not have amount of time reading or number of hours spent practice for reading ability. At the last problem is some of the students' frequency of decoding ability in comprehending reading text still low frequency.

Based on explanation above, there are problems that might be investigated in this research. The formulation of the problem is specified in the form of questions as stated below: "How is the students' decodingability in comprehending reading text on the fourth semester of English Program at STAI Hubbulwathan Duri?"

Healy (2002: 3) said that reading is a purposeful and active process. A reader reads to understand, remember what is understood and put the understanding to use. A reader can read a text to learn, to find out information, or to be entertained. Barth (2012: 4) adds reading is both directly and indirectly connected to later educational achievement and it is critically important to a student's growth across all subject areas. Failure to achieve reading comprehension has also been linked to other factors that have an impact on academic success. Generally, reading texts are good sources and wealth choices for self-improvement and motivation. They have a great contribution towards proficient achievement. In addition, they are informational and reliable for what we may query for a long time without satisfactory answers.

Decoding is being able to use visual, syntactic, or semantic cues to make meaning from words and sentences (Tankersley, 2003: 31). Visual cues are how the word looks, the letters themselves, and the letter combinations or groupings and their associated sounds. Syntactic cues are how the sentences are structured and how the words are ordered. Semantic cues are how the word fits into the context of the sentence as in the part of speech, the association with pictures, or the meaning cues in the sentence. Decoding is a technical skill that normally

works automatically. One who masters decoding can "read isolated word quickly, accurately and silently" (Gough & Tunmer, 1986: 7).

Decoding is a part of teaching reading. It needs knowledge language about phonology, orthography, knowledge of how students learn language, and strategy in teaching a writing system incrementally even as the purpose of reading is kept. Decoding is taught in relation to the student's stage of reading development. Teaching itself is explicit, systematic, and connected to meaning. It respects the ways that the students learn English, through active extraction of pattern and successive approximations. Element of linguistics are selected in a lesson. The lesson teaches a sound symbol pattern within the context of many examples applied to reading and writing single words, sentences, and texts. Blending sound in words is emphasized.

The students learn depend on what they know about their speech and writing. They develop their fluency and independent in word recognition with sufficient practice. Instruction in component skills, practice applying those skills in controlled texts, and reinforcement in games and workshops is balanced with listening and reading literature of all kinds. If the students can be taught carefully, the students get knowledge about reading skill. This competence asks them to read more.

Comprehending is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. Comprehending instruction begins before children can even conventionally read. As students read during read-aloud, they are asked to think about characters, make predictions about what will come next, question and wonder what is happening, and consider what lesson they can learn from the book (Serravallo, 2010: 43).

Reading comprehension is the process of making meaning from text (G. Woolley: 2011). The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding reading text, students develop modeled or representations of meaning of the text ideas during the reading process. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of a text (Van de Broek & Espin, 2012). Comprehension depends not only on no characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Comprehension also requires effective use of strategic process, such as metacognition and comprehension monitoring. As reader mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesberry, Alonzo & Tindal, 2005). Comprehending is the ability to

understand, reflect on, and learn from text. To ensure that children develop comprehension skills, effective reading instruction builds on their prior knowledge and experience, language skills, and higher-level thinking.

Hamednalla (2017), decoding is a process of recognizing letter and sounds in order to read words. Effective readers use decoding to translate printed text into the sounds of language. Decoding involve instruction in phonics, phonemic awareness, and words recognition. As decoding become more proficient for a child, less attention can be spent on identifying what a word is and more time can be spent identifying what the word means. It means that Decoding is one of the developmental reading stages for learning how to understand the words that compose a sentence. It leads to students comprehending what they are reading in a story. Decoding is a successful approach when the primary teacher works with his or her students to improve their pronunciation and knowledge of words. It is a cooperative relationship between the teacher and the students to growth of each student's essential.

There are six components of decoding in comprehending which help the students to comprehend the reading text, such as follow: previewing, identifying main idea, using context for vocabulary, scanning for detail, making inferences, and locating references.

Previewing is a strategy that readers use to recall prior knowledge and set a purpose for reading. It calls for readers to skim a text before reading, looking for various features and information that will help as they return to read it in detail later (Barron, 2004: 227). Previewing a text helps readers prepare for what they are about to read and set a purpose for reading. The genre determines the reader's methods for previewing: (1) readers preview nonfiction to find out what they know about the subject and what they want to find out. It also helps them understand how an author has organized information. (2) readers preview biography to determine something about the person in the biography, the time period, and some possible places and events in the life of the person. (3) readers preview fiction to determine characters, setting, and plot. They also preview to make predictions about story's problems and solutions.

Example:

Alfred Bernhard Nobel, a Swedish inventor and philanthropist, bequeathed most of his vast fortune to a trust that he designated as a fund from which annual prizes could be awarded to the individuals and organizations that had achieved through invention or discovery that which would have the greatest benefit to humanity in a particular year. According to the legend, Nobel's death had been erroneously reported in a newspaper, and the focus of the obituary was the fact that Nobel had invented dynamite. He rewrote his will in 1895, thereby establishing, with the original amount of nine million dollars, the Nobel

Foundation as the legal owner and administering agent of the funds, and instituting the prizes that are named after him. Statutes to govern the awarding of the prizes were written, along with guidelines for operating procedures. Five years after Nobel's death, the first five prizes, worth about forty thousand dollars each, were to be awarded.

Originally the five classifications for outstanding contributions designated in Nobel's will included chemistry, physics, physiology or medicine, literature, and international peace. These prizes have been administered continually by the Nobel Foundation in Stockholm since they were first awarded in 1901. In 1969, a sixth prize, for accomplishments in the field of economics and endowed by the Central Bank of Sweden, was added. Candidates for the prizes must be nominated in writing by February 1 of each year by a qualified and recognized authority in each of the fields of competition. Recipients in physics, chemistry, and economics are selected by the Royal Swedish Academy, whereas recipients in peace are chosen by the Norwegian Nobel Committee appointed by Norway's parliament. With the King of Sweden officiating, the prizes are usually presented in Stockholm on December 10, the anniversary of Nobel's death. The value, fame, and prestige of the Nobel Prizes have continued to grow. Today the prize includes a medal, a diploma, and a cash award of about one million dollars.

What does this passage mainly discuss?
a. Alfred Bernhard Nobel
b. The Nobel Prizes
c. Great contributions to mankind
d. Swedish philanthropy

There are several numbers of questions of this passage, and if you did not read carefully, you could easily choose the wrong answer. The correct answer is (b) The Nobel Prizes. Furthermore, Main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. In line with Mc Whorter (2012: 36) the sentence that states this main idea is called the topic sentence. She adds that the topic sentence tells what the rest paragraph is about in some paragraphs; the main idea is not explicitly stated in any one of sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

Main idea is a skill that requires carefully reading a text to identify the main point without worrying about unnecessary detail. The main idea is the statement made about the topic which is supported by detail. Therefore, the main idea is directly related to both the topic. Questions about the main idea can be worded in many ways.

Example:
1. What is the main idea?

2. What is the subject?

3. What is the topic?

4. What would be a good title?

Next, Using Context for Vocabulary; According to Sharpe (2004: 227), context is the combination of vocabulary and grammar that surrounds a word. Context can be a sentence or a paragraph or a passage. Context helps you make a general prediction about meaning. If you know the general meaning of a sentence, you also know the general meaning of the words in the sentence. Making predictions from contexts is very important when you are reading a foreign language. In this way, you can read and understand the meaning of a passage without stopping to look up every new word in a dictionary. On an examination like the TOEFL, dictionaries are not permitted in the room.

Vocabulary is the stock of word used by the people or even person. Harmer (2004: 153) states "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. The role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

When you're trying to determine meaning from context on an exam, two strategies can help you find the best answer: First, use the context to determine whether the vocabulary word is something positive or negative. If the word seems like something positive, then eliminate the options that are negative, and vice versa. For example, you can tell from the context that bogus is something negative; otherwise, the speaker wouldn't be "so angry". We can therefore eliminate choices b and c. Second, replace the vocabulary word with the remaining answers, one at a time. Does the answer make sense when you read the sentence? If not, you can eliminate that answer. In the bogus example, we are left with two options: choice a, fake, false and choice d, expensive. Either situation might make the speaker angry, so we must look to see which word makes sense with the context of the third sentence. That sentence, of course, tells us that the autograph is not real, so a choice is the only possible correct option.

Example:

He was so *nervous* that his voice was quavering.

a. thundering, booming, confidently

b. trembling, shaking noticeably

c. quiet, whispering softly

d. making a quacking sound

There are several numbers in this passage, and if you did not read carefully, you could easily choose the wrong answer. The correct answer is (**a**) thundering, booming, confidently.

Then, Scanning for Detail; read a question and find the important content words. Content words are usually nouns, verbs, or adjectives. They are called content words because they contain the content or meaning of a sentence. Next, let your eyes travel quickly over the passage for the same content words or synonyms of the words. This is called scanning. By scanning, you can find a place in the reading passage where the answer to a question is found. Finally, read those specific sentences carefully and choose the answer that corresponds to the meaning of the sentences you have read (Sharpe, 2004: 226).

You cannot be expected to remember every detail. So how do you identify specific facts and details quickly and accurately, especially when a passage is several paragraphs long? The idea behind these questions is not for you to memorize everything in the passage. Rather, these questions test how carefully you read and your ability to know where to look for specific information within a passage.

For example, take another look at the snakes' paragraph:

Many people are afraid of snakes, but most snakes aren't as dangerous as people think they are. There are more than 2,500 different species of snakes around the world. Only a small percentage of those species are poisonous, and only a few species have venom strong enough to kill a human being. Furthermore, snakes bite only 1,000–2,000 people in the United States each year, and only ten of those bites (that's less than 1%) result in death. Statistically, many other animals are far more dangerous than snakes. In fact, in this country, more people die from dog bites each year than from snakes.

On the exam, you might be asked a question like the following:

How many species of snakes are there worldwide?
a. between 1,000–2,000
b. less than 100
c. less than 2,500
d. more than 2,500

There are several numbers of questions in this passage, and if you did not read carefully, you could easily choose the wrong answer. The correct answer is (d) more than 2,500. This fact is clearly stated in the second sentence. The best way to find this information is to use the key words from the question as your guide. In this example, the key words are how many and species. These two items tell you to look for a sentence in the passage that has both a number and the word species. Then you can find the sentence that provides the correct information. You do not have to re-read the entire passage—in fact, you cannot, because you will

run out of time for other questions. Instead, skim through the paragraphs looking for your key words.

In addition, you can use the structure of the passage to help you find the correct information. If you read carefully, you probably notice that the paragraph talks about species first, then venom, then bites. Thus, you can use your understanding of the structure to guide you to the place to find the correct answer. You can use the same approach for all three types of questions. For example, imagine you are asked: In which sentence does the author state how many snakebites result in death?

Find the key words in the question: how many, bites, and death. Then, scan the paragraph look for the sentence that discusses the number of deadly bites. Note that the key word might not be the exact word in the passage. For example, the question might be phrased as follows: "In which sentence does the author state the number of snakebites that are fatal?" In this case, your key words are number, bites, and fatal. But you will not find "fatal" anywhere in the passage. As you scan, then, you need to keep your eyes open for the key words and other words that might address the same idea. For fatal, for example, you might scan for the words death, skill, and deadly to find the correct answer to this question.

Making Inferences, Sharpe (2004: 228) states that an inference is a logical conclusion based on evidence. It can be about the passage itself or about the author's viewpoint. In relation to make inferences, Inference is also an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or unknown and what he does not know. Inference requires that each reader construct a meaning that makes the text a reflection of her experience. Inference activity is to understand that is derived from an indirect suggestion of what is stated. To understanding the reading text, the reader must be able to detect the clues that the author give.

Example:

Originally the five classifications for PY outstanding contributions designated in Nobel's will included chemistry, physics, physiology or medicine, literature, and international peace. These prizes have been administered continually by the Nobel Foundation in Stockholm since they were first awarded in 1901. In 1969, a sixth prize, for accomplishments in the field of economics and endowed by the Central Bank of Sweden, was added. Candidates for the prizes must be nominated in writing by February 1 of each year by a qualified and recognized authority in each of the fields of competition. Recipients in physics, chemistry, and economics are selected by the Royal Swedish Academy, whereas recipients in peace are chosen by the Norwegian Nobel Committee appointed by Norway's parliament. With the King of Sweden officiating, the prizes are usually

presented in Stockholm on December 10, the anniversary of Nobel's death. The value, fame, and prestige of the Nobel Prizes have continued to grow. Today the prize includes a medal, a diploma, and a cash award of about one million dollars. Does the author mean by the statement *These prizes have been administered continually by the Nobel Foundation in Stockholm since they were first awarded in 1901*?

a. The Nobel Foundation oversees the management of the money and the distribution of the prizes.

b. The Nobel Foundation selects the recipients of the prizes.

c. The Nobel Foundation solicits applications and recommendations for the prizes.

d. The Nobel Foundation recommends new prize classifications.

There are several numbers of questions in this passage, and if you did not read carefully, you could easily choose the wrong answer. The correct answer is (a) The Nobel Foundation oversees the management of the money and the distribution of the prizes. Locating References, reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. Hurford, Brendan and Michael (2004) said that reference is a speaker indicated which things in the world (including person) are being talking about. Reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repletion of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text. One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making referents easy to identify. Readers take less tone to identify the referents of a pronoun when the referent has been mentioned recently in the text than when it was mentioned earlier.

In addition, Chesla, Elizabeth L (2002: 28) states those pronouns are unique in that they have no inherent meaning; they can be understood only in relation to their reference. This type of reading can be for examples:

The National Road, also known as the Cumberland Road, was constructed in the early 1800s to provide transportation between the establkhed commercial areas of the East and Northwest Temtory. By 1818, the road had reached Wheeling, West Virginia, 130 miles from <u>its</u> *point of origin in Cumberland, Maryland. The cost was a monumental thirteen thousand dollars per mile.*

Upon reaching the Ohio River, the National Road became one of the major trade routes to the western states and territories, providing Baltimore with a trade advantage over neighboring cities. In order to compete, New York State

authorized the construction of the Erie Canal, and Philadelphia initiated a transportation plan to link it *with Pittsburgh. Towns along the rivers, canals, and the new National Road became important trade centers.*

1. The word "Its" refers to
   a. the Northwest Territory
   b. 1818
   c. the road
   d. Wheeling, West Virginia a Referring to the Passage
2. The word "It" refers to
   a. plan
   b. construction
   c. canal
   d. transportation

Answer of question for the number 1 is *C* and number 2 is *C*.

In operational concept, there are indicators used in this research are: students are able to analyze previewing of the test. They have capability to understanding reading for main idea**.** Students can be able to using context for vocabulary**.** They are able in understanding scanning for detail**.** Students are able in understanding making inference**.** They are able in understanding determining reference.

METHOD

Design of the research in this study is the descriptive method by using quantitative approach. Gay L.R. (2000: 11) states quantitative approaches are used to describe current condition, investigated relationship, and study cause-affect phenomena. A descriptive method is a method of research that involves collecting data in order to test hypothesis or to answer questions concerning correct status of the subject of the study. The descriptive study determines and reports the way things are.

In this research, the researcher wants to find the students' decoding ability in and comprehending reading text on the fourth semester of English Program at STAI Hubbulwathan Duri, the researcher will use the descriptive research in order to get the data with the use of quantitative approach. The subject of the research is the fourth semester of English Program at STAI Hubbulwathan Duri. The object of the research is the Students' Decoding Ability in Comprehending Reading Text. In this case, the research was conducted at STAI Hubbulwathan Duri on thefourth semester of English Program. It is located on Jalan Karya km.7 Duri. The research has been conducted on January to May 2018.

The population of this research is all students of the fourth semester of English major program at STAI Hubbulwathan Duri in academic year 2017/2018. The fourth semester students of English major at STAI Hubbulwathan Duri consist of one class. Total population is 13 respondents. Then, Sample is a portion of a population which wants to be analyzed (Parmjit Singh, Chan Yuen Fook, Gurnam Kaur Shidu, 2006: 121).Therefore, sample will be seen as a notion to population and is not population itself. Selected sample is a very important to conduct a research study. Shortly, sample means part of population that observed. The sample of the research will be total sampling taken from the fourth semester students of English Program as a sample. The number of population is 13 students as a total population.

The test that used in research is multiple choices amount 40 questions. The researcher distributed the test as the instrument to the sample, asked them to answer it, and collected it. After that, the researcher gives score for each item. In analyzing the data, the writer uses a descriptive quantitative research. It will be attempted to describe and interpret the data collected as objectively as possible. The data will be quantitatively analyzed into some categories. The students' score is based on the number of their correct answers divided by the number of the items, and the result is multiplied by 100.
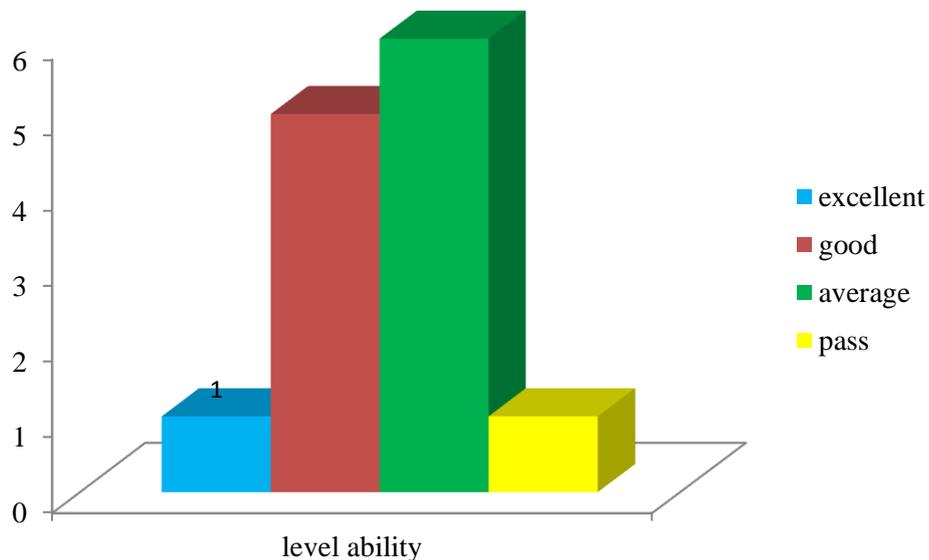
Table 1. Criteria of the Students' Decoding Ability in Comprehending Reading Text

Score Range	Grade	Level of Ability
90-100	A	Excellent
80-89	B	Good
65-79	C	Average
50-64	D	Passed
45-49	E	Conditional Passed
< 45	F	Poor

(Mager in Sadler. D. Royce, 2005: 8)

FINDING AND DISCUSSION

In this case, researcher wanted to find out the students' decoding ability in comprehending reading text on the fourth semester at STAI Hubbulwathan Duri with used descriptive research in order to get the data with use of quantitative samples. Therefore, it related with the statistic data. This research consists of one variable. After the data have been collected of the students on the fourth semester at STAI Hubbulwathan Duri, the next step is to present the data have obtained through the test. The data presentations of the test result are shown in the following graph:

Graph 2. The Students' Score and Their Category of the Students' Decoding Ability in Comprehending Reading Text

Based on the graphic above, it can be seen that 1 students in excellent levels, 5 students in good levels, 6 students in average levels, and 1 student in passed levels from total students on the fourth semester at STAI Hubbulwathan Duri.

Percentages of categories level ability
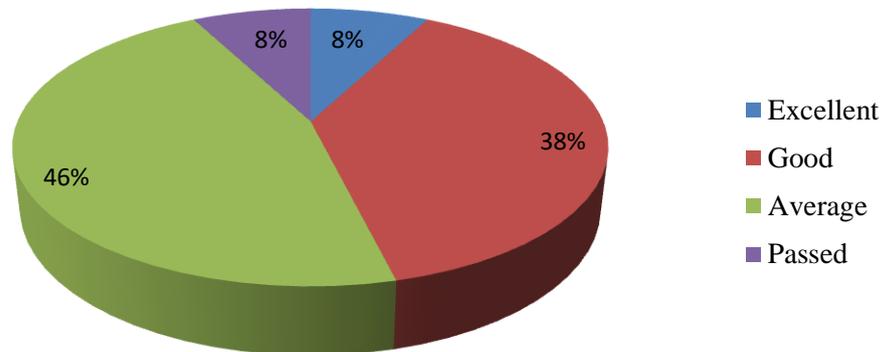
Graph 3. Percentages of Categories Students' Level Ability

This graph explains about 8% of participant gets excellent level (1 student from 13 students). 38 % participants get good level (5 students from 13 students). 46 % participants get average (6 students from 13 students). And the last, 8% participant gets pass level (1 student from 13 students).

Table 4. The Mean Score and Standard Deviation of Students' Decoding Ability in Comprehending Reading text

	N	Sum	Mean	Std. Deviation
VAR00001	13	997.50	76.7308	9.43092
Valid N (listwise)	13			

The table above indicates that total score of students' decoding ability in comprehending reading text on the fourth semester at STAI Hubbulwathan Duri is 997,50 and mean score is 76.73 with standard deviation is 9.43 and total sample is 13 students. In order to investigate students decoding ability in comprehending reading text a set of test was used. The question consist of 40 multiple choice questions. It consists of previewing, reading for main idea, using context for vocabulary, scanning for detail, making inference and locating reference. It can be concluded that the students' Decoding Ability in comprehending Reading text on the fourth semester at STAI Hubbulwathan Duri is Average level with mean score is 76, 73.

In the data analysis, researcher give the test to know how is the students decoding ability in comprehending reading text that consists of previewing, reading for main idea, using context for vocabulary, scanning for detail, making inference and locating reference. The score of the test can be seen in appendix of this thesis. The researcher presented data statistical measures that used is descriptive analysis.

Table 5. Recapitulation Statistic Mean Score of Indicators

No	Indicator of Statistics	Mean	Result
1	Previewing	82.69	Good
2	Reading For Main Idea	84.61	Good
3	Using Context for Vocabulary	80.42	Good
4	Scanning for Detail	80.00	Good
5	Making Inference	67.83	Average
6	Locating Reference	73.08	Average

Finding

1. Previewing

    Based on the result of the table 4, researcher obtained data analysis of the mean value of the previewing is 82.69. That is by looking at the table category. After seeing the table category mean values just 82.69, the researcher can conclude that previewing include the category is "good".

2. Reading for Main Idea

    Based on the result of the table 4, researcher obtained data analysis of the mean value of the Reading for Main Idea is 84.61. That is by looking at the table category. After seeing the table category mean values just 84.61, the researcher can be concluding that reading for main idea includes the category is "good".

3. Using Context for Vocabulary

    Based on the result of the table 4, researcher obtained data analysis of the mean value of the using context for vocabulary is 80.42. That is by looking at the table category. After seeing the table category mean values just 80.42, the researcher can conclude that using context for vocabulary includes in "good" the category.

4. Scanning for Detail

    Based on the result of the table 4, researcher obtained data analysis of the mean value of the Scanning for Detail is 80.00. That is by looking at the table category. After seeing the table category mean values just 80.00, the

researcher can be concluding that scanning for detail includes in the "good". category.

5. Making Inference

Based on the result of the table 4, researcher obtained data analysis of the mean value of the Making Inference is 67.83. That is by looking at the table category. After seeing the table category mean values just 67.83, the researcher can conclude that Making Inference includes in "average" the category.

6. Locating Reference

Based on the result of the table 4, researcher obtained data analysis of the mean value of the Locating Reference is 73.08. That is by looking at the table category. After seeing the table category, mean values is just 73.08, the researcher can conclude that Locating Reference includes in the "average" category.**.**

CONCLUSION

The result means the researcher obtained through analysing of data that has been collected from sixth components of decoding ability in comprehending reading text. They are previewing, reading for main idea, using context for vocabulary, scanning detail, making inference and locating reference is around "76.73" and from the data, the researcher can conclude that the value is in the "average" category. The lecturer should give more motivation to improve students' ability to comprehending English text and encourage them to complete more facilities like books, dictionaries, and other sources. The students should practice their decoding capabilities in comprehending English text through books.

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