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The Study of the Secondary Students' Report Text Reading Comprehension Achievement in EFL (English as a Foreign Language) Contexts

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THE STUDY OF THE SECONDARY STUDENTS' REPORT TEXT READING COMPREHENSION ACHIEVEMENT IN EFL (ENGLISH AS A FOREIGN LANGUAGE) CONTEXTS

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Abstract: This article describes the result of the research on the secondary students' report text reading comprehension achievement with qualitative research design. The area of the research was SMPN 1 Jember determined by using purposive method. The proportional random sampling was used to determine the ninth grade students as the respondents. The research data were collected by test, interview and documentation, and the data from the test were analyzed by using descriptive statistics. The result showed that the ninth grade students' report text reading comprehension achievement was in the category of good with the highest score range; 81-90 (88.75%) in word comprehension; 81-90 (86.25%) in sentence comprehension; and 81-90 (81.42%) in paragraph comprehension, but in text comprehension, their achievement was classified enough/fair with the lowest score range; 71-80 (78.57%).

Keywords: reading comprehension achievement, report text.

As an international language, English has therefore been used in education and literature books. It is also one of the subjects that are examined in Indonesian national exams. Furthermore, there are some schools using English as the language to teach other subjects such as mathematics, economics, and so forth. In short, English plays an important role in education so that the students in Indonesia should learn it.

In learning English, EFL students in the country cannot avoid reading activities, and it is therefore one of the important skills that they should learn and practice. In line with this, Gillet (1990:4) states that reading is the first of all language ability, and it is important for students to have good reading ability because there

are many activities related with reading such as reading the written materials from the text books, solving some problems in the examinations, getting knowledge from the internet media and so forth. Further, the 2006 SBC (School-Based Curriculum) states that reading is one of the language skills that is taught to develop the students' communication in both the spoken and written form, and it is also used to solve the problems in their daily activities.

Knowing that reading comprehension is very important especially in learning the target language (TL), the EFL students have to try to be good readers. Not only the students should train to be good readers but also the teachers have to do some methods or techniques to convey and train the students in mastering reading comprehension. Besides, the teachers should know how their students read and comprehend reading texts. In this case, Pang (2013:14) notes that good readers are aware of how well they understand a text while reading. It means that a good reader is not only reads the letters or the symbol of writing but also tries to understand what the authors want to say in their writing. He/she actively guesses the meaning of the text or materials they read. Thus, in reading the reader should comprehend the content and get the idea of written texts.

In line with this, Grellet (1996:3) explains that comprehending or understanding a written text means extracting the required information from it as efficiently as possible. In the learning process, the students might get the information they need to understand or comprehend the text. By reading, the students should understand the whole words in a sentence or texts in order to think what the writer exactly means. In other words, comprehending a text deals with the effort of getting the text idea, and this needs deep thinking. When the students cannot get the main point of the text, it is hard for them to comprehend the whole text.

Based on the interview at SMPN 1 Jember, the English teacher at the school said that she used to use the students' worksheet (LKS) and reading aloud technique to teach reading. She used to ask the students to read the text loudly and found the difficult words in the text and checked their meaning in the dictionary. She also used to give exercises dealing with the students' reading comprehension in the form of multiple choices.

However, the English teacher explained that she never measured the students' reading comprehension skill based on the four components of reading texts such as word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Further, she informed that the school was known as one of the favorite schools in Jember. The students of the school were mostly graduated from the favorite elementary schools in the city. Besides, the teacher said that the school applied the 2006 SBC (KTSP 2006) to teach the ninth grade students. In this case, the result of the above interview with the teacher in this research provides actual information dealing with the students' reading comprehension achievement at the school.

Some previous findings of the research on the students' reading comprehension achievement show that most students' reading comprehension achievement is relatively poor or fair. The research conducted by Indrayanti (2011) at SMPN 1 Banyuputih Situbondo showed that the mean score of reading comprehension achievement of the eighth grade students of the school was categorized as "fail" with the percentage of 32,92%, and 16,67% of the students got the lowest score in comprehending the paragraph. Another research conducted by Kurnia (2011) at the seventh grade of SMP Islam Kunir Lumajang showed that 80,21%

students were categorized as having “fine” ability in reading comprehension and 19,61% students failed in reading comprehension. This means that the same research design but with students in different grades, in particular the ninth grade students at junior high schools should be conducted in order to know whether the result is different from the previous research findings. This might give more information concerning the students’ reading comprehension achievement.

Research Methods

The design of this research was qualitative research design to investigate and describe the students’ reading comprehension achievement at SMP Negeri 1 Jember. It was descriptive or what McMillan (1992:143) notes as the non-experimental research that ‘essentially describes existing phenomena without changing any condition to affect subjects’ responses’. He further affirms that the description is usually in the form of descriptive statistics such as frequencies or percentages, averages, and sometimes variability.

The researcher did not do any treatment or prove any hypotheses. Rather she described the ninth grade students’ reading comprehension achievement of SMP Negeri 1 Jember. This is because she wanted to know the ninth grade students’ reading comprehension achievement whether it was poor, enough/fair, good, or excellent concerning word comprehension, sentence comprehension, paragraph comprehension, and whole text comprehension. Further, the result of this research described the students’ reading comprehension achievement especially the four indicators.

The area of this research was determined by using purposive method. According to Arikunto (2010:183) confirms that a purposive method is conducted based on

the certain purpose dealing with the technical cases, such as time, energy, and fund. The researcher interested to conduct the research to the ninth grade students of SMPN 1 Jember because this school is known as the best three schools in Jember thus the students who study in this school have good ability academically.

The respondents of this research were determined by using proportional random sampling. They were the ninth grade students at the school consisting of 10 classes, and each class contained 34-36 students or as a whole there were 354 students. On this point, Arikunto (2006:134) suggests that if the number of the population is more than 100 people, the researcher is allowed to take 10%-15% or 20%-25% of the whole population as the respondents. Therefore, the researcher took 10% each class or there were 3 students of each class who did the reading comprehension test. In this case, the researcher conducted tryout test in order to know whether the test items were valid or not before the reading comprehension test was done. The tryout was conducted to IX-F class consisting of 30 students who did not belong to the research sample.

The research data about the students' reading comprehension achievement were measured by using the achievement test of which the result was in the form of scores. The test scores were then analyzed by using descriptive statistics in for example percentages. The analysis was conducted by considering as well what Wiersma (1991:82) notes that qualitative researchers, for the most part, do research in natural settings, they do not manipulate or intervene (except possibly by their presence) in the situation.

In short, this research was conducted to describe the ninth grade students' reading comprehension achievement at SMPN 1 Jember covering word, sentence,

paragraph and text comprehension. The researcher collected the data through the students' reading comprehension test, interview, and documentation.

This research used report texts as the materials to conduct the reading comprehension test because report texts had been taught at the first semester of the ninth grade and they consisted of the reading aspects being used in this research namely word, sentence, paragraph, and text comprehension.

Research Results

The result of the data analysis showed that the ninth grade students' reading comprehension was categorized as "good" with the scores 83,33 up to 93,33 and the mean score; 84.00. The students' highest score was in comprehending the words because they got 81-90 with the percentage 88.75%, and it was categorized as "good". The students' sentence comprehension was also categorized "good" and the percentage of the students' achievement in sentence comprehension was 86.25%. This means that 86.25% of the students' achievement was categorized as "good" in comprehending the sentence while reading and their scores were in the interval of 81-90. Similarly, this occurs in their paragraph comprehension in which the percentage of their achievement was 81.42% with their score range 81-90 categorized as "good".

However, the students obtained the lowest percentage in text comprehension with the percentage of 78.57%. In other words, there were 78.57% of the students whose achievement was in the category of "enough/fair" in comprehending the text. In addition, the percentage of the sentence and text comprehension was 76.66%. Among the three topics of reading texts provided, the questions on the topic "Robot" (text 3) could be answered correctly by most

of the students. More than 80% students showed their good comprehension on all reading indicators. In contrast, the text which was the most difficult for the students was the first text on title “Fish”.

The specific information about the students’ scores in reading comprehension achievement was presented in the following table:

Table 4.1 The Classification of the Students’ Reading Score

Range	Category	Frequency	Percentage
91 – 100	Excellent / Very Good	5	16.7%
81 – 90	Good	15	50%
71 – 80	Enough / Fair	8	26.7%
61 – 70	Poor	1	3.3%
< 61	Very Poor	1	3.3%
Total		30	100%

The percentage of score was gotten from the following formula $E = \frac{f}{N} \times 100\%$

Notes: n = the frequency of the students N = the total number of the students taking the test

Table 4.1 shows that there are five categories based on the classification score level. There were 5 students (16.7%) whose test scores were in the range of 91-100, and it was categorized as “excellent/ very good”. There were 15 students (50%) whose scores were in the range of 81-90, with the category “good”. While, there were 8 students (26.7%) who got 71–80, and they were categorized as “enough/fair”. There was 1 student (3.3%) whose score was 61-70, and it was categorized as “poor”. Moreover, there was also only 1 student (3.3%) who got the score under 60 which was categorized as “very poor”.

Discussion

Based on the above research results, text comprehension was the most difficult for the students joining this research. Besides, the text readability of the three topics given in the test was not in balance. This is because the students did not

perform well in comprehending the first text entitled “Fish”, but they succeeded in comprehending the third text entitled “Robot”.

The fact that the students' reading comprehension test was in the form of multiple choice questions was not the main reason of why the students could not perform well in the first text. Besides, their poor performance of doing the first text did not show any difference in the result of doing the three texts as a whole. In other words, the result of the reading comprehension test using the three texts showed that the students mostly performed well in comprehending words and sentences in all the texts.

The fact that the 30 test items consisting of four options (a, b, c, and d) were quite readable and understandable for the students to select the option in words or sentences. Although there were three different report texts entitled; "Fish", "Sleep", "Robots" which were not in balance in the aspect of text comprehension, the students still performed well in reading comprehension as a whole. Besides, the fact that each item of the test consisting of the four indicators of reading comprehension; word, sentence, paragraph, and text comprehension supports the theory of reading. Examples include what Graesser in McNamara (2007:3) notes that reading is an extraordinary achievement considering that it needs a mastery of the components namely word, sentence, paragraph, and text as well.

In addition, the result of interview and documentation support the fact that the students performed well in word and sentence comprehension because their teacher already taught English based the 2006 SBC that enabled them to be familiar with the text genres especially recount text that was recommended in the

curriculum used by their teacher. Besides, the fact that the teacher used the reading materials from English text books and also the students' worksheet (LKS) strengthen the findings of this research. In addition, her habit of asking the students to read the text aloud and to find the meaning of words in the dictionary facilitates the students' awareness of the meaning of words and sentences rather than texts. Furthermore, the students' inadequate performance in text comprehension might also result from the fact that their teacher never tested their reading comprehension skill using the four indicators namely word, sentence, paragraph, and text comprehension.

Besides, the fact that the ninth grade students' reading comprehension achievement was categorized as "good" means that most of the ninth grade students in this school could comprehend the words in the text well. The students' good comprehension was affected by the students' vocabulary knowledge. This is because of the fact when the students have more vocabulary in their mind, it would be easier for them to comprehend the sentence. This supports Wilawan's (2012:46) notes that in order to understand a passage, ESL/EFL readers use the bottom-up strategy — they process words and their meanings, as well as connections between words at the basic level of the sentence.

The students' good performance in paragraph comprehension means that most of the students could comprehend the paragraph well. However, the fact that some students still faced problems in finding the main idea especially in comprehending the topic sentence unstated in a paragraph was evident in EFL contexts. This is in line with Wilawan's (2012:46) statement that for most readers, particularly EFL readers who have more limited linguistic and discourse

knowledge, determining implied main idea is much difficult and can be problematic rather than finding explicit main idea. Further, the lowest score in the students' text comprehension happened because they found it difficult to combine the words meaning into text comprehension as what Keirzadeh and Tavakoli (2012:150) notes that while it is common that EFL readers can recognize individual words in a text, they might be unable to produce a meaningful interpretation of the text.

The fact that the students performed well in answering the question about the report text entitled 'Robot' and more than 80% of them showed their good comprehension on all reading indicators seems that the topic attracted the students' attention. This is in line with what Lipson in Spyridakis and Wenger (1991) state that subjects familiar with the textual information were better at acquiring totally new information than correcting inaccurate old information. In contrast, the students did not perform well with the first text entitled "Fish" because they were not really interested in the topic.

Conclusion

Based on the result of data analysis and discussion, it was found that the students' reading comprehension achievement at SMPN 1 Jember was relatively good because the students' average score was 84.00 and it was categorized as "good". Moreover, the ninth grade students' report text reading comprehension achievement at SMPN 1 Jember in word, sentence, and paragraph comprehension were categorized as "good" which was respectively 88.75%, 86.25%, 81.42%. However, their reading comprehension in text meaning was 78.57 %.

The highest percentage (88.75%) of the students' comprehension in word comprehension means that most of the ninth grade students at the school could comprehend the words in the text well and they had good vocabulary knowledge. Besides, the lowest percentage (78.57%) of the students' comprehension in text meaning means that the ability of the students in comprehending the whole text was fair. They could not answer the questions correctly because they had to infer the answer from the text instead of comprehending the text words.

Although the students in average reached good score, there were some students who still have problems in comprehending the reading text. Therefore the English teacher should give their students more exercises dealing with the text comprehension. Moreover, before the students do the reading comprehension, it is better if the teachers build their background knowledge. In addition, future researchers should conduct further research design with the students in different levels.

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