



A Study on The Mastery of Reading Comprehension of Junior High School Students: A Case Study at SMP NW. Mataram in Academic year 2019-2020

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Abstract

This study aims to find out the students' skill in reading an English passage. This investigation as sample research is conducted at second year students of SMP NW Mataram in the academic year 2019-2020. The sample of this study were 19 students. To find out the students' problems in reading English text, the writer used the method of descriptive research. The writer collected the data by letting the students read a test and answer questions about it. The test provided five passages, each consisting of five questions with multiple-choice. The result of the research is as follows: 5.27 % very good, 15.81 % good, 5.27 % fairly good, 15.81 % fair, 26.35 % poor, 31.59 % very poor. The total score of the students was 90.2 — the mean score 4.74 means poor. Finally, the second year students of SMP NW Mataram in the academic year 2011/2012 have problems in reading comprehension and need a certain solution.

Keywords : Reading, Student's Problem, English text

Introduction

Reading is one of the language skills that the students have to acquire (Rosyidi, & Darmanto, 2020). It means that Reading is a process which is applied and conducted by a reader to acquire a message that has been told by a writer in writing script. This skill is seen as the way to understand the group of word is contextualized clearly.

According to Rosyidi (2018) reading is process of constructing meaning that including decoding words, developing fluency, improving comprehension, problem solving, and decision making strategic reading, or the ability of the reader to use a variety of reading strategies to accomplish a purpose for reading. According to Troyer et al. (2019) reading is a process of understanding a written language or text. Tarigan (1979) says that reading is substance of phenomena which intend the reader to understand meaning that is addressed by the author. It means that reading requires someone to think and feel.

In reading class, the teacher and students encounter a number of reading type, such as lateral reading and so forth. According to Tarigan (1997) the variation of reading activity of communicative classroom and this reading is called "speed reading" or "skimming reading". Moreover, in the language classroom for instance there are various and colorful techniques as well as methods. Strategies approaches, and even learning style "bargained" by the educator or the services of the information's (especially English teacher) to be more familiar with the target language as the objective of the learning.

Mastering the students' difficulties to understand reading text is the most important part of studying English. Without know the difficulties to understanding reading texts, passages, and more literatures. As we know that the students have many difficulties in understanding reading text, they cannot express their feelings because they are lack of knowledge in understanding reading texts.

English, as a foreign language has been considered difficult by some students. Many of them even get trouble in learning it. In addition, one of the difficulties is that reading comprehension. They cannot point out the literal meaning, to interpret, generalize, infer, and the meaning of the original. If the difficulties are ignored, the ability of the students in comprehending reading passage will be low. It was also faced at The SMP NW. MATARAM.

Based on the problem, the purpose of this study focus on analyze the students' ability in reading comprehension for the second years students of SMP NW. MATARAM in



academic year 2019-2020 and To know most leading problems faced by students in reading comprehension.

Methodology

This research is all about the students' ability in reading comprehension at the second year students of SMP NW. MATARAM in academic year 2019-2020. The method of research to be applied is descriptive research. Meanwhile for the sake of data collection, testing method of reading ability will be completely applied, instead of other supporting resources. Finally, to analyze the data obtained, determining the mean score and the percentage of students reading level would be applied.

The population of investigation in this study is the whole of the second years students of SMP NW. MATARAM in academic year 2019-2020, which consist of 1 class they are VIII class, where the number from the class are 19 students. The sample of this study is all the VIII student. According to Arikunto (2006) Sample is a part of population representative that is being investigated. Because the total number of subject population in this research is less than one hundred, so the writer takes all of the population as the sample of the study.

To obtain the data needed for this particular present study; the writer simply needs to ask the student. First, read five passages in different topic on three separate time allotment. Secondly, the students answer the questions concerning the text individually.

The sample student's result as the impact of this treatment will be recognized further. To get the actual data from the test held out, several steps bellow:

The student samples read the text and the answer the question based on the texts.

The tests provide with five passages, each of text consists of 5 questions in form of multiple choices.

Then, they ask to answer the question under passages to test their individual achievement.

To analysis the data obtained, the writer follows several steps below:

Inserting the student comprehension or achievement rate or in data table and finding out their mean scores and deviation score.

To evaluate the mean score, the formula use in this research is

$$M = \frac{\sum X}{N}$$

Where M = The mean score of the students

$\sum X$ = The student score

N = The number of students (Gay, 1981)

The students' score are classified in seven levels as follows:

(9.6) to (10) is classified as "Excellent"

(8.6) to (9.5) is classified as "very good"

(7.6) to (8.5) is classified as "good"

(6.6) to (7.5) is classified as "fairly good"

(5.6) to (6.5) is classified as "fair"

(3.6) to (5.5) is classified as "poor"

(0) to (3.5) is classified as "very poor"

(Hatch & Farhady, 1982:92)



Findings and Discussion

This chapter deals with data analysis of students' ability in reading comprehension at the second years students of SMP NW. MATARAM in academic year 2019-2020.

In presenting the data analysis, writer used two ways, namely descriptive analysis and analysis of the problems in reading comprehension.

Descriptive Analysis

This relates to the instrument that writer used in this research that is test which consists of five texts, and every text consist of 5 questions. The total number of reading test is 25 questions and right answer will be scored 0.4. The result of the students score can be seen in the following tables. To get further explanation how the score tabulated into rate of percentage, the writer firstly categorized their score into seven levels as follows:

- 9.6 to 10 is classified as excellent.
- 8.6 to 9.5 is classified as very good.
- 7.6 to 8.5 is classified as good.
- 6.6 to 7.5 is classified as fairly good.
- 5.6 to 6.5 is classified as fair.
- 3.6 to 5.5 is classified as poor.
- 0 to 3.5 is classified as very poor

Table 1: The students score of reading comprehension

No. Of Subject	Score	Classified
1	3.6	Poor
2	2.8	Very Poor
3	8.4	Good
4	6.4	Fair
5	6.8	Fairly Good
6	2.8	Very Poor
7	2.8	Very Poor
8	8.4	Good
9	4	Poor
10	3.2	Very Poor
11	3.2	Very Poor
12	8.6	Very Good
13	2	Very Poor
14	4.4	Poor
15	8.4	Good
16	3.6	Poor
17	1.6	Very Poor
18	6.4	Fair
19	2.8	Poor
Total	90.2	

The objective consist of 25 items. To determine the score of each items, the writer firstly, took the score "ten" as the highest standard score. This "ten" score is divided by total



number of the i. e. 25 items. 25 the score of each item is 0,4. The real score of the students could be found by multiplying the score of each item (0.4) with the number of correct answer gained by the students.

The percentage of the students' answer can be seen in the following table.

Table 2: Rate of percentage of the students score

No.	Classification	Score	f	Percentage
1.	Excellent	9.6-10	0	0 %
2.	Very Good	8.6-9.5	1	5.27 %
3.	Good	7.6-8.5	3	15.81 %
4.	Fairly Good	6.6-7.5	1	5.27 %
5.	Fair	5.6-6.5	3	15.81 %
6.	Poor	3.6-5.5	5	26.35 %
7.	Very Poor	0-3.5	6	31.59 %
Total			19	100 %

Table 1 shows that nothing student got the excellent score, 1 student got very good score, 3 student got good score, 1 student got fairly good score, 3 student got fair score, and most of them acquire poor score and very poor score.

To obtained the student mean score, the writer applies the formula as follows:

Where M = The mean
 $\sum X$ = The student score
 N = The number of students

$$M = \frac{\sum X}{N}$$

Notation :

$$\sum X = 90.2$$

$$N = 19$$

Calculation:

$$M = \frac{90.2}{19}$$

$$= 4.74$$

The calculating above shows that the mean score of objective test is 4.74. So we can classify the score as a Poor.

B. Students' Problem

Based on the analysis above, the students' ability in reading comprehension at the second years students of SMP NW. MATARAM in academic year 2019-2020 are still low. In the case the writer would like to present some problems happens during her observation that influences the students' ability in comprehension as follows:

- Students are passive in proposing question to the teacher.
- Students work in isolation.
- Learning occurs in one setting only.
- Teachers display a limited repertoire of teaching technique.
- Learning is abstract and theoretical.
- Students have limited opportunities to transfer understanding to new situation or context.



- g. Learning is assessed in a singular, standard

Conclusion

Based on the data analysis and discussion of the data analysis in the previous chapter, the writer puts forward the conclusion that the level of students' ability in reading comprehension at the second year students of SMP NW. MATARAM in academic year 2019-2020 is low.

The problem which still encountered by the student in reading activities are most students are passive in proposing question to the teacher, Students work in isolation, Learning occurs in one setting only, Teachers display a limited repertoire of teaching technique, Learning is abstract and theoretical, Students have limited opportunities to transfer understanding to new situation or context, and Learning is assessed in a singular, standardized format.

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