AN ANALYSIS OF THE ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 1 BANTAN KABUPATEN BENGKALIS IN COMPREHENDING REPORT TEXTS

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Abstract: This research was designed to describe the student's ability in comprehending report texts and aimed to find out the students ability in comprehending report texts for each component and the level of Bloom's Revised Taxonomy indicated in the ability. This research took place in SMAN 1 Bantan Kabupaten Bengkalis that collected from February to April 2017. The try out class was XI IPS 3 (26 students) and the sample was XI IPA 1 (29 students) chosen by cluster random sampling. The result showed that the ability of the second year students of SMAN 1 Bantan in comprehending report texts for each component is in good level which the mean score was 60.0, however, the students have not passed the minimum score of the school which is 76. For the level of remembering; finding factual information the mean score was 73.4, finding references was 42.5, finding meaning of difficult words was 42.2. The level of understanding (finding restatement) the mean score was 62.0, for the analyzing level (finding main idea) the mean score was 72.7. and the level of evaluating (finding social function) was 64.8. Therefore, this research suggested the English teachers to focus on the level and components that students still find difficulities and categorized them into poor level. Students should learn the components in report texts and other text types. Further researchers are expected to find the standard guidance of classification of Bloom's Revised Taxonomy indicated the components of reading comprehension.

Key Words: Student's Ability, Bloom's Revised Taxonomy, Comprehending Report Texts.

SEBUAH ANALISA KEMAMPUAN SISWA TAHUN KEDUA DI SMAN 1 BANTAN KABUPATEN BENGKALIS DALAM MENGUASAI TEKS REPORT

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Abstrak : Penelitian ini di desain untuk menjelaskan kemampuan siswa dalam menguasai teks *report* dan bertujuan untuk mengetahui kemampuan siswa dalam menguasai teks *report* untuk setiap komponen dalam *reading comprehension* dan untuk mengetahui apa saja level-level dalam Taksonomi Bloom Revisi yang terindikasi di dalam kemampuan siswa. Penelitian ini dilakukan di SMAN 1 Bantan Kabupaten Bengkalis. Data dalam penelitian ini dikumpulkan dari bulan Februari sampai April 2017. Kelas *try out* pada penelitian ini adalah kelas XI IPS 3 terdiri dari 26 siswa dan sampel pada penelitian ini adalah kelas XI IPA 1 terdiri dari 29 siswa yang dipilih melalui teknik pemilihan kelompok acak. Hasil penelitian menunjukkan kemampuan siswa tahun kedua SMAN 1 Bantan Kabupaten Bengkalis dalam menguasai teks *report* berada di level *good* dengan nilai rata-rata kelas adalah 60. Meskipun demikian siswa belum mencapai nilai KKM sekolah yaitu 76. Untuk level mengingat; menemukan informasi faktual nilai rata-ratanya adalah 73.4, menemukan *references* 42.5, menemukan makna dari kata-kata sulit 42.2. Untuk level memahami (menemukan *restatement*) nilai rata-ratanya 62.0, untuk level menganalisa (menemukan ide pokok) 72.7 dan untuk level mengevaluasi (menemukan fungsi sosial teks) 64.8. Oleh karena itu penelitian ini menyarankan kepada guru bidang studi bahasa Inggris untuk fokus pada level dan komponen yang siswa masih menemukan kesulitan dalam menemukannya. Siswa harus mempelajari tentang komponen-komponen dalam teks *report* dan jenis teks lainnya. Peneliti berikutnya disarankan untuk menemukan klasifikasi baku dalam Taksonomi Bloom Revisi terhadap komponen-komponen dalam membaca.

Kata Kunci: *Kemampuan Siswa, Taksonomi Bloom Revisi, Memahami Teks Report*

INTRODUCTION

Based on the KTSP Curriculum, the second year students of SMAN 1 Bantan Kabupaten Bengkalis focused on three genres of text. Namely, report, narrative and analytical exposition texts. Based on the syllabus, students are expected to understand the meaning, to identify the language features and to know the social function and be able to communicate the meaning in the text in daily life.

English teacher says the ability and experience of the students in reading are totally different including in understanding report texts. Some students may understand the text easily. For other students may find many difficulties. Report text also becomes one of the texts that will be examined in national examination. Based on the data gained from the teacher we know that all classes have passed the minimum score. The data given by teachers is only known by the result of mid test for the whole text of report not by each component of the text. Therefore, the researcher is interested to find out more about students comprehending for each component in report text.

Burnes and Page (1991) states that reading is comprehend written discourse. It is an interactive process that goes on between the reader and the text, resulting in comprehension. Those, to comprehend the text means the reader must be able to find any information needed to comprehend from the text.

There are some components of reading comprehension which should be focused in comprehending reading text. King and Stanley (1989) state that there are five components that may help the students to read carefully, namely: finding main idea, finding factual information, finding meaning of difficult word, finding references and finding restatement.

To the context of this study, these components of reading comprehension are as the indicators for this study. These components are also refer to the indicators for components of report texts as discussed in discussing report texts.

According to Gerot and Wignell (1994), generic structure of report text includes generic structure and language features. The social function of report text is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

Anderson and Krathwohl (2001) revised Bloom's taxonomy to fit the more outcome-focused modern education objectives, including switching the names of the levels from nouns to active verbs, and reversing the order of the highest two levels. The lowest-order level (knowledge) became remembering, in which the student is asked to recall or remember information. Comprehension, became understanding, in which the student would explain or describe concepts. Application became applying, or using the information in some new way, such as choosing, writing, or interpreting. Analysis was revised to become analyzing, requiring the student to differentiate between different components or relationships, demonstrating the ability to compare and contrast. These four levels remain the same as Bloom et al.'s (1956) original hierarchy. In general, research over the last 40 years has confirmed these levels as a hierarchy (Anderson & Krathwohl). In addition to revising the taxonomy, Anderson and Krathwohl added a conceptualization of knowledge dimensions within which these processing levels are used (factual, conceptual, procedural, and metacognition).

METHODOLOGY

This research was a descriptive research. This type of research was used to describe and interpret the data being studied based on fact that is supported by accurate theories. Therefore, the aims of this research were to describe the students' ability in comprehending report texts and Bloom's Revised Taxonomy indicated in the ability.

The population of this research was all of the second year students of SMAN 1 Bantan Kabupaten Bengkalis in 2016/2017 academic year which consisted of seven classes.

Table 3.1 the Distribution of the Population

| No.	Classes	Number of Students (Population)
1.	XI IPA 1	29
2.	XI IPA 2	25
3.	XI IPS 1	29
4.	XI IPS 2	28
5.	XI IPS 3	26
6.	XI IPS 4	28
7.	XI IPS 5	27
Total		192 Students

The population of this research was all the second year students of SMAN 1 Bantan Kabupaten Bengkalis. The try out class was XI IPS 3 and the sample class was XI IPA 1 chosen by using cluster random sampling techniques. The researcher used a test as the instrument to collect the data. The test consisted of 30 items. The duration time for doing the test was 40 minutes. Five texts were used in the instrument . Each text consisted of six items of multiple choices question. Before the researcher distributed the test to the sample, the test has been tried out to the population that had been chosen as the try out class. The validity and reliability was known by doing this test. Heaton (1975) states that the test will be accepted if the degree of difficulty (FV) is between 0.30-0.70 and they will be rejected if the index of the difficulty is below than 0.30 (too difficult) and above 0.70 (too easy). The researcher calculated the difficulty level, the discrimination index, the mean score, standard deviation, and reliability of the result of the try out test. From the result, it can be seen that the reliability of the test is 0. 65 which means that the test is reliable. After that, the real test was given to the sample class. The data was analyzed by calcualting the students' score individually and found out the mean score. The students' score were classified into four level mastery , they are excellent, good average and poor (Harris, 1974). The data was presented by using figures.

FINDING AND DISCUSSION

The items of the test are accepted if the difficulty level is between 0.30-0.70 and they will be rejected if the index of the difficulty is below 0.30 (too difficult) and above 0.70 (too easy). By using the formula, there were 5 items that should be revised; they were items number 4,10,20,21 and 25. All items were revised because their index difficulty above 0.7. It means that they were too easy. The reliability of the test is 0.65 which means the test is reliable.
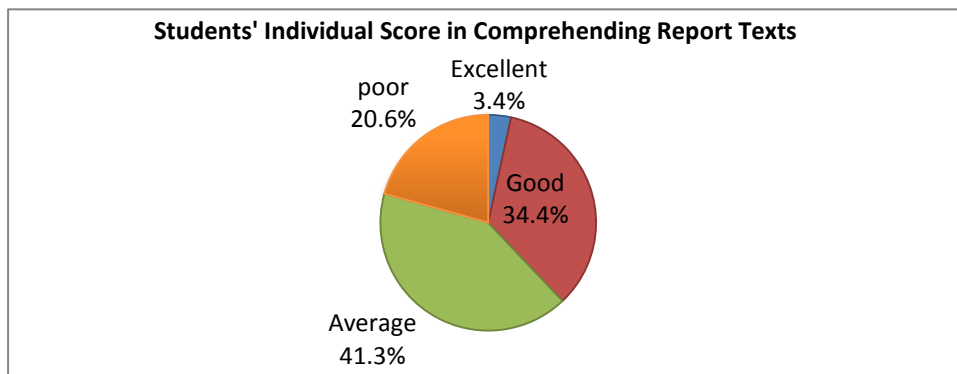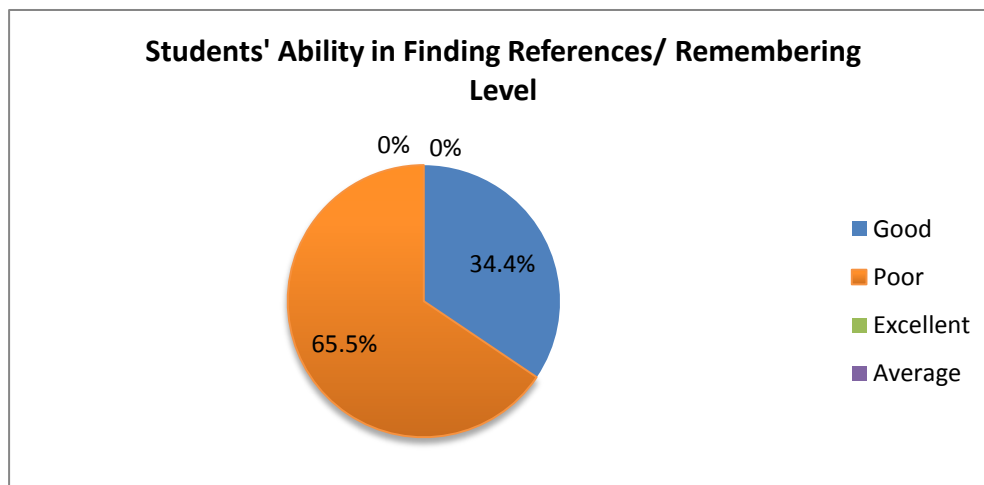

The figure of percentage of the students' ability in comprehending report texts indicates that the students' ability in finding main idea in all level is in different numbers. The highest number that students can gain is in the level of average; it is 41% of students (12 students). Only 1 students (3.4%) can gain the level of excellent. For the good level; it is 34.4% of students (10 students). There are 6 students (20.6%) can gain the poor level.
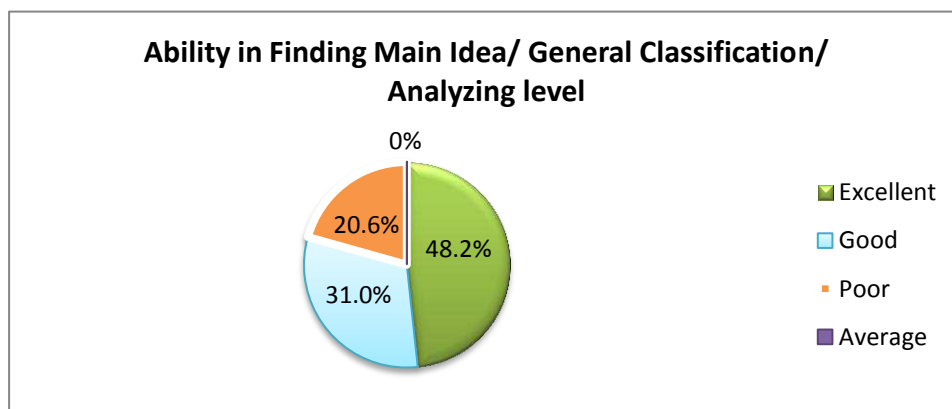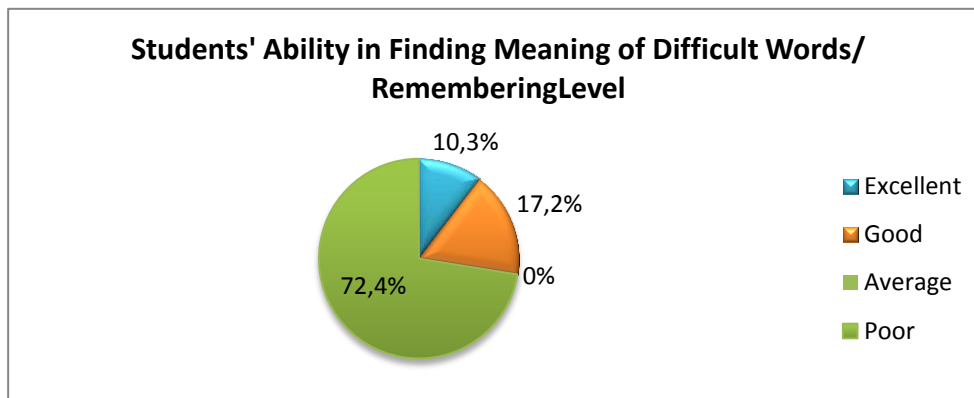

From the figure 4.2 shows that the students' ability in finding main idea/ general clasification/ analyzing level in Bloom's Taxonomy in all level is in different numbers. Some students did undertsand and some did not. From the figure above can bee seen the highest number that students can gain is in the level of excellent; it is 48.2 % of students (14 students). There is no students gets the average level. For the good level; it is 31.0% of students (9 students). There are 6 students (20.6%) can gain the poor level.

**Finding Factual Information/ Finding Generic Structure/Remembering Level**
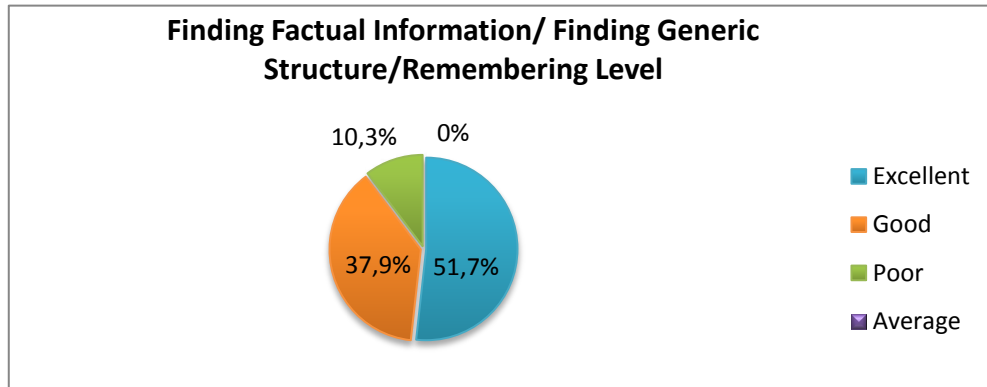
From the figure 4.3 shows that the students' ability in finding factual information/ finding generic structure / remembering level in Bloom's Taxonomy in all level is in different numbers. The highest number that students can gain is in the level of excellent; it is 51.7% of students (15 students). It can be seen that more than half students reach the level of excellent. There is no students gets the score of (50-59) means no one gets the average level. For the good level; it is 37.9% of students (11 students). There are 3 students (10.3%) can gain the poor level.

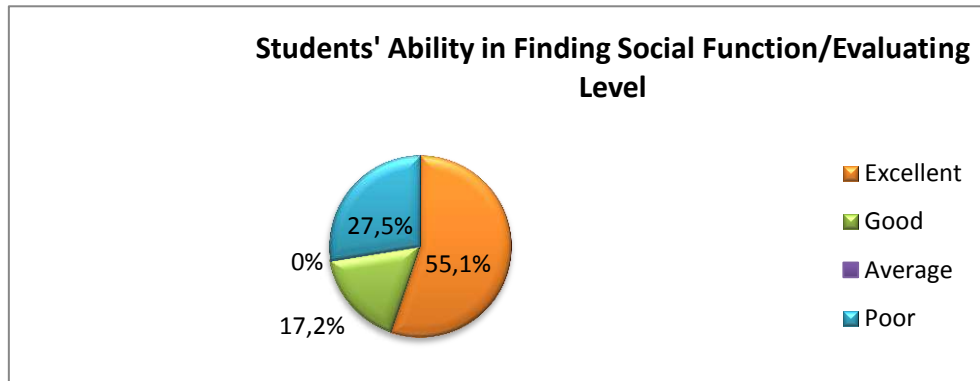**Students' Ability in Finding References/ Remembering Level**

From the figure 4.4 shows that the students' ability in finding references/ remembering level in Bloom's Taxonomy in all level is in different numbers. The highest number that students can gain is in the level of poor; it is 65.5% of students (19 students). There is no student gets the average level. There is no students got the score of (80-100). It can bee seen there is no student got the excellent level for this component. For the good level; it is 34.4% of students (10 students). from this result it can be stated that more than half of students felt into poor level in comprehending the component of finding references / remembering level.

Students' Ability in Finding Meaning of Difficult Words/ RememberingLevel

10,3%

17,2%

0%

72,4%

- Excellent
- Good
- Average
- Poor

From the figure 4.5 shows that the students' ability in finding difficult words / remembering level in Bloom's Taxonomy in all level is in different numbers. The highest number that students can gain is in the level of poor; it is 72,4% of students (21 students).It can be stated more than half of students felt into poor level. There is no students gets the average level. There are 3 students (10,3%) get the excellent level. For the good level; it is 17,2% of students (5 students).

Students' Ability in Finding Restatements/ Understanding Level

37,9%   44,8%

0%

17,2%

- Excellent
- Good
- Poor
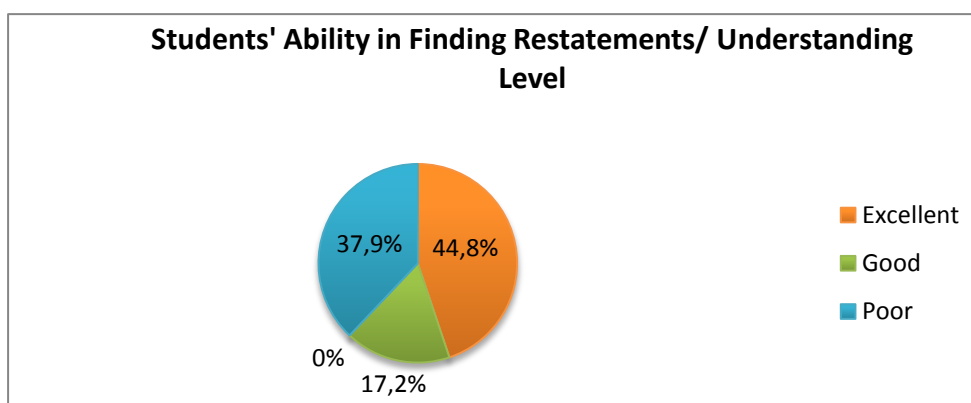
From the figure 4.6 shows that the students' ability in finding restatements/ understanding level in Bloom's Taxonomy in all level is in different numbers. The highest number that students can gain is in the level of excellent; it is 44,8% of students (13 students). It can be seen almost half of the students got the level of excellent. There is no student gets the average level. There are 11 students (37,9%) get the poor level. For the good level; it is 17,2% of students (5 students)

Students' Ability in Finding Social Function/Evaluating Level

Legend: Excellent, Good, Average, Poor

27,5%
0%
55,1%
17,2%

From the figure 4.7 shows that the students' ability in finding social function/ evaluating level in Bloom's Taxonomy in all level is in different numbers. The highest number that students can gain is in the level of excellent; it is 55,8% of students (16 students). It can be stated more than half of students passed the excellent level. There is no student gets the average level. There are 8 students (27,5%) get the poor level. For the good level; it is 17,2% of students (5 students).

This study answers the fist research question How is the ability of the second year students of SMAN 1 Bantan Kabupaten Bengkalis in comprehending report texts for each component?.

Table 4.8 The Level of Cognitive in Bloom's Revised Taxonomy for Comprehending Report Texts of the Second Year Students of SMAN 1 Bantan.

No	Level of Cognitive in Bloom's Revised Taxonomy	Component of Comprehending Report Texts		Mean Score	Category
		Reading Comprehension	Report Texts		
1.	Analyzing	Finding main idea	General Classification	72.4	Good
2.	Remembering	Finding factual information (General classification	Finding generic structure (description)	73.1	Good
3.	Remembering	Finding references	-	45.5	Poor
4.	Remembering	Finding meaning of difficult word (action verb)	Finding language features	42.2	Poor
5.	Understanding	Finding restatement/ inference	-	62.0	Good

6.	Evaluating	-	Finding social function	64.8	Good
	Mean Score			**60.0**	**Good**

1. Remembering level

    The result of this study shows that the highest mean score for remembering level was in finding factual information (finding generic structure) that fall into good level with the mean score is 73.1. For the component of references they fall into poor level with the mean score is 45.5. The lowest mean score is in finding difficult words (finding language features) that falls into poor level with the mean score is 42.2.

2. Understanding level

    The result of this study shows that the understanding level refers to finding restatement. The mean score for this component is 62.0 and they fall into good level. It indicates that the students could obtain the excellent category in making restatements from the texts.

3. Analyzing Level

    The result of this study shows that analyse level refers to finding main idea. For this component the mean score that is obtained by students is 72.4 and falls into good level.

4. Evaluating Level

    The result of this study shows that the evaluating level refers to finding social function. For this component the mean score that is obtained by students is 64.8 and falls into good level. It shows that the students have been able to face process in making judgments based on criteria and standards through checking and critiquing.

    This finding answers the second research question What are the levels of Bloom's Revised Taxonomy indicated in the ability of the second year students of SMAN 1 Bantan Kabupaten Bengkalis in comprehending report texts for each component?

CONCLUSION

       The objectives of this study are to find out the ability of the second year students of SMAN 1 Bantan Kabupaten Bengkalis in comprehending report texts for each component and what are the levels of Bloom's Revised Taxonomy indicated in the ability of the second year students of SMAN 1 Bantan Kabupaten Bengkalis in comprehending report texts for each component. The score of students in comprehending each component of report texts falls into good level, except in finding references and finding difficult words which are in poor level. This finding shows that students have not passed the minimum score of the school which is 76.

       This study shows that the ability in comprehending report texts for each component are low because their weakness in finding meaning of difficult words and references as their main problem. It might influence on other levels especially in understanding level to find restatement/ inference and in evaluating level to find social function. The students are in good level for analyzing level in finding main idea or in finding general classification in which the score is 72.4 and in remembering level in finding factual information or description in which the score is 73.1. This finding shows that they are good in comprehending report texts based on text organization (generic structure) because they recognize the position where they find the information. They are also good in understanding level to find restatement/ infrence and in evaluating level to find social function. Their scores in these levels are not as good as their score in the previous level. Their scores in understanding level to find restatement/ inference 62.0 and in evaluating level to find social function is 64.8. However, they have problem in remembering words and references. The score remembering words are 42.2 and the score for remembering references is 45.5.

RECOMMENDATION

       The finding of this study indicates recommendations for the teachers and the next researchers. First, It is suggested that teacher are expected to focus on the components that students still find difficulities that categorised them in the poor level for these components. It is suggested that students should learn the components in comprehending report texts that will help them in comprehending other reading texts. In additions, students must feel enjoy in doing reading activity because there will be many benefits that they could get. They can start reading activity through reading report texts which can improve their knowledge. For the next researcher, it is suggested to find the standar guidance of classification of Bloom's Revised Taxonomy indicated the components of reading comprehension in order to classify the level of Bloom's Revised Taxonomy and the components of reading comprehension.

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