

THE ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 1 BENAI IN COMPREHENDING ENGLISH TEXTS

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Abstract: *This research was designed to describe the students' ability in comprehending English texts. The aim was to find out students ability in comprehending the text. This descriptive research took place in SMAN 1 Benai in March 2016. The sample was 40 students from XI IPA3 class that took by using cluster random sampling. In collecting the data, there were 30 questions that included in this test. The duration time for doing the test was 90 minutes. The data was analyzed by calculating the students' score individually and finding out the mean score. The students' score classified into five level mastery; they are: very poor, poor mediocre, good, and excellent. The data was presented by using graphic. Based on the result finding of this research, the students' ability in comprehending English texts at second year of SMAN 1 Benai was in good level. Meanwhile, the mean score of the whole students' scores was 62.2.*

Keywords: *Students' Ability, Comprehending English Texts*

KEMAMPUAN SISWA DALAM MEMAHAMI TEKS BAHASA INGGRIS PADA SISWA SEMESTER KEDUA DI SMAN 1 BENAI

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Abstrak: Penelitian ini diadakan untuk memberi gambaran tentang kemampuan siswa dalam memahami teks Bahasa Inggris. Tujuannya adalah untuk mengetahui kemampuan siswa dalam memahami teks tersebut. Penelitian deskriptif ini bertempat di SMAN 1 Benai pada siswa semester kedua di SMAN 1 Benai pada bulan maret tahun 2016. Pesertanya terdiri dari 40 siswa kelas XI IPA3 yang diambil secara acak. Dalam mengumpulkan data, terdapat 30 soal yang digunakan dalam tes tersebut. Waktu yang disediakan 90 menit. Data dianalisa dengan mengkalkulasikan nilai siswa secara individual dan menentukan nilai meannya. Nilai siswa dikelompokkan menjadi lima level; yaitu sangat lemah, lemah, rata-rata, bagus, dan unggul. Data disampaikan melalui grafik. Berdasarkan hasil penelitian, kemampuan siswa dalam memahami teks bahasa inggris di tahun kedua dari SMAN 1 Benai di level bagus. Sementara itu, nilai score dari keseluruhan nilai siswa adalah 62.2.

Kata Kunci: Kemampuan Siswa, Memahami Teks Bahasa Inggris

INTRODUCTION

This research was designed to describe the students' ability in comprehending English texts at second year students' of SMAN 1 Benai. Based on the result of interview that writer did toward English teacher and the students at SMAN 1 Benai, it was found that most of the students faced some problems in comprehending reading texts. The students often faced problem in grasping the messages from the text. The purpose of this research was to found out how the students' ability in comprehending English texts at the second year students of SMAN 1 Benai.

Reading is a way a person gets information from written texts. Many of the information are served in form of reading text, like newspapers, journals, websites, books, etc. Reading is one of the important skills that have to learn well by students in learning English. Reading is an activity that has purposes. According to Grellet (2010), there are two main reasons of reading namely reading for information and reading for pleasure. In a classroom, the reason of reading is reading for information. The main goal of reading class is to make students understand what they have read from texts and answer the questions based on the reading text. Not only the way how to read, but also to comprehend the texts.

According to Harmer (2007), there are several reasons why students read English texts. One of them is for study purposes. He also stated that the more they read, the more they understand. Reading is very useful activity that should be done, as a habit. Reading is also an enjoyable activity when students have been motivated to acquire this skill. Reading comprehension is not only about reading the texts, but also understanding the content of the texts. When students read, they will use their background knowledge to help them understand or comprehend the texts. In reading process, them undersyand or comprehend not only read the texts, but also comprehend the texts. Then by reading the texts, they are expected to be able to retell the content of the texts by using their own words.

Alfassi (2004) states that students should understand the meaning of text, critically evaluate the message, remember the content, and apply the new-found knowledge flexibly. Since reading is a complex cognitive process, it is very important for teachers to train students to take active control of their own comprehension processes. The main goal of reading is to gain comprehension or ability to find the meaning of what they read and answer the questions based on the reading text. The students have to master and comprehend not only the structure of the sentences in the text, but also explicit and implicit way.

Alderson (2000) believes that reading is, first and foremost, a purposeful activity. It means that reading is an activity with a purpose. The purpose for reading influences the reader's type of involvement with the text. The purpose of reading is to decoding information from text into one's mind (Nuttal, 1982). People read for variety reasons. One may read for pleasure as when reading a story book, or for knowledge as when reading a history book. In other words, the purposes of reading guide the reader's selection of texts.

The process of understanding the text is called reading comprehension. In fact, reading is not a simple process, not just open the book; read the book and then close the book but the reader must understand what the writer tells about. According to Hornby (1974), comprehension is an excessive aimed at improving or testing one's understandings of a language whether written or spoken. Besides that, comprehension

has the same meaning as understanding. It can be explained that comprehension is the ability to understand meaning in a text and also the writer's idea. Readers should have more concentration in reading activity in order to get better understanding. It is not guarantee that when readers have known the meaning of the words, they can comprehend the text.

Klinger, et al (2007) say that reading comprehension is a multi component, highly complex process that involve many interaction between readers and what they bring to the text as well as variables related to the text itself. In other words, the reader and the writer become one mind and the concepts are translated from one person to another. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then the reader uses his/her background knowledge to construct the writer's messages.

Zhi-Hong (2007) says that reading comprehension is construction of meaning from printed or written message. It means that the reader constructs the meaning of a text through reading the text. Understanding the meaning of the text or having good comprehension in reading is factor to be successful. He adds that there are many factors influencing reading comprehension such as reader's characteristics, nature of reading materials, and reading tasks, etc.

Hannon and Daneman (2001) propose four primary processes in reading comprehension: accessing relevant knowledge from long-term memory, integrating accessed knowledge with information from the text, making inferences based on information in the text, and recalling newly learned text material. It means the readers use their long-term memory and integrate their knowledge with the message from the text, then make conclusion of it. That primary processes will help the readers understand the information from the text easily.

There are some components in reading comprehension which should be focused on comprehending a reading text. King and Stanley (1989) state that there are five components that may help the students to read carefully: First is finding factual information. Finding factual information requires readers to scan specific details. The factual information questions generally appear with WH question word. Second is finding main idea. Finding the Ideas was very important because it not only helps to understand the paragraph, but also helps to remember the content later. Third is meaning of difficult word. It means that the readers could develop his/her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text. Forth is identifying references. It would be boring to have and repeat the some word or phrase in every paragraph of a text. To avoid the repetition word, it can be used references of the word. References words are very frequently in terms of pronoun such as; it, she, he, this, etc. Fifth is finding restatement. Restatement is the way to say something again in different way but still has the same meaning. It is intended to measure readers' ability in analyzing the relationship of idea within single sentence.

Based on the 2013 curriculum, the second grade students of SMAN 1 Benai focused on three genres of text. The texts is narrative text, report text, and hortatory exposition text. Each text has its function, generic structure and language feature. Narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. The purpose of the text is to entertain and amuse the readers or listeners about the story. A report text is text that provides information about

something. According to Perry and Ron (2001), the purpose of text report is to give a truth account of something, somebody, some place, or same activity after investigating and collecting the facts. A factual report is used as a way to gain a better understanding about a living or non-living subject. A hortatory exposition text is a text that designed to persuade the readers that something should or should be in the case. The generic structures of the text are: the thesis (announcement of the issue concern), argument (reason of argument about the issue), and recommendation (statement of what ought to or ought not to happen).

RESEARCH METHODOLOGY

The research was conducted at SMAN 1 Benai, which is located at Jl. Soekarno Hatta No 1 Benai, in academic year 2015/2016. The data was collected in March. The population of this research was all of the second year students of SMAN 1 Benai in the academic year of 2015/2016 by the total number of the students is 270 students divided into seven classes (4 science class and 3 social class). By using cluster random sampling which used to get the sample in a large population and was found the sample is class XI IPA 3, consisted of 40 students and the tryout class is XI IPA 2 consisted of 40 students. This study used quantitative data in which the students were assessed by their score.

To collect the data the writer used multiple-choice test. The total number of test items was 30 questions provided with four choices for each question. The test consisted of 6 short English texts (2 narrative texts, 2 report texts, and 2 hortatory exposition texts). Each text had 5 questions. The time allocated for doing the test was 90 minutes. The test was tried out to students from try out class. The researcher calculated the difficulty level, discrimination index, mean score, standard deviation, and reliability of the result of the try out test. From the calculation, it can be seen that the reliability of the test is 0.36 which means the test is reliable. Then, the real test gave to sample class. The data was analyzed by calculating the students' score individually and found out the mean score. The students' score classified into four level mastery; they are very poor, poor, mediocre, good, and excellent (Adopted from Carroll and Hall; 1945). The data was presented by using graphic.

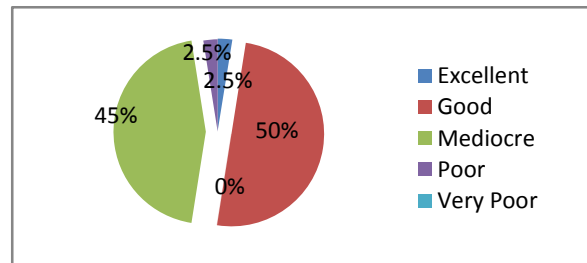
FINDINGS AND DISCUSSION

Findings

The objective of this research is to find out the students' ability in comprehending English texts at second year students of SMAN 1 Benai. The data was collected by using multiple choice tests. Before the writer distributed the test to the sample class (XI IPA3), the test tried out to some population that had been chosen as the try out class (XI IPA2). 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 0.30 (too difficult) and above 0.70 (too easy). From the try out test, there were there were 5

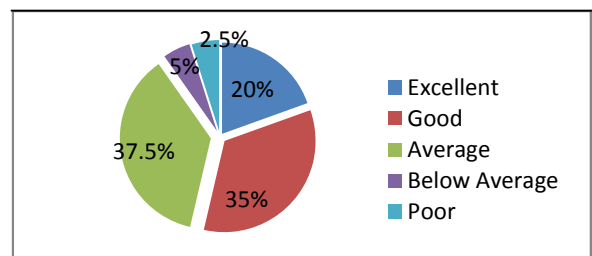
items that rejected. The writer revised them. The test is reliable to give to sample class. The data from sample class analyzed and categorized into eight components. It also classified into four levels of mastery.

Percentage of Students' Ability in Comprehending English Texts



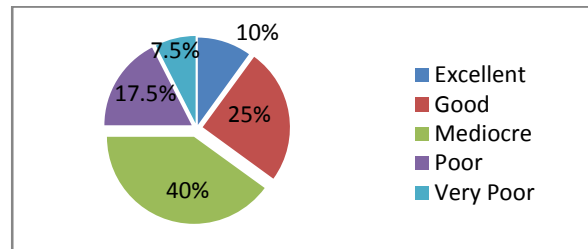
The figure shows that the students' ability in all level is in different numbers. The highest number that students can gain is in the level of good; it is 50% of students. It means that most of them (20 students) found easy in this test. This number is quite different from the level of good. There are only 45% of students (18 students) in mediocre level. But, there are only 2,5% of students (1 student) in excellent level. Then, 2.5% of students (1 student) are in poor level. And the last, there is 0% of students (no student) in very poor level.

The Students' Ability in Comprehending Narrative Text



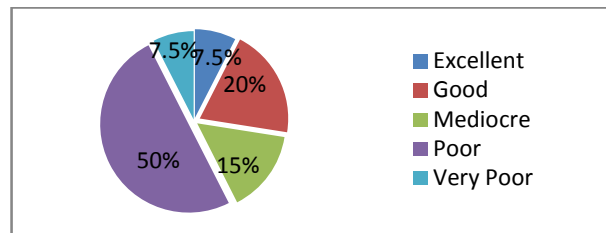
The figure above indicates that the students' ability in comprehending narrative text in all level is in different numbers. The highest number that students can gain is in the level of mediocre; it is 37.5% of students (15 students). For the excellent level, there are only 20% of students (8 students). Then, there are 35% of students (14 students) in level of good. And the last, there are 5% of students (2 students) in level poor and there are 2.5% of students (1 student) in level of very poor.

The students' ability in Comprehending Report Text



The figure of percentage of the students' ability in comprehending report text indicates that the students' ability in comprehending report text in all level is in different numbers. The highest number that students can gain is in the level of mediocre; it is 40% of students (16 students). For the excellent level, there are only 10% of students (4 students). Then, there are 25% of students (10 students) in level of good. And the last, there are 17.5% of students (7 students) in level poor and there are 7.5% of students (3 students) in level of very poor.

Students' Ability in Comprehending Hortatory Exposition Text



The figure of percentage of the students' ability in comprehending hortatory exposition text indicates that the students' ability in comprehending hortatory exposition text in all level is in different numbers. The highest number that students can gain is in the level of poor; it is 50% of students (20 students). For the excellent level, there are only 7.5% of students (3 students). Then, there are 20% of students (8 students) in level of good. And the last, there are 15% of students (6 students) in level mediocre and there are 7.5% of students (3 students) in level of very poor.

The Description of the Students' Ability in Comprehending English Texts

No.	Type of texts	Mean Score	Level of Ability
1.	Narrative text	67.5	Good
2.	Report text	61	Good
3.	Hortatory exposition text	57.3	Mediocre
Total		62.2	Good

The Students' Mean Scores in Each Classification

No.	The Classification of Question	Mean Score	Level of Ability
1.	Finding main idea	57.5	Mediocre
2.	Finding factual information	65.6	Good
3.	Finding meaning of difficult word	62.5	Good
4.	Finding reference	64.3	Good
5.	Finding inference	65.0	Good
6.	Finding type of texts	59.1	Mediocre
7.	Finding social function	59.9	Mediocre
8.	Finding generic structures	59.5	Mediocre
9.	Finding language features	66.2	Good
Total		62.1	Good

The table above shows that the students' ability in finding the components to comprehend the text is easy to understand by the students and they were fall into good level and mediocre level. The table indicates that the students have good knowledge in comprehending the five components, such as in finding factual information, meaning of difficult word, reference, inference, and language features of the texts. Then, the students have average knowledge in comprehending four components, such as in finding main idea, type, social function, and generic structure. Although most of the components are in same level of ability, there is a different in terms of mean score from the some components. The highest mean score that is obtained by students is in finding language features that fall into good level; with the mean score are 66.2. The lowest mean score is in finding main idea that fall into mediocre level, with the mean score 57.5.

Furthermore, the mean score of the students in comprehending English text is 62.2. Their ability in comprehending the text in the test is varied. There are only 1 student could reach level of excellent. Then, the highest number of students gains good level; they are 20 students. The number shows that most of the students are good enough in comprehending the text. While, there are 18 students reach mediocre level. Then, 1 student is in poor level. In conclusion, the students good enough understand about English texts.

Discussion

As it has been discussed in the previous chapter, the writer tried to find out the answer of the question related to the students' ability in comprehending English texts at the second year students of SMAN 1 Benai. After analyzing the data, the writer found

out that the students' ability in comprehending English texts is in good level. It can be seen from the mean score of the students which is 62.2. Among 40 students, There are only 1 student could reach level of excellent. Then, the highest number of students gains good level; they are 20 students. The number shows that most of the students are good enough in comprehending the text. While, there are 18 students reach mediocre level. Then, 1 student is in poor level. So, most of the students are in good level.

Most of the components are in same level of ability. There is a different in terms of mean score from some components. The most difficult component in comprehending English texts is in finding main idea, with the mean score 57.5. Then, the easiest aspect is in finding language feature with the mean score 66.2. Then, the students' mean score in terms of finding factual information is 65.6. The students' mean score in terms of finding meaning of difficult word is 62.5. The students' mean score in terms of finding reference is 64.3 and in terms of finding inference is 65. The students' mean score in terms of finding type of texts is 59.1. And the students' mean score in terms of finding social function is 59.9. The last, the students' mean score in terms of finding generic structures is 59.5.

CONCLUSION

This research was needed to analyze students' ability in comprehending recount text at the second year students of SMAN 1 Benai. The objective of the research is to find out the second year students' ability in comprehending English texts at the school. Based on the result finding, most of the students are in good level. It shows that the students' ability in finding the components to comprehend the text is easy to understand by the students and they were fall into good level. The table indicates that the students have good level in comprehending the nine components. The mean score of the whole students' scores in comprehending English texts is 62.2. In conclusion, the students' ability in comprehending English texts at the second year students of SMAN 1 Benai is in good level. The most difficult component in comprehending English texts is in finding main idea, with the mean score 57.5. Then, the easiest aspect is in finding language feature with the mean score 66.2. Then, the students' mean score in terms of finding factual information is 65.6. The students' mean score in terms of finding meaning of difficult word is 62.5. The students' mean score in terms of finding reference is 64.3 and in terms of finding inference is 65. The students' mean score in terms of finding type of texts is 59.1. And the students' mean score in terms of finding social function is 59.9. The last, the students' mean score in terms of finding generic structures is 59.5.

SUGGESTIONS

Based on the result of the research, the researcher would like to offer some suggestions. For the teacher in teaching reading, the teacher have to control more on students' activities to make sure all the students involved in reading the texts material. The teacher should devote extra time to the students in giving explanation and exercises

about comprehending reading texts. The teacher also needs to apply some reading strategies that which are suitable for the students. In this case, narrative, report, and hortatory exposition texts can be taught to the students by using some interesting media. So, their reading ability will be more improved.

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