

***A STUDY ON THE ABILITY OF THE FIRST GRADE STUDENTS OF
SMAN 1 SIMPANG KANAN ROKAN HILIR IN READING
COMPREHENSION***

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Abstract: *This descriptive research aimed to find out the ability of the first grade students of SMAN 1 Simpang Kanan Rokan Hilir in Reading Comprehension. The population of the research is the first grade students of SMAN 1 Simpang Kanan and the sample is 32 students. The instrument used in this research is a reading test. This reading test consisted of 35 questions . Based on the data analysis, it can be concluded that the ability of the first grade students of SMAN 1 Simpang Kanan Rokan Hilir in reading comprehension is in good level with mean score is 63.14. Further, the result shows that there are 2 students who are in excellent level, 18 students are in good level, 8 students are in average level, and 4 students are in poor level.*

Key Words: *Students' Ability, Reading Comprehension*

STUDI TENTANG KEMAMPUAN SISWA TAHUN PERTAMA SMAN 1 SIMPANG KANAN ROKAN HILIR DALAM MEMAHAMI TEKS BACAAN

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Abstract: Penelitian deskriptif ini bertujuan untuk mengetahui kemampuan siswa tahun pertama SMAN 1 Simpang Kanan Rokan Hilir dalam memahami teks. Populasi dari penelitian ini adalah siswa tahun pertama SMAN 1 Simpang kanan dan sampel penelitian adalah 32 siswa. Instrumen yang digunakan dalam penelitian adalah tes membaca. Tes membaca ini terdiri dari 35 pertanyaan. Berdasarkan dari analisis data dapat disimpulkan bahwa kemampuan siswa tahun pertama SMAN 1 Simpang Kanan Rokan Hillir dalam memahami teks berada pada level baik dengan skor rata-rata 63.14. Selanjutnya, hasil penelitian menunjukkan bahwa ada 2 siswa berada pada level baik sekali, 18 siswa berada pada level baik, 8 siswa berada pada level cukup, 4 siswa berada pada level rendah.

Kata Kunci: Kemampuan Siswa, Mamahami bacaan

INTRODUCTION

It is obvious that English is an International language that is widely used in all over the countries. In our country, English is taught as a foreign language at junior high school and senior high school. Based on English school based curriculum, the aim of learning English in senior high school is to make the students able to master the competences of English in four basic skills. One of them is reading.

According to Sheng (2000) in Rozimela (2014) states that reading is a process of communication between the writer and the reader by using discussion in order to gain the writer's idea or to enrich knowledge. It means that reading is used to communicate between the writer and the reader. Futhermore, Brown (2004) says that reading is a process of discussion meaning. It means that the reader bring the text to schemata for understanding it and intact is the product of interaction.

Based on the 2006 curriculum, it is known that the first grade students of senior high school learn about recount text, procedure text, narrative text, descriptive text, and news item.

Based on a small survey conducted at the first grade students of SMAN 1 Simpang Kanan, the researcher administered 10 questions that consisted of 2 questions about finding main idea, 4 questions about finding factual information, 1 question about finding meaning of vocabulary, 2 questions about finding reference and 1 question about finding inference. After analyzing the test, it was found out that students only get 50 points in average. It means that they did not have sufficient abilities to comprehend a text. It was found out that they did not have sufficient vocabularies, were confused of finding main ideas, confused of finding factual information, confused of finding reference, and confused of finding inference.

Based on the explanation above, researcher is interested in conducting a research about students' ability of the first grade students of SMAN 1 Simpang Kanan in comprehending texts such as recount text, procedure text, narrative text, descriptive text, and news item. Therefore, the researcher conducts the research entitled: A Study on the Ability of the first grade students of SMAN1 Simpang Kanan Rokan Hilir in Reading Comprehension.

METHODOLOGY

This research was conducted at the first grade students of SMAN 1 Simpang Kanan Rokan Hilir. The data collected on Wednesday, July 27th, 2016 – Tuesday, August 9th, 2016. This research is descriptive research. It describes the ability of the first grade students of SMAN 1 Simpang Kanan Rokan Hilir in reading comprehension. According to Gay, Mills, and Peter (2009), descriptive research is the collection and analysis numerical data to describe, explain, predict or control phenomena of interest.

The population of this research is the first grade students of SMAN 1 Simpang Kanan. According to McMillan (1996) stated that population is a group of elements of cases, whether individuals, objects, or events that conform to specific criteria and to which intended to generalize of target of the research. In this research, the total number of population is 132 students. Then, researcher used cluster sampling to get the sample.

Sample is a group or a single element which is obtained from the population (McMillan, 1996). The researcher wrote one piece of paper by using the word “sample” and others were blank. Next, The researcher asked to the chairmen to take the lottery. The chairman who got “sample” paper, his class is taken as the sample. Then, the sample of this research is first class (X_1) with the total number of sample is 32 students.

The instrument used in this research was reading test and the kind of reading is multiple choices. Multiple-Choices are the choosing one correct answer of five choices (Brown, 2004). Researcher administered 35 question which consisted five kinds of text; recount text (Bolang’s adventure to Deutchland), procedure text (How to make dough), narrative text (Bandung Bondowoso and Roro Jonggrang), descriptive text (The Borobudur), and news item text (Man jailed for striking RI maid). The test was adopted from English books of the first grade of senior high school.

In collecting the data, researcher administered reading test. The test was distributed to the first grade students of SMAN 1 Simpang Kanan. Before the test administered, it was tried out. The try out was used to know the validity and reliability of the test. Validity is the extent to which inferences made from assessment result are appropriate, meaningful and useful in the terms of purpose of the assessment (Brown, 2004). Furthermore, Sudijono (2011) revealed that the test items are accepted if the score of the facility value is between 0,30 – 0,70. However, the test items are rejected if the score of the facility value less between 0,00 - 0,30 and over than 0,70 – 1,00. According to Heaton (1988) the formulation to find out the validity test can be seen as follows:

$$FV = \frac{R}{N}$$

FV : Facility Value

R : The number correct answers

N : The number of the students

Moreover, reliability is consistent and dependent (Brown, 2004). It means that if the researcher gives the same tests to the students on two different occasions, the test should yield similar result. To find out the reliability, researcher should to find out the mean score and standard deviation.

Sudijono (2012) suggested that to find out the mean scores of the test, it can be formulated as follows:

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

M : The mean score of the students

$\sum x$: The summation of the students’ score

N : The number of the students

Then, Heaton (1988) stated that to find out the standard deviation, it can be formulated as follows:

$$S.D = \frac{\sqrt{\sum d^2}}{N}$$

S.D : Standard deviation
 $\sum d^2$: Mean deviation
 N : Number of the students

Furthermore, Thoha (1996) stated that the reliability of the test can be formulated as follows:

$$r_{ii} = \frac{k}{k-1} \left\{ 1 - \frac{M(K-m)}{k \cdot SD^2} \right\}$$

r_{ii} : the reliability of the test
 k : the number of item in the test
 m : Mean score of the test
 SD : the standard deviation of all the students' score

After collecting the data, researcher calculated the students' individual score, mean score, percentage and the level ability. According to Purwanto (1986), the formulation to find out students' individual score can be formulated as follows:

$$S = \frac{R}{N} \times SM$$

S : Students' individual score
 R : the number of correct answer
 N : the maximum items
 SM : Standard mark

Hatch and Farhady (1982) stated that to get the percentage of the students who can answer correctly can be formulated as follows:

$$P = \frac{F}{N} \times 100\%$$

P : Percentage
 F : Number of frequency
 N : the number of the respondents

After calculating students' individual score, mean score, and the percentage, researcher determined the students' level ability based on the students' score. The students' level ability can be classified into four categories. The classification is adopted from Harris (1974:134) in Thahirah (2015) and the table of the classification is as follows:

Table 1 The Classification of the Level Ability

Score Classification	Category
80 – 100	Excellent
60 – 79	Good
50 – 59	Average
0 – 49	Poor

RESEARCH FINDINGS

Before the test was distributed to students, the test was tried out. The result of the try out can be seen as follows:

1. The validity of the try out test

After calculating the validity, it was found out that 5 questions were rejected. The question numbers are 11, 17, 33, 34, and 35.

2. The reliability of the try out

Before calculating the reliability of the test, the researcher calculated the mean score and standard deviation. The result can be seen as follows:

a. The mean score : $M = \frac{\sum X}{N}$ $M = \frac{\sum 643}{31}$ $M = 20,74$

b. The standard deviation : $S.D = \frac{\sqrt{\sum d^2}}{N}$ $S.D = \frac{\sqrt{\sum 499.7}}{31}$ $S.D = \sqrt{16.11}$
 $S.D = 4.02$

c. The reliability : $r_{ii} = \frac{k}{k-1} \left\{ 1 - \frac{M(K-m)}{k \cdot SD^2} \right\}$
 $r_{ii} = \frac{35}{35-1} \left\{ 1 - \frac{20,74(35-20,74)}{35 \cdot 4.02^2} \right\}$
 $r_{ii} = 1,02 \{ 1 - 0,52 \}$
 $r_{ii} = 0,48$

After finding the result of the try out, researcher calculated the data of research findings. The result of research findings can be seen as follows:

1. Students' individual score

Figure 1 The Percentage of the Students' Ability in Reading Comprehension

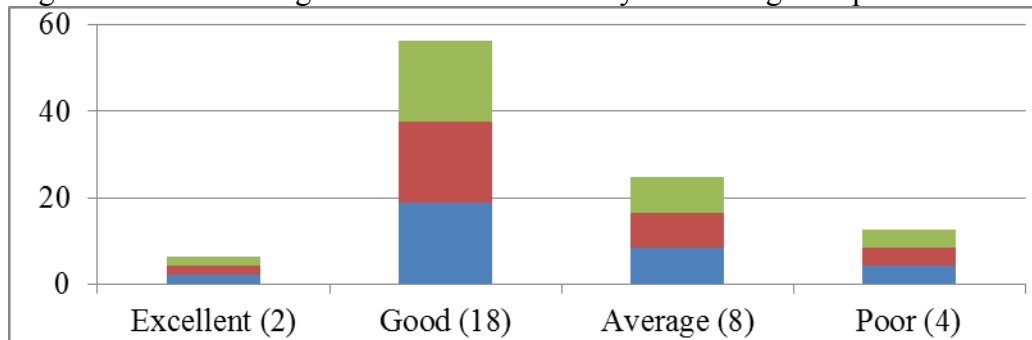


Figure 1 shows that there are 87.5% of students are in excellent level, good level, and average level. In other words, most of the students pass in reading comprehension. Meanwhile, there are 12.5 % students fail in reading comprehension. It means that there are 4 students get the poor score.

2. The Description of the Students' Ability in Reading Comprehension

After finding the students' ability in reading comprehension, researcher calculated the students' ability in finding the components of reading comprehension. The description of students ability in finding the components of reading comprehension can be seen as follows:

a. The Description of the Students' Ability in Finding Main Idea.

The students' ability in finding main idea can be seen from the scores which obtained from questions number are: 1, 8, 15, 22, 29. The figure of the students' ability in finding main idea can be seen as follows:

Figure 2 The Percentage of the Students' Ability in Finding Main idea

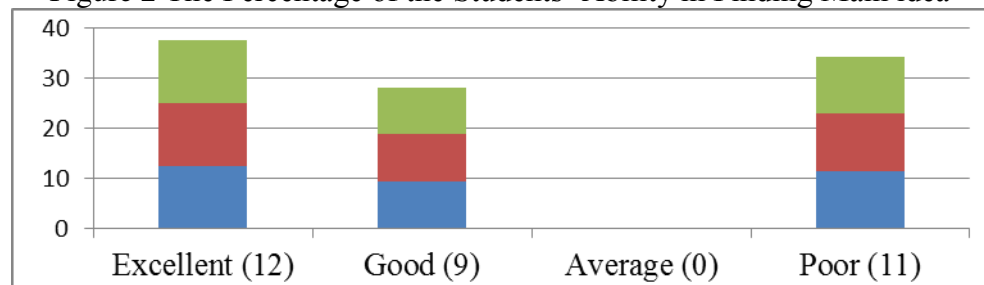


Figure 2 shows that there are 65.625% of students pass in finding main idea. It means that there are 21 students are in excellent level, and good level. Meanwhile, 34.375% of students fail in finding main idea. It means that there are 11 students are in poor level. From explanation above, it can be concluded that the students' ability in finding main idea are in good level.

b. The Description of the Students' Ability in Finding Factual Information

The students' ability in finding factual information can be seen from the scores which obtained from questions number are: 2, 9, 16, 23, 30. The figure of students' ability in finding factual information can be seen in this following:

Figure 3 The Percentage of the Students' Ability in Finding Factual Information

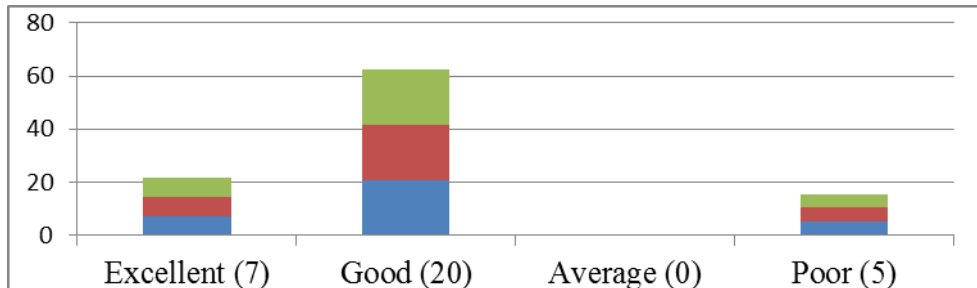


Figure 3 shows that there are 87.5% of students are in excellent and good level. In other words, most of the students pass in finding factual information. Meanwhile, 12.5 % students fail in finding factual information. It means that there are 4 students are in poor level. From explanation above, it can be concluded that the students' ability in finding factual information are in good level.

c. The Description of the Students' Ability in Finding Reference.

The students' ability in finding reference can be seen from the scores which obtained from questions number are: 3, 10, 17, 24, 31. The students' score in finding reference can be seen in this following figure:

Figure 4 The Percentage of the Students' Ability in Finding Reference

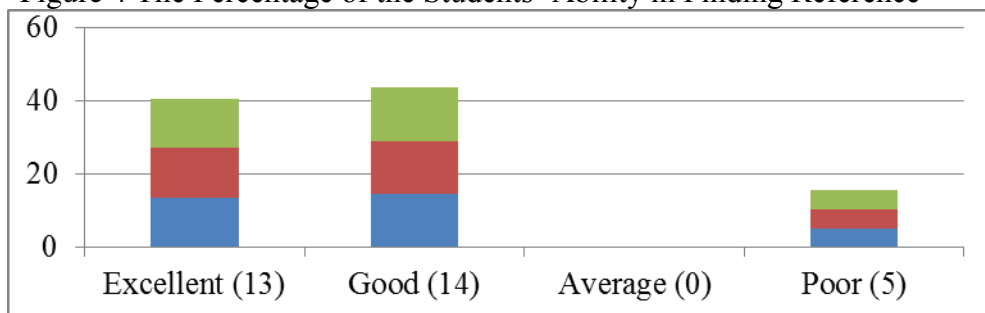
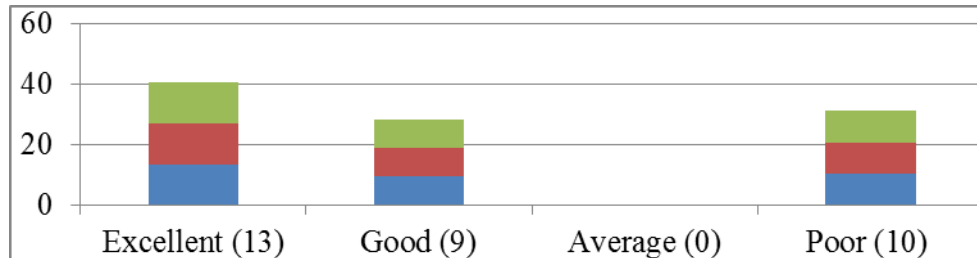


Figure 4 shows that most of the students pass in finding reference. It can be seen from the figure above that there are 84.375% of students are in excellent level and good level. Meanwhile, 15.625 % of students fail in finding reference. It means that there are 5 students are in poor level. From explanation above, it can be concluded that the students' ability in finding reference are in good level.

d. The Description of the Students' Ability in Finding Inference

The students' ability in finding inference can be seen from the scores which obtained from questions number are: 4, 11, 18, 25, 32. The students' score in finding inference can be seen in this following figure:

Figure 5 The Percentage of the Students' Ability in Finding Inference



From the Figure 5 shows that there are 68.75% of students are in excellent and good level. In other words that most of the students pass in finding inference. Meanwhile, there are 31.25 % of students fail in finding inference. It means that there are 10 students are in poor level. Finally, it can be concluded that the students' ability in finding inference are in good level.

e. The Description of the Students' Ability in Finding Generic Structure.

The students' ability in finding generic structure can be seen from the scores which obtained from questions number are: 5, 12, 19, 26, 33. The students' score in finding generic structure can be seen in this following figure:

Figure 6 The Percentage of the Students' Ability in Finding Generic Structure

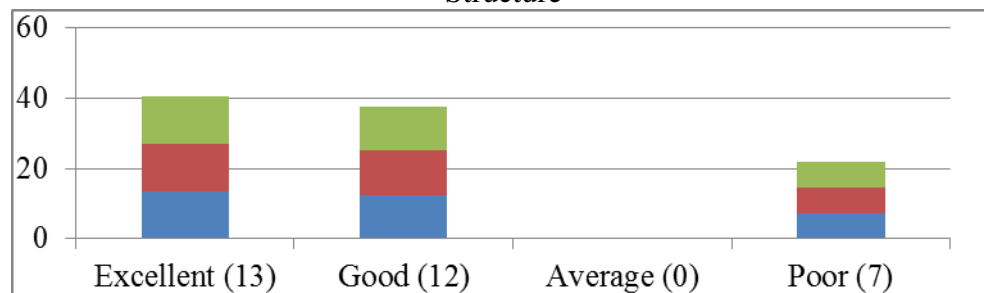
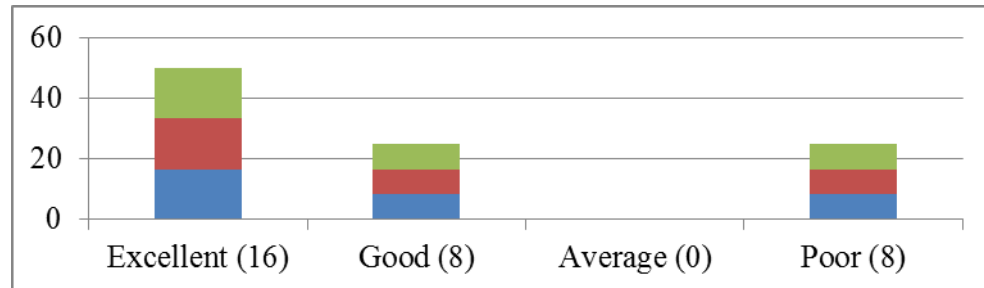


Figure 6 shows that that most of the students pass in finding generic structure. It can be seen from the figure above that there are 78.125% of students are in excellent and good level. Meanwhile, only 21.875 % of students fail in finding generic structure. It means that there are 7 students are in the poor level. From explanation above, it can be concluded that the students' ability in finding generic structure are in good level.

f. The Description of the Students' Ability in Finding Purpose of the Text.

The students' ability in finding purpose of the text can be seen from the scores which obtained from questions number are: 6, 13, 20, 27, 34. The students' score in finding purpose of the text can be seen in this following figure:

Figure 7 The Percentage of the Students' Ability in Finding the Purpose of the Text



From the figure 7 that most of the students pass in finding purpose of text. It can be seen from the figure above that there are 75% of students are in excellent and good level. Meanwhile, only 25 % of students fail in finding purpose of the text. In the other words, there are 8 students are in poor level. Finally, it can be concluded that the students' ability in finding purpose of the text are in good level.

g. The Description of the Students' Ability in Finding Language Feature.

The students' ability in finding language features can be seen from the scores which obtained from questions number are: 7, 14, 21, 28, 35. The students' score in finding language features can be seen in this following figure:

Figure 8 The Percentage of the Students' Ability in Finding Language Features

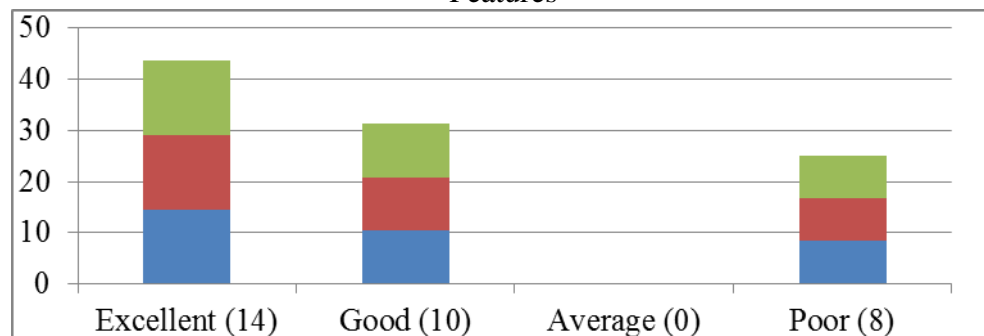


Figure 8 shows that there are 75% of students pass in finding language features. It means that there are 24 students in excellent and good level. Meanwhile, 25 % students fail in finding language features. In the other words, there are 8 students are in poor level. Finally, it can be

concluded that the students' ability in finding generic structure are in good level.

3. The Mean Scores of the Students' Ability in Reading Comprehension

From analyzing the data above, it was found that the students' mean scores in reading comprehension can be seen in the Table below:

Table 2 The Mean Scores of Students' Ability in Reading Comprehension

No	The Components of Reading Comprehension	Mean Score	Level of Ability
1.	Finding Main Idea	60	Good
2.	Finding Factual Information	61.875	Good
3.	Finding Reference	66.25	Good
4.	Finding Inference	62.5	Good
5.	Finding Geneneric Structure	61.25	Good
6.	Finding Purpose	66.25	Good
7.	Finding Language Features	65	Good
Total		63.14	Good

The Table 2 shows that the highest of the students' mean score is in finding purpose of the text where the mean score is 66.25 and it is categorized into good level. Meanwhile, the lowest mean score is in finding main idea. It is found that the mean score of finding main idea is 60 and it is categorized into good level.

Furthermore, it can be concluded that the students' mean score in reading comprehension is 63.14. It means that the students' ability in reading comprehension are in good level.

CONCLUSION

Based on the data analysis, it was found out that the students' ability of the first grade students of SMAN 1 Simpang Kanan Rokan Hilir in reading comprehension is in good level with mean scores is 63.14. For details, there are 28 students are in excellent, good, and average level. In other words, most of the students pass in reading comprehension. Meanwhile, there are 4 students are in poor level.

SUGGESTIONS

1. For the students

The students are expected learn more deeply in finding main idea. It means that the students have to understand how finding the main idea in a text. Further, the students are expected to practice more in finding main idea of a text because it will make students fluency in determining the main idea of the text. Moreover, the students are expected to keep on reading intensively. By reading intensively, the students get new vocabulary which is needed in finding main idea.

2. For the teacher

Due to the lowest score in main idea component, English teacher is expected to give more attention and explanation in finding main idea. Besides that, the teacher are expected to give more exercises in textbook and also make an additional exercises in order they understand in determining the main idea of the text fluently.

3. The next researcher

To the next researchers are suggested to conduct different level of students dealing with the students' ability in reading comprehension or further research design such as action research, experiment research, etc.

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