ANALYZING THE LEVEL OF THE STUDENTS' READING COMPREHENSION IN COMPREHENDING THE NARRATIVE TEXT

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ABSTRACT

The research aimed at finding out the analyzing of students' reading comprehension at the second year of SMU Negeri 4 Bulukumba Kab. Bulukumba.The findings of this research that the researcher known the ability of the students' reading comprehension on level at the second year of SMA Negeri 4 Bulukumba to have "Low" level. Based on the finding about the students competence on reading comprehension level, some problems or difficulties were faced by the second grade students of SMA Negeri 4 Bulukumba in analyzing reading test with correct answer which were answer with literal, interpretation, critical and creative. Based on the result of questionnaire of students, the researcher finds out some solution from the problem of the students in reading. The students are suggested to practice reading anything that they like, for example reading a article, reading, essay, reading a book, reading newspaper and reading novel every day. The students practice interpreting what has been reading in improving reading comprehension. The role of teacher is needed to contribute in improving students' reading comprehension.

Keywords: Student, Reading Comprehension, Level, Low, Analyzing

1. INTRODUCTION

The goals of teaching English in Indonesia are mainly to enable the students to use English for communication and to read books and references written in English. The students are expected to have skills of the English language such as reading, writing, listening, speaking, and other elements of language that must be taught to the students through the chosen themes.Among the four skills above, reading get greater attention than three others because reading is a flexible for the students, because they can get information from the text they have read. Reading is one of

the important aspects in learning English, which is applied in elementary levels until university levels of education (Mustafa, 2018) (Nell K. Duke, 2017).

Reading also is an active process indentifying important ideas comparing. Sağirli,M.(2015) reading is the most effective communicative tool which is used throughout life, starting from the first class -average of five years- Information is an effective way to develop skills. Mental abilities such as comprehension, understanding, interpretation, judgment, analysis-synthesis making, assessment are developed with accurate, fast and continuous acquisition of reading skills. Analyze, evaluate and synthesize what one read. They are the ability to see relationship of ideas and use them as an older reading. (Halvonson, 1992:38 in Haryati 2013:1) reading consists of some strategies to help the reader evaluate and understand the content of the material.

Foreign language learning plays an important role in the global communication, further study, seeking for knowledge, career, good understanding for culture and worldwide vision. Reading skill is an important factors in development of the quality of human life. Foreign language studies broadens students' vision and enable them to communicate with foreigners appropriately and confidently. Reading skill plays an important role in teaching English as a second language. Reading and writing are vital to students' achievement in and outside of school. Because they draw on common sources of understanding and cognitive processes, involve which means making, and may be used conjointly to accomplish important learning goals, it is mile often endorsed that studying and writing have to be taught together, (Graham, 2018). Learners who have good reading ability will progress in their careers and their further studies. For those who study English as a second language, ability in English reading comprehension is a must. Learners need reading comprehension to be able continually increase their knowledge.

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.

There are specific traits that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well developed language, and the ability to make inferences. Having the skill to monitor comprehension is a factor: "Why is this important?" and "Do I need to read the entire text?" are examples. Lastly, is the ability to be self-correcting to solve comprehension problems as they arise.

Since reading is considered to be very urgent for the learners, many researchers have be conducted for students of all levels of education. Many efforts for increasing the students reading comprehension have been performed by experts and researchers, and mostly stated that the students' reading comprehension get better and better. By this reasons, in this writing the researcher intends to see and evaluate the students reading comprehension level through the process of "Analyzing the level of the students' reading comprehension at the second year of SMA Negeri 4 Bulukumba" as the title of this research writing.

Based on the background above, the writer formulates the research question as follow "In what extents (level) do the students exist in reading comprehension at SMA Negeri 4 Bulukumba?"

2. METHOD

A qualitative descriptive approach does not require the researcher to move as far from the data and does not require a highly abstract decoding as compared to other qualitative approach) but of course, does result in some interpretation. Often the findings of these studies can can be of particular importance to practitioners and policymakers (Bradshaw, 2017). In order this research implemented descriptive qualitative design which intend to analyze the students ability in reading comprehension then describe the comprehension quality of the second year the students of SMA Negeri 4 Bulukumba.

This research implemented single variable (Bradshaw, 2017) that was the analysis of the students' reading comprehension ability level at second year of SMA Negeri 4 Bulukumba.

1. Population

The population of the research was the second grade students of SMA Negeri 4 Bulukumba which consists of 3 classes and each class consists of 36 students. So the amount number of population was 116 students in 2014/2015 academic year.

2. Sample

The researchers took one of three Classes as a sample in this case. Researcher applied a random sampling, it means that the number of samples were 36 students.

3. FINDINGS AND DISCUSSION

The researcher presents findings of the research and discussions. Finding consists of the ability to identify the main idea and supporting details of the text. The discussion of the research covered further explanation of the findings.

a. Findings

In this findings, the writer presents the result of the test about the students ability to identify the answer with literal, interpretation, critical and creative based on the research instrument has 20 items of comprehension and questioners that used questions and 4 choice answers. The description of the findings are as follows:

1) Descriptive data about reading comprehension

On May 2015, the researcher had conducted research about the literal level of reading owned by the second grade students of SMA Negeri 4 Bulukumba. The aspect of the literal level on reading skill researched to the students are reading comprehension, answer with literal, interpretation, critical and creative.   There are 37 students taken purposively as the sample of the research because they are in a classmate. There are 20 items of the whole questions as the research instrument and the finding can be seen in the following Table 1:

percentage rate scoring the following table:

No	Items of Reading	Correct Answer (%)	Incorrect Answer (%)
1	Answer with literal	60%	40%
2	Interpretation	40%	60%
3	Critical	30%	70%
4	Creative	35%	65%

Source data : Analyzing scoring from table

Based on the table above the researcher concludes that from four items of reading comprehension test Critical from has position in high of difficult , then interpretation and then creative. The easily of difficult is Answer with literal.

Based on the picture above indicates that the second year of students' SMA Negeri 4 Bulukumba in answer or identifying reading comprehension test, there are 60% students got correct answer in (answer with literal) and 40% students got incorrect answer. Then there are 40% students got correct answer in (Interpretation) and 60% students got incorrect answer. Then there are 30% students got correct answer in (Critical) and 70% students got incorrect answer. Then there are 35% students got correct answer in (Creative) and 65% students got incorrect answer. To see the tabulate data from the result above, the researcher describes as follows:
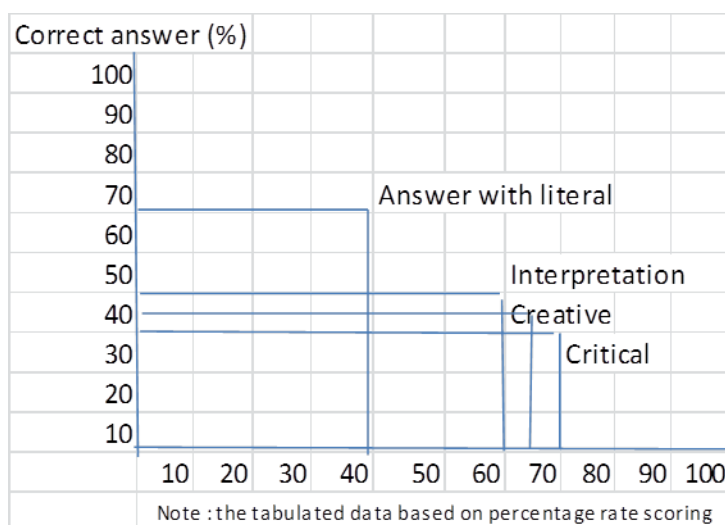
So, From those result above the researcher may writes the highly classification difficulties of the items until the easily classification as follows:

a. The first high difficulties classification is critical

b. Then Interpretation

c. Then Creative

d. And the easily difficulties clarification is Answer with Literal

2). Descriptive data about questionnaire

In this instrument, the researcher gives questions, and to know the percentage rate students, the researcher gives explanation as follows:

Table 3: Literal level is difficult level in reading

No	Item of Choice	Frequency	Percentage
01	Strongly agree	4	11,1%
	Agree	8	22,2%
	Disagree	24	66,7%
	Strongly disagree	0	0%
	Total	36	100%

Source data: Questionnaire no.1

Based on the table above indicates that according to the second year of students reading comprehension is very difficult subject. It is indicates from result of data analysis shown that 11,1% students choose strongly agree category, 22,2% choose agree category, and 66,7% students choose disagree. And there is not students choose strongly disagree.

Table 4: Interpretation level is difficult level in reading

No	Item of Choice	Frequency	Percentage
02	Strongly agree	8	22,2%
	Agree	16	44,4%
	Disagree	12	33,3%
	Strongly disagree	0	0%
	Total	36	100%

Source data: Questionnaire no.2

Based on the table above indicates that according to the second year of students reading comprehension is very difficult subject. It is indicates from result of data analysis shown that 22,2% students choose strongly agree category, 44,4% choose agree category, and 33,3% students choose disagree. And there is not students choose strongly disagree.

Table 5: Critical level is difficult level in reading

No	Item of Choice	Frequency	Percentage
03	Strongly agree	24	66,6%
	Agree	8	22,2%
	Disagree	4	11,1%
	Strongly disagree	0	0%
	Total	36	100%

Source data: Questionnaire no.3

Based on the table above indicates that according to the second year of students reading comprehension is very difficult subject. It is indicates from result of data analysis shown that 66,6% students choose strongly agree category, 22,2% choose agree category, and 11,1% students choose disagree. And there is not students choose strongly disagree.

Table 6: Creative level is difficult level in reading

NO	Item of Choice	Frequency	Percentage
04	Strongly agree	10	27,7%
	Agree	10	27,7%
	Disagree	24	66,6%
	Strongly disagree	0	0%
	Total	36	100%

Source data: Questionnaire no.4

Based on the table above indicates that according to the second year of students reading comprehension is very difficult subject. It is indicates from result of data analysis shown that 27,7% students choose strongly agree category, 27,7% choose agree category, and 66,6% students choose disagree. And there is not students choose strongly disagree.

b. Discussion

Based on result of data analysis above, the researcher explain that the student of the second year of SMA Negeri 4 Bulukumba faced some difficulties in reading comprehension and based on questionnaire that had given the difficulties faced students were the students did not understand the text well. If only once did reading in the school that they read in attractive place, difficult to interpret and read what the students want to read some of students choose doing reading in library, in the garden of school, read the news papers, read the new books to improve their reading comprehension.

The data analysis above the researcher shown the ability of the students' of SMAN 4 Bulukumba were very low in reading comprehension. It happen in the school because many factors which the factor of them is the students had low motivation in reading comprehension. The problem of the students had to be look for the solution especially of their teacher who took the good way for them especially in reading comprehension.

In reading comprehension test, the researcher concluded that the ability of reading comprehension students was still low. Because the result of data analysis showing from the first until the four items of the test which consist of 22 numbers . Nobody students got good result that they were not analyzing all of test with correct answer. But from the analyzing scoring of data in four items test form. Students were easy to have correct answer about answer with literal percentage rate 60%, then interpretation rate correct answer is 40% and critical with percentage rate correct answer is 30 %, then creative with percentage rate correct answer is 35 % is

Table 7 Mean score of correct answer of every level in reading comprehension:

No	Items of Reading	Correct Answer
1.	Answer with literal	60%
2.	Interpretation	40%
3.	Critical	30%
4.	creative.	35%

Based on the picture above indicated that the second year of students' SMA Negeri 4 Bulukumba in answer or identifying reading test, there were 45% students got correct answer in (Answer with literal) . Then there were 44% students got correct answer in (Interpretation). Then there were 50% students got correct answer in (Critical). Then there were 55% students got correct answer in (Creative). To see the tabulate data from result above :
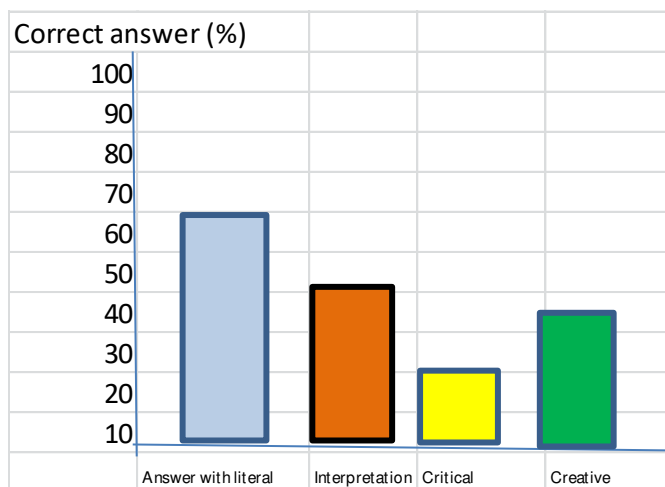
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Correct answer (%)
100
 90
 80
 70
 60
 50
 40
 30
 20
 10
      Answer with literal   Interpretation  Critical   Creative
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So, From those result above the researcher may writes the highly classification difficulties of the items until the easily classification as follows:

a.   The first high difficulties classification is critical

b.   Then Interpretation

c.   Then Creative

d.   And the easily difficulties clarification is Answer with Literal

So the students of SMAN 4 Bulukumba had low in reading comprehension that is based on the data analysis. Where the first easily was answer with literal, creative, Interpretation and the high difficulties is critical. The students were difficult in reading comprehension because there were lack to do some practice to read more and more. And they didn't have motivation to read them where they were not interest with English subject. In order to overcome the problems, students propose an interactive learning for reading activities, both in forms of audio visual and games (Nurjanah, 2018).

The teacher has to have interest method to force students enjoy to study English and they can improve their ability in reading. Furthermore the teachers should be more aware of problems faced by students and provide more interactive teaching techniques (Nurjanah, 2018). Teaching what we call collections or packages of comprehension strategies can help students become truly solid comprehenders of many kinds of text (Nell K. Duke, 2017). Teacher has to have many strategies to develop students' reading comprehension. Because when the students have low in reading comprehension, that was not factor coming from the students only but the teachers has role on it.

4. CONCLUSIONS

Some problems or difficulties faced by the second grade students of SMA Negeri 4 Bulukumba in analyzing reading test with correct answer was answer with literal, interpretation, critical and creative. Besides, the result of questionnaire students suggest some practices to the students that is reading a article, reading essay, reading a book, reading newspaper, trying to read anything and interpreting what has been read and then matches it with the correct answer to know the ability or the improving reading comprehension students. From result of data analyzing in reading comprehension test by following four items test which consist of 20 numbers test researcher concluded that: students abilities in reading comprehension was low.

Students were difficult in reading comprehension because the students were lack to do some practice to read more and more. The data analysis above the researcher shown the ability of the students' of SMAN 4 Bulukumba are very low in reading comprehension. The low level of students in reading comprehension happened in the school since some factors that was the students had low motivation in reading comprehension. The problem of the students in reading comprehension is overcame by the teacher. The teacher should know all the interest of the students in reading. After the teacher observes the style of the students in reading then the teacher may create the strategy in reading based on the style of students in reading.

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