Students'Ability in Reading Comperhension of the Scond Grade at SMP 13 Berau 2018/2019

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Abstract

The problem formulation of this research are: What is the students' ability in reading comprehension . Design of this research was quasi experimental research, by conducted Pretest-treatments-posttest procedures. While the subject is 27 students of junior high school in the school year 2017/2018. The object the researchis the student' ability in reading comprehension. To collect the data, the writer uses some tecniques suchas test and document. Data processing in this research is divided into five phases: validity, reability, Scoring the test, ranking and mean,median and mode then all the data are analyzed quantitavely The result finding of this research was the mean score students' reading test is 77.41, the value of median is 65, and the value of mode is 80.The performance on posttest show that the students' ability in reading comprehension is outgrowth, the students obtained positive progress in learning reading skill.

Keywords: *Student' Ability, Reading Comprehension*

Introduction

Education is a very important issue for human life. This is accordance with the 1945 constitution article 31 paragraph 1 read:"Every citizen is entitled to receive instruction". From the statement can be concluded that very citizen will be guaranteed their needs through education and teaching. In a verse of (Qur'an AL-mujadilah verse 11), Allah says :

دَرَجَاتٍ الْعِلْمَ أُوتُوا وَالَّذِينَ مِنكُمْ آمَنُوا الَّذِينَ اللَّهُ يَرْفَعِ

Those condition are emphasized in the verse of Al-Qur'an below :

﴾٢﴿ عَلَقٍ مِنْ الْإِنسَانَ خَلَقَ ﴾١﴿ خَلَقَ الَّذِي رَبِّكَ سْمِبِا اقْرَأْ

Read in the name of your Lord who created. Created man from a clot of congealed blood. Read and your Lord most generous. Who taught (knowledge) by the pen. Taught man that which he did not know. The meaning of Iqra as; Iqra comes from the word qara'a - yaqrau – iqra. It means read or reading. In the Qur'an, the rooted word of qara'a has been mentioned serval times. The Qur'an itself comes from the verb qara'a–qur'anan which mean reading or something that is read over and over again. This shows the considerable concern of God and the important of reading meaning for man. Refers to the above verses can be emphasized that learning process and reading have closed interrelationship. Learning through reading every single object on the world, and reading is one of the way for anybody to develop and broaden the knowledge. In learning process, it is needed other people as an educator or teacher. So, there has an interaction each other through language.

Language is a tool of communication used by people to relate one another around the world. English is one of the languages used as international language, it is very important and has many interrelationships with various aspects of life. In Indonesia itself, English is considered as the foreign language and taught formally from elementary school up to university level. In learning English there are four skills which are necessary to be mastered by the learners. The skills are listening, speaking, reading and writing. Refers to the title, the writer limits the explanation to the reading.

Reading skill is very important skill that must be mastered. Because reading comprehension skill is a fundamental skill to obtain further academic learning success. To get further knowledge, college students are required to have critical and analytical competence in comprehending academic texts, in searching more academic information through various types of reading materials such as textbooks, journals, reports, or electronic messages; however, not all students are good enough in reading text comprehension. It seems, for Indonesian students English as a foreign language is difficult to be learned. They get difficulties, boredom and confusing in learning it, because is not their mother tongue. English teacher should be able to motivate the

learners in learning this foreign language. Harmer (1993:3) states motivation means a kind of drive that encourages somebody to pursue a action. It should be done by every English teacher in order that the able to manage the teaching by using certain interested and attractive method in the teaching-learning process like teaching by applying role play method , so that the students can learn English without boring and despair.

The interesting method such role playing is one of the effective and frequently used active learning instructional strategies currently being used at the intermediate level such as students on junior and high school. If the focus of instruction is the learning of new skill sets, role play those skills in a realistic yet safe classroom environment allows students to implement them correctly in a mentored and structured learning setting. It also allows students to gain the confidence to execute them appropriately in the real world. As a set of instructional method, it can be an alternative to facilitate students in learning English as a Foreign Language (EFL) especially to enhance reading skill as important skill. So, it is needed priority classroom management

in teaching and learning process because the main goal of teaching reading skill is to make students able to read and get the message (Ria: 2007). It means that the main goal of English teaching and learning for indonesian students is to comprehend the text that they must understand the written or printed information. Furthermore, considering the needs of mastering reading is as one of the ways for mastering English. Reading skill is always given the main emphasis. Huda (1997:149) states that reading becomes the main point in curriculum 1994 in Indonesia that has to be mastered by students. For the realization, the 1994 curriculum, 2004 curriculum, and Competency Based Curriculum, emphasize that the students should master four components of puts the reading skill first to be presented.Thus, reading skill is still given as a first priority.Moreover Karshen and Carrel (1983:131) view that reading is one of English language skills which can serve as an important source of comprehensible input and may take a significant contribution to the development of overall proficients.

Refer to the above discrepancies the issue of this study concern to "The students' ability in reading

comprehension of the second grade at SMPN 13 Berau". Refers to the background, the research problem is formulated in specific problem as "What is the students' ability in reading comprehension of the second grade at SMPN 13 Berau?". In related with the research problem as mentioned above, the objective of this research is to fine out the students' ability on reading comprehension performance of the second grade at SMPN 13 Berau.

Review of Related Theories

Ability is potential that found in the human being self. Ability is a present state of being able to make a certain responds or to perform a certain task, beside that. The ability of the student in learning can be seen from results of the learning itself. The ability of the student to master the materials is not same, event thought by the same teacher, because their power to receive the materials is different. According to Mardianto (2012. P.93), it is explained that ability in three parts: cognitive, effective, and psycho motor. The cognitive aimed at orientation to the thinking skills include more modest intellectual ability, that given up on the ability to solve problems. Effective is orienting the values, norms to be used

as one's personal attitude. And psychomotor ability is related to muscular activity and physical activity.

Heilman (1981. p. 242) stated that reading is a process of making sense of written ideas though meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language ability. Then stated by Otto (1979. p. 241) that reading comprehension is a multiplication affected by various skills based on the statement. At comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension. This study discussed the students' ability in reading comprehension. This study is anchored on three main theories of reading comprehension. Firstly, Schema Theory by Gunning (1996) supported by Kitao (1990), secondly, Mental Models Theory by Gunning supported by Perkins (1991), and lastly Proposition Theory by Gunning (1996).

Gunning in schema theory (1996) determines a schema as the organized knowledge that one already has about people, places, things, and

events. Kitao (1990) says the schema theory involves an interaction between the reader's own knowledge and the text, which results in comprehension. This schema, as Gunning defined, can be very broad, such a schema for natural disasters, or more narrow, such as a schema for a hurricane. Each schema is "filed" in an individual compartment and stored there. In attempting to comprehend reading materials, students can relate this new information to the existing information they have compartmentalized in their minds, adding it to these "files" for future use. Based on the schema theory, depending on how extensive their "files" become, their degree of reading comprehension may vary.

Another major theory which anchors this research is the mental model theory. This model can be thought of as a mind movie created in one's head, based on the reading content. Gunning gives a detailed description of this process, stating that a mental model is constructed most often when a student is reading fiction. The reader focuses in on the main character and creates a mental model of the circumstances in which the character finds him or herself. The mental model is re-constructed or updated to reflect the new circumstances as the situation changes, but the items important to the main character are kept in the foreground according to Gunning, (1996).

Perkins (1991) identifies that sometimes misconceptions about important concepts reflect misleading mental models of the topic itself or the subject matter within which it sits. There are, however, interventions the teacher can do to help the reader to stay on track and create a more accurate picture. One suggestion is for the teacheras to ask the students to disclose their mental models of the topics in question, through analogy, discussion, picturing, and other ways. This information gives the teacher insight on the student's knowledge gaps and misconceptions, therefore allowing them to help students reconstruct a more accurate picture. The final explanation of comprehension is core by the propositional theory. This involves the reader constructing a main idea or macro structure as they process the text. These main ideas are organized in a hierarchical fashion with the most important things given the highest priority to be memorized (Gunning, 1996).

Refers to the three rooted theory, it is clear that the main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless. According to the Proposition theory, the student is forming a mental model in their mind as they are forming the macrostructure.

Forming a schema is the most basic comprehension tool used by students. As students become more advanced, students can build on their base of schemas and create mental models throughout the reading. The most complex comprehension tool is forming a series of propositions, which are constantly updated throughout the text.

Research Methodology

This study was descriptive quantitative method. So, the approach of this research is quantitative research especially one short case study design or mentioned by pre-experimental design, thus the design was conducted on one group sampleonly. The current design was very simple, it was done ones treatment then doing posttest to find out students ability in reading comprehension. The design as illustrated bellow.

X	O
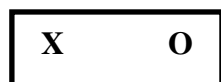
Notation :

X= Treatment

O= Posttest

This research was conducted at the SMPN13 Berau, especially grade VIII–A in first semester which is consist 27 students. The research was heald from 20 October up to 30 november 2017. The subject in this study was all students of class VIII-A SMPN 13 Berau. Whereas the object of this research is the application of students' abilityreading comprehension, and to find out whether the students' performance in reading omprehension is varies. In gathering the data of this research, there were some techniques used, namely; test and documentation. To make it clearer, here are the following details: Test and Document. The method of data analysis used To score the test, the researcher used scoring standart technique from ArikuntoS $= \frac{R}{N}$ X 100.

Where :

S = The score

R = The number of correct answer

N = Total number of the test item.

Mean or average is the result of a number of sectors with the number of respondents. The calculation of the mean is a simple calculation because it only requires the sum of the number and the number of respondents (n). Here is how to calculate the value of the mean score.

$$\bar{X} = \frac{\sum X}{n},$$ Where:

x=Mean

∑= Summation

N=Number of score or measure

Scale	Verbal Interpretation
80-100	Excellent
60-79	Very Good
40-59	Good
20-39	Fair
0-19	Poor

The following table is the rating scale from Antonio to present the existing students' mean performance.

Median

The median is a set of data that has been sorted from the smallest to the largest or the largest to the smallest right in the middle if the observation is odd, or the average of both observations in the middle when the observation is even.

Mode

Mode is the value that often appears or with the highest frequency. Mode does not always exist, this happens if the frequency of all data is the same.

Finding and Discussion

In research implementation, researcher observed respondents of the research, then prepare the instrument test which has been measure the validity and reliability. Between reliability and validity is paramount important in part of research, because the researcher could know quality of the test.

After prepare all the things several treatments were given to get the data from direct instructionon wednesday, November 9th 2017.In the fist meeting the researcher made a review the material of narrative text briefly then the students were conducted in group and the researcher discussed and gave example about how to play the role in the class. In the next meeting of treatment, the researcher made several groups and the groups were given the passage of narrative text and start playing drama.

The last, the researcher gave post-test on thursday, November 16th 2017. The process of post-test, respondents were given 20 questions of multiple choices. The post-test in this study had a purpose to measure the students reading comprehension after getting treatments. The students did their post-test through reading test.

Finding of Students'Ability in Reading Comperhension

This part is a presentation, analysis and interpretation of the data gathered. a.Scoring and ranking

This research is accomplished with mean, median and mode. From this statistical analysis that measure the Students' Ability in Reading Comperhension. The first step to compute the data was scoring on students' worksheet by standard technique from Arikunto.

This research, is accomplished calculating the result with mean,median and mode. From this statistical analysis that measure the students' post-test outcome in reading comprehension.

The succeeding data on the table I.2 is the students' score on posttest. Those score were basis to find what students reading achievement was. The researcher tabulated the score and found the ranking. So, it can be seen that the lowest score of post-test was 65 and the highest was 95.

Student	Post-test	Ranking
1	70	6

2	65	7
3	65	7
4	90	2
5	90	2
6	90	2
7	85	3
8	85	3
9	85	3
10	85	3
11	80	4
12	65	7
13	65	7
14	70	6
15	75	5
16	65	7
17	75	5
18	65	7
19	95	1
20	85	3
21	90	2
22	85	3
23	85	3
24	80	4
25	65	7
26	70	6
27	65	7
$\sum$	**2.090**	
Mean	**77.41**	

Table 1. 2 Reading

Summation of students' score in reading comprehension was 2.090 and the mean was 77.41. The mean of post-test after giving treatments using several techniques and methods is in rating scale very good.

b. Mean, Median and mode

The Students' Score in Comprehension

After getting the complete data from respondent, the succeeding data in the table above need to be analyzed by mean median dan mode in order the researcher can find the fact that students' ability in reading comprehension. The result as following table:

Table: 1.2 The Mean, Median, Mode

Observation	Mean	Median	Mode

Posttest	77.41	65	80

As shown on the table above, posttest finding on the mean score was77.41, the value of median is 65, and the value of mode is 80. The performance on posttest show that the students' ability in reading comprehension is outgrowth, the students obtained positive progress in learning reading skill.

Findings and Discussion

The aim of this research was to find out whether any significant improvements in Experimental class in mastering reading comprehension. To assess the students' ability the researcher used reading comprehension test which consisted four texts and 20 multiple choice items as the instruments.

The success of the study was supported by some factor, the factor was technique of presenting thematerials which was used to attract the students' motivation in learning L2 especially to improve students' reading comprehension. As mentioned in in chapter two, Deborah (2005:5) stated that reading is a form of communication, using written language or symbols (text). Reading is two-way communication between an author and a reader. Reading is interpretation and understanding. All of these responses are correct. Written words are meaningless if you do not understand, or think about, what an author is saying.

It is meant that the purpose of teaching and learning reading is to make the students have ability in understanding of idea. To have understanding students must have awareness to think deeply, so, the teacher should be able to create comfortable situation in teaching in order the students is being stimulated to have good comprehension.

Besides that, the basis theories that anchored this research,it is clearthatthe main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless. According to the proposition theory, the student is forming a mental model in their

mind as they are forming the macrostructure. Forming a schema is the most basic comprehension tool used by students. As students become more advanced, students can build on their base of schemas and create mental models throughout the reading. The most complex comprehension tool is forming a series of propositions, which are constantly updated throughout the text.

Based on the researcher's experience during working this study, the fact has shown the direct effect of teaching and learning is a comprehension or understanding. The comprehension can be got through process of communication between teachers and students. Teachers should be able to create communication that makes it easy for students to be able to receive theknowledge presented by the teacher. The reality of communication in teaching and learningcan't take place as expected. Teachers still use methods that are tedious so students only receive information that resulted in students have no the liveliness, and do not have the opportunity to participate

actively in learning activities, and consequently the students' achievement is low.

In order to achieve the ability as expected then a teacher is obligated create an effective learning process. Teachers also must be able to use appropriate learning strategy soas to increase the activity, creativity and avoid saturation of student learning. If students areoften involved in the learning process, the ability to rsemember and understand is morepowerful than passive learning. Given the strength and understanding will help students insolving tasks given by the teacher. Therefore, students who are active in the learning affect student's ability.

Conclusions

In the light of the finding, the conclusions were draw that, the test instrument used in this research was appropriate in term of the objective and applicable in this particular situation because the prepared test curricularly valid and reliable. The mean score obtained in posttest was slightly high with the verbal rating scale very good. The succeeding was higher the passing

grade standard for English lesson in SMPN 13 Berau. In other word, the significantly difference implying that the proper situation in teaching improve students' reading comprehension.

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