Research Article

Analysis of Ability to Understand Text Reading on Students of English Education Study Program

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ABSTRACT

This research was conducted with the title Analysis of the second semester students' ability of the English Education Study Program in understanding reading texts. The purpose of this research is to examine the students' ability to understand the text. This study uses a qualitative method. The population used is the second semester students of HKBP Nommensen Pematangsiantar University for the 2020/2021 academic year. The sample taken is 32 people. The research data were collected from the given text. During the test, 30 questions were given. The type of test given is an objective test. After collecting the data, the writer then analyzed the students' scores. From these students, it was found that almost all students could not understand the text. There are 19 students (59.37%) who score below 65 and that makes them still need more attention than to help them improve their ability to understand the text.

Keywords: Ability, analysis, comprehending, reading text

Introduction

The English has four skills, namely: listening, speaking, reading, and writing. One of the skills is reading (Sukma et al., 2017). Reading comprehension is the study aids that help every reader to understand and remember the information, but in reality there are so many students cannot understand the advantage of reading comprehension because they have different learning style Proctor et al., (2020); Yusmalinda & Astuti, (2020). It makes some of them do not know how to incorporates the reading skill and comprehend text to get more information from what they have read and it also becomes a reason why students really hate reading comprehension than other skills in teaching – learning activity in class so it's a problem for teacher in teaching reading in the classroom Aquino & Tingson, (2021); Halamish & Elbaz, (2020).

In teaching reading, not all students know how to face reading comprehension well and know the trick to get something from the text (Gani et al., 2017). Most of them always use dictionary to translate every word in text, maybe it is because they have limited vocabularies. If

they do it all the time, they will get bored, get different meaning and they will uninterested in studying reading comprehension. Because of the reason, Torppa et al., (2020); Muhid et al., (2020) classified and "make some reason for reading into: a) getting general information from the text, b) getting spesific information from a text, and c) pleasure or for interest.

In teaching and learning English, the objective of the study is to master or achieve their abilities in these four skills. Hudson et al., (2020) points out the complexity of even defining reading by standing that "A description of reading has to account for the nations that fluent. Reading is rapid, purposeful, interactive, comprehending, flexible, and gradually opening". Some weaknesses and failure factors are students' bravery. Students are not able to express their brave when their teacher ask them to read and explore what they have read. Successful reading depends upon the simultaneous occurrence of two basic processes–text decoding and comprehension of resulting sting of words (Haerazi & Irawan, 2020). "Decoding means identification of letters, concentrate effort, and working memory involvement", because in every reading there is a relation between thinking and processing ideas. Reading is thinking process. It is act to develop an understanding that print representative language. A central factor associated with readiness is your reader understanding of the concepts of written language. Furthermore, Halamish & Elbaz, (2020) said that "In addition to help reader to develop an understanding that print represent language, there are other important linguistic understanding that facilitate a successful start in learning to read.

Learning needs process and practice to get the information from the element of the text that readers need. Fikroni, (2021) stated that "On the principle goals at this level is to get students to continue to allow the bit and pieces of language that might clutter the mind to be relegated to automaticity". So, it does not mean phrase, sentences, structure forcing the mental process to atomize.

Reading is a skill that must be developed by means of extensive and continual practices. Students learn to read and learn better by reading. When there is a learner begin the learning with words and learn the sound pattern and the learner makes the words to make sentences, paragraph, and stories and it makes the learner working and expanding the learner mind to add new information (Pardede, 2020).

Comprehension is a multifaceted process affected by a variety of factors (Støle et al., 2020)"It can be developed by requires direct instruction and it makes all reading instruction and it makes all reading instruction should be lead children to comprehend what learner read at a level appropriate to learner ability. A study by Liu et al., (2020) showed that there are five comprehension skill could be divided into several sub skills: 1) Recalling words meaning, 2) Drawing inferences from content, 3) Following the structure of a passage 4) Recognizing a writer's purpose, attitude, tone, mood, 5) Finding answers to questions answered explicitly or in paraphrase. Comprehension skill is one of the most important in reading. Comprehension means understanding what has been read of the passage from the text. Torppa, Niemi, et al., (2020) stated that "comprehension is also influenced by the extent of overlap between the reader's knowledge and the content of the text." Every reader has a different ability in comprehending the text and it depends on the depth understanding that reader has. It means when the reader identifying words on a page does not make reader be a successful reader but if the words are understood and transcend the pages to become thoughts and ideas then reader are truly reading. Comprehension therefore is the capacity for understanding those thoughts and ideas. Applying what reader have read and understood becomes the successful conclusion.

Reading is an activity which is done as a formal or non-formal by the reader. Therefore, the strategy of comprehending will influence the students' achievement in learning process, especially in comprehending text. Students should be able to get some interesting information from their reading text to understand what is the text means. Therefore, the suitable of comprehending text is very important to increase students' ability in getting out some idea of the text. In this case, this analysis is applied on students' reading comprehension.

Comprehending text is a learning strategy used to develop students' reading comprehension through answering some question based on the text that students read (Torppa, Niemi, et al., 2020). It will help the students to have critical thinking and focus on discussion. This strategy has many advantages. One of them is the students can monitor their own reading as well as their comprehension, and also affect the students to think more creatively and flexibly.

The students must be more than simply understanding the words that they are read and they become a more mature thinker. A student will also use reading skill in whole life and they must aware that reading succesfully requires that they think critically, taking in as much information as they can. The writer hopes by this analysis, the writer can share to the the other teacher to help the students to improve their ability in comprehending text. The problem of the study is: How is the second semester students' ability in comprehending reading text?. In this study, the writer discusses only an analysis of second semester students in comprehending text. In this case, the researcher will give a test for students to know students' ability in comprehending text and some vocabularies to know students ability in understanding word meaning. The objective of the study is to investigate the influences of students ability in comprehending text. This study is useful for: a) the researcher knows the students ability in comprehending text and support students for comprehending and reading text. b) be the reflexion for the teachers and the teacher can be more active and care for the students ability. c) It can be motivation for students in increasing their reading ability and be more serious in studying English. d) English Department to support and motivate the teachers/ lecturers while teaching learning process in the class.

Methods

The location of the research is in HKBP Nommensen Pematangsiantar University The population of the study is from second semester of English Department, Academic Year 2021, HKBP Nommensen Pematangsiantar University. There are three parallel classes; Class 2A = 43 students, Class 2B = 42 students, Class 2C = 41 students. The total number of students is 125 students. Because of the total number of the students categorized as a large population, 25% from the whole population will be taken as samples.

A sample is any group of individuals, which is selected to represent population due to the large number of the students in combining the sample, the writer uses random sampling. Arikunto, (2015);Purba et al., (2021) *argues that random sampling is one way to get a sample, but the possibility that there is a higher level of procedure than other procedures from other techniques. It can be seen that side random is the best technique in sampling.* (Random sampling is a single way to obtain representative sample, but the probability is higher for its procedure than any other technique. It can be seen that random sampling was the best technique for getting the sample).

By using objective test, the advantages are effective for measuring and relatively large number of questions needed. Moreover, objective scorings are quick, easy, and consistent. These are the techniques for analyzing the data: 1) Obtaining the average score (Mean), 2) Distributing the percentage of every aspect of the students' answer, 3) Obtaining the final percentage.

There are 32 students taken as samples with the number of questions is 30 questions in multiple choice form. In order to get the Mean, the following formula is applied:

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

M = Mean
$\sum X$ = Total Score
N = total number of samples

In order to get to the standard deviation (SD) the following formula is used:

$$SD = \sqrt{\frac{\sum x^2 - (\frac{\sum x}{N})^2}{N}}$$

SD = Standard Deviation
N = Number of samples
x = Interval Score

In order to get each students' score, the formula is as the following:

$$S = \frac{R}{N} x 100\%$$

S = Student's score
R = The total number of the correct answer
N = The total number of the test

The category of the test is:
85 - 100 = excellent
70 – 84 = good
60 – 69 = fair
50 – 59 = poor
0 – 49 = fail

To ensure that the test administered in this study, a content of validity is used. Content validity is a procedure in which the items of the test are representative both to the content of the curriculum. In order to measure the validity of the test, the formula is as the following:

$$P = \frac{B}{Ns}$$

P = Index of difficulties
B = Total of correct score
Ns = Total of actual score

In order to measure the validity of the test, Arikunto, (2014) makes the following categories:
Easy = 0.71 – 1.00
Fair = 0.31 – 0.70
Difficult = 0.00 – 0.30

"If the index of the difficulties of the test (P) is between 0.31 – 0.70, the test can be said valid." The reliability of a test concerns its precision as a measuring instrument or it can be said that reliability refers to the consistency of the measurement. Schrepp, (2020); Yang et al., (2016) states that "reliability is the quality of consistency that the instrument or procedure demonstrated over a period of time."

To obtain the reliability of the test, the following formula is applied:

$$r = \frac{k}{k-1} \left(1 - \frac{M(k-M)}{kS^2} \right)$$

r = reliability
k = number of the test
M = mean
S = standard deviation

Taherdoost, (2016) categorizes the reliability of a test as follows:
Low   = 0.00 – 0.41
Fair   = 0.41 – 0.70
Good   = 0.71 – 0.90
Very good   = 0.91 – above

"Therefore, if the reliability of the test (r) was between 0.42 to 0.70, it can be said that the test is reliable."

Results and Discussion

The students' achievement in comprehending the reading text will be measured by scoring the students' answer sheets. Their correct answers become the data of this research and then it should be analyzed to find out their achievement. The data of this research is based on the scores of the numbers they had answered correctly. Comprehension and Vocabulary are aspects to be evaluated in this test and it is based on curriculum 2004, the study is designed to analyze the competency to get the point of the test, and exploring the idea in every word.

Table 1. Tabulation of the Students' Scores

No.	Initial Name	Comprehension	Vocabulary	Score
1.	ER	7	2	30
2.	ARN	16	6	73.33
3.	ED	2	4	20
4.	FN	7	2	30
5.	ARI	5	5	33.33
6.	AS	7	3	33.33
7.	DC	14	8	66.66
8.	AA	6	3	30

No.	Initial Name	Comprehension	Vocabulary	Score
9.	AIS	7	4	36.66
10.	DU	10	5	50
11.	AW	15	8	76.66
12.	BA	12	5	56.66
13.	FL	12	6	60
14.	AS	11	9	63.33
15.	ET	9	4	46.66
16.	DM	11	5	53.33
17.	DK	10	5	50
18.	AAP	5	5	33.33
19.	DS	10	9	63.33
20.	DD	8	7	50
21.	CA	14	9	76.66
22.	DDS	11	9	66.66
23.	DR	11	9	66.66
24.	ASC	12	7	63.66
25.	DW	15	8	80
26.	AV	14	9	86.66
27.	GA	7	3	33.33
28.	ED	13	9	73.33
29.	YS	12	7	66.66
30.	RR	14	7	70
31.	RH	13	8	70
32	EP	14	10	80
	TOTAL	334	200	1789.9

The test consists of 30 questions which 20 questions for comprehension text and 20 questions for vocabulary.

$$\text{Mean} = \frac{The\ total\ score}{Total\ of\ the\ students}$$

$$= \frac{1789.9}{32}$$

$$= 55.93$$

Table 2. Distribution of Students' Score

No.	Score Interval	F	X	FX	X^2	FX^2
1	20-29	1	20.00	20.00	400.00	400.00
2	30-39	8	32.49	259.92	1055.60	84444.80
3	40-49	1	46.66	46.66	2177.15	2177.15
4	50-59	5	51.99	51.99	2702.96	13514.80
5	60-69	8	64.57	64.57	4169.28	33354.24
6	70-79	6	73.33	73.33	5377.28	32263.68
7	80-89	3	82.22	82.22	6760.12	20280.36
		N=32	∑=371.26		∑=22642.39	

F = Number of students
    X = Interval Score
    SD = Standard Deviation
    N = Number of Sample

$$SD = \sqrt{\frac{\sum X^2 - (\frac{\sum X}{N})^2}{N}}$$

$$SD = \sqrt{\frac{22642.39 - (\frac{371.26}{32})^2}{32}}$$

$$SD = \sqrt{\frac{22642.39 - 137833.98/1024}{32}}$$

$$SD = \sqrt{\frac{22642.39 - 134.60}{32}}$$

$$SD = \sqrt{\frac{22507.79}{32}}$$

$$SD = \sqrt{703.36}$$
$$SD = 26.52$$

Table 3. Tabulation of the Students' Achievement

No.	Initial Name	Comprehension	Vocabulary	Score	Status of Achievement
1.	ER	7	2	30	Fail
2.	ARN	16	36	73.33	Good
3.	ED	2	4	20	Fail
4.	FN	7	2	30	Fail
5.	ARI	5	5	33.33	Fail
6.	AS	7	3	33.33	Fail
7.	DC	14	8	66.66	Fair
8.	AA	6	3	30	Fail
9.	AIS	7	4	36.66	Fail
10.	DU	10	5	50	Poor
11.	AW	15	8	76.66	Good
12.	BA	12	5	56.66	Poor
13.	FL	12	6	60	Fair
14.	AS	11	9	63.33	Fair
15.	ET	9	4	46.66	Poor
16.	DM	11	5	53.33	Poor
17.	DK	10	5	50	Poor
18.	AAP	5	5	33.33	Fail
19.	DS	10	9	63.33	Fair
20.	DD	8	7	50	Poor
21.	CA	14	9	76.66	Good
22.	DDS	11	9	66.66	Fair
23.	DR	11	9	66.66	Fair
24.	ASC	12	7	63.66	Fair
25.	DW	15	8	80	Good
26.	AV	14	9	86.66	Excellent
27.	GA	7	3	33.33	Fail
28.	ED	13	9	73.33	Good
29.	YS	12	7	66.66	Fair
30.	RR	14	7	70	Good
31.	RH	13	8	70	Good
32.	EP	14	10	80	Good

The table shows that there are 1 student (3.12%) gets excellent, 8 students (25%) get good and score ranged from 70-80, 8 students (25%) get fair and their scores ranged from 60-

66.66, 5 students (15.62%) get poor and their scores ranged from 50-56.66, and 10 students (31.25%) get fail and their score ranged from 20-40.

Validity of the Test

In order to measure the validity of the test, Arikunto (2006:276) makes the following categories:

Easy   : 0.71-1.00
Fair   : 0.31-0.70
Difficult   : 0.00-0.30

In order to measure the validity of the test, the following formula is applied:

$$P = \frac{B}{Ns}$$

$$= \frac{1789.9}{3200} = 0.55$$

P = Index of difficulties
B = Total Correct Score
Ns = Total Actual Score
P = 0.55 means the test is fair for the students.

Reliability of the test

The reliability of the test concerns its precision as a measuring or it can be said that the reliability refers to the consistency of the measurement. To obtain the reliability of the test, the following formula is applied:

r = reliability of the test
k = number of the test
M = mean
SD = standard deviation

$$r = \frac{k}{k-1}\left(1 - \frac{M\,(k-M)}{kS^2}\right)$$

$$r = \frac{30}{29}\left(1 - \frac{55.93(30-55.93)}{30.26.52^2}\right)$$

$$r = \frac{30}{29}\left(1 - \frac{55.93(-25.93)}{30.703.31}\right)$$

$$r = \frac{30}{29}\left(1 - \frac{-1450.26}{21099.3}\right)$$

$$r = \frac{30}{29}\left(1 + 0.06\right)$$

$$= 1.09$$

From the calculation of the reliability of the text above, it obtains 1.09, means that the value of the reliability is high.

Research Finding

Based on the data, the result of the data analysis shows that the achievement of the students in answering the questions is still need attention because most of the students score is low.

Conclusion

This Based on research findings, it can be concluded that the students' ability in comprehending reading text is low. It is 19 students (59%) unable in comprehending the text. Most of the students can not comprehend the text very well since they find some unknown vocabularies.

Modifying the style of teaching and learning process will be the good options. Some of the methods that might be used are teach them how to deal with the reading texts by using scanning or skimming.

Some of suggestions may be revealed as the following:

English teachers/ lecturers should change the strategy in teaching English and should give some effective methods to the students, such as scanning and skimming. The creative teachers/ lecturers in finding the effective ways of teaching will give the good impact to students' result in comprehending reading text. It is suggested to the students to increase their vocabularies everyday because lack of vocabularies will make the students do not get the meaning of the reading text and answering the questions as well.

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