

# **THE STUDENTS' ABILITY IN READING COMPREHENSION AT THESEVENTH GRADE OF SMPN 3 SUNGAI DURIAN IN KOTABARU SCHOOL YEAR 2019/2020**

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## **ABSTRACT**

The purpose of this study was to see whether there was an influence between reading comprehension and student achievement in reading in seventh grade, SMPN 3 Sungai Durian in Kotabaru. The research sample was 30 students from seventh grade consisting of one class. The method used in this study is a quantitative method and the design used in this study is a survey.

In collecting data, the authors provide a reading test consisting of 35 numbers that can test student abilities. After giving a reading test to the study sample, the authors documented the students' reading scores collected. Then the writer calculates it by reading test scores. In analyzing the data, the authors used linear regression in SPSS 25.0.

The results showed that there was an influence between reading comprehension and student learning achievement in reading. Based on the calculation table linear regression, the gain of F ratio is 6.707 which is greater than F table (4.08) or  $(6,707 > 4.08)$ . Then, the p value is 0.01 which is less than 0.05 ( $0.01 < 0.05$ ).

From these results, it can be concluded that  $H_a$  was accepted and  $H_o$  was rejected. That means that reading comprehension influences student achievement in reading. Therefore, reading comprehension influences students' reading learning achievement. The conclusion of this study is, students who have the ability to read will be better than students who do not have the ability to read.

**Key Words :** *Reading Comprehension Strategy, Purpose of Reading, Reading Achievement.*

## INRODUCTION

English is widely used by people around the world. Most people claim that English is an important language that has to be mastered in order to make them engaged in the modern life. Nowadays English is also used in some aspects of life such as education, entertainment, sport, technology, and so on. Therefore, mastering English is important. Considering the importance of English, most people attempt to get the information through receptive skill namely listening and reading and also productive skill namely speaking and writing.

Reading is one of the activities to get the information from the text. Reading is defined as an activity between the readers and the text. When readers look at the text and able to interpret the meaning of that written symbol, therefore it is a true reading activity. In other words, reading is an activity that does not only pick up the words from the text but requires the reader to interpret what happen in the text. In addition, Rumelhart states, reading is an activity which involves the interaction between the reader, the text, and the interaction of both the reader and the text which has the goal of obtaining the message in the text.

In short, a good reader should build an interaction with text by understanding the issues stated in the text.

Reading is very important aspect in our lives. Without reading we would never be informed. Reading is helpful for the students to overcome the problems in their job, help them to be good citizen, and have capability to overcome their personal lives. The standard competence for reading skill for the fourth grade of primary school for instance. It can be concluded that reading is beneficial for the students to make them more advanced and knowledgeable. As consequence, it is important to build students willingness in reading.

However, many students consider that reading is not easy. To read an English text they should know vocabularies in the text. Based on the writer's observation, students claim that they face some problems regarding the unfamiliarity of the topic discussed in the texts, complicated language used in the text, and lack of vocabulary mastery. Those problems then make the students avoid reading. Furthermore, students' unwillingness in reading would make some problems. They may not engage in learning, may lack of knowledge, and will not get good scores. According to Kylene Beers, students who have unwillingness of reading consider that comprehending the text is difficult, unable to recognize the words, and have less fluency to read the text. Hence, they have the

negative attitude toward reading; they believe they cannot read and have no enjoyment in reading. Considering the above problems, it is important to find ways to make students interested in reading. According to Thom Hudson, reading comprehension involves an interactive process between the readers and the text which has the goal of obtaining meaning through connected text. A strategy may minimize students' unwillingness of reading and also it may help students to encounter their problems in reading. Therefore, the students need to build a reading strategy to help them getting the best way to read effectively.

According to Winograd and Hare, a strategy is a conscious action that students have to reach their goals. In addition, strategy is beneficial as a procedure used in learning, thinking, etc to help students reaching a goal of learning. Moreover, the strategy itself is helpful for language learners in learning and using a language in both conscious and unconscious processes. It is true that a strategy can help the students to achieve their goals especially in the goals of reading. Furthermore, it may be very useful to help them when reading does not give them understanding about the main idea of a text.

Students who have reading comprehension are different from those who do not. As the evidence, Pressley finds that students who have had reading comprehension instruction is (1) have more willingness to try challenging text, (2) are more active while reading, (3) interact with peers more effectively, (4) are able to interpret text better, and (5) perform well on standardized tests. In short, there are a lot of benefits that students can gain from having reading strategies.

There is a lot of reading comprehension that students can choose as their strategy in reading. Zimmermann and Hutchin offer seven reading comprehension, namely; (1) activating or building background knowledge; which enables learners to connect their background knowledge, feelings, personalities, and experiences to the text; (2) using sensory images; which enable learners to create images about the topic of the text by making use their senses to gather the comprehension of a text; (3) questioning; which enables learners to engage their curiosity in reading by questioning to the text before, during, and after reading;

(4) Making predictions and inferences; which enables learners to predict what happen next in the text and also they can make a conclusion about what they read; (5) Determining main ideas; which enables **learners to** decide the main idea of a text; (6) Using fix-up option; which enables learners to help them in fixing the loss of comprehension by rereading, reading ahead, etc;

(7) Synthesizing; which enables learners to analyze the gathering information in reading and filters it through their own interpretation. All of those strategies can be useful as reading comprehension strategies.

Concerning questioning as a reading comprehension strategy, the previous study on the use of questioning as a strategy in reading is limited. One previous study which is closer to this research is "A Comparison of the Metacognitive Reading Strategies Used by EFL and ESL Readers" written by Alireza Karbalaei. This study shows that the students who have reading strategy are more successful in reading than those who have not; the students who get higher score in test performance are the students who have cognitive and metacognitive strategy in reading.

The second previous study comes from a study entitled "Awareness of reading strategy use and reading comprehension among poor and good readers" written by Dimitris Anastasiou and Eleni Griva. This study describes that good readers who have cognitive and metacognitive strategy are more successful in reading test. The study also finds that both cognitive and metacognitive strategy extremely effect good readers reading accuracy and reading speed. Therefore it can be interpreted that a reading strategy is very essential to affect students reading achievement.

Considering the importance of reading comprehension strategy and the problems faced by students in reading, this study is aimed at finding out the influence of questioning strategy and students' achievement in reading. The study will be conducted at the seventh grade students, SMPN 3 Sungai Durian Kotabaru based on the assumption that college students have comprehended a lot of English texts.

## METHOD

This research design was quantitative with the type of survey. This research was conducted at SMPN 3 Sungai Durian. It is located at Kotabaru, East Kalimantan. Hence, this research was conducted at 27th December 2019. To collect the data, the researcher used test as an instrument. Kind of test was multiple choice consisted of 35 numbers. Length of time to do the test was 90 minutes. The population of the research was the seventh grade of SMPN 3 Sungai Durian Kotabaru which consisted of 30 students.

Since the number of population was only 30, therefore the researcher took all the population as the sample. To determine students' individual score, the researcher used formula as below  
Individual Score = **number of correct answer**

X 100 **total question**. To analyze the data statistic formula with help of the researcher used descriptive SPSS to find out mean score, standard deviation, median score, mode score and percentage.

## FINDINGS

In this chapter, the writer will present the research findings and discussion about students' ability in reading comprehension.

The research data consists of a reading comprehension as an independent variable and reading achievement as a dependent variable. The data had been collected through questionnaire to know the students reading strategy used and documentation about students' reading achievement which was obtained based on students' final score of reading. The data description shows mean, median mode, the minimum and maximum score of reading comprehension strategy and reading achievement. All of those data description will be discussed in the following discussion comprehensively.

## RESULT OF TEST

This research was conducted on December 27, 2019 at SMPN 3 Sungai Durian. It is located in Kotabaru, East Kalimantan. To collect data, researcher used tests as instrument. The type of test was a multiple choice consisting of 35 numbers. The length of time for the test was 90 minutes. The students who took the test were 30 students. The test was held in grade VIIA.

## DISCUSSION

Who take the test can understand the contents of the reading text. While the two students who scored 62.85 Researcher hold reading tests to students to find out what problems they have in reading. Researcher gave reading tests to 30 students there. He gave 35 reading tests in which the results further illustrate the reading problems of students in school. From the graphic image above, we can see that there are 28 students who get test scores reading very well and 2 students who get test scores read enough, do students read the test carefully or students only partially read the test? This means that most students and 65.71, we can conclude that the student cannot understand the contents of the reading test.

## CONCLUSION

### A. Conclusions

Based on the interpretation of the data in the previous chapter, the gain of F ratio is 6.707 which

is greater from F table (4.08) or (6.707 > 4.08). Then, the p value is 0.01 which is less than 0.05 (0.01 < 0.05). From this result, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that reading comprehension influence students' achievement in reading.

In addition, research conducted at SMPN 3 Sungai Durian Kotabaru in the 2019/2020 academic year, researchers can draw conclusions that there is an influence between students' reading skills and reading tests given to students can affect student learning abilities. We can see the ability of students through comparison of their scores from the lowest score to the highest score. From the table above, the lowest score is 62.90 and the highest score is 83.90. Therefore, reading comprehension is useful for students to get achievement in reading.

## B. Suggestion

Students must improve their English skills, especially in mastering reading skills, students must understand each text before they draw conclusions about what students are reading. In reading, students can get a lot of information.

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