HIGH SCHOOL STUDENTS` READING ABILITY ON ENGLISH SUBJECT

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Abstract

The purpose of this paper was to determine students' ability in reading comprehension of recount text at eighth grade of SMP Al-Azhar 53 Baturaja. The method of the study used descriptive qualitative research. The sample of the research consisted of eighth grade students from VIII A and VIII B, totaling 31 students. The researchers delivered try out to non sample which include 30 questions in multiple choice. After the tryout, 25 questions were valid and they were used for gathering the data. Based on the findings, the results of the student scores were as follows: 9 respondents had achieved a very good score (80-100%), 7 respondents had achieved a good score (66-79%), 3 respondents had achieved a fair score (55-65%), 4 respondents had achieved a poor score (41-54%), and 8 respondents had achieved a failing score (00-40%). Based on the mean score (62.9) In this research, it was found that students' reading comprehension of recount texts was fair. This was caused by difficulties faced by the students in three basic parts of recount text: orientation, events, and reorientation and students found that difficult to determine the sequence of events.

Keywords – Reading, English, Recount Text

Introduction

One of the language skill is Reading. Reading is an important skill in many different settings especially in educational setting (Grabe 2015). Students, nowadays, are facing the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text. By having a good comprehension in reading, student can easily access the chance to develop themselves in their study. Furthermore, Alfassi (2016) also states that students should understand the meaning of text, critically evaluate the message, remember the content, and apply the new-found knowledge flexibly. Since reading is a complex cognitive process, it is very important for teachers to train students to take active control of their own comprehension processes. The main goal of reading is to gain comprehension to find the meaning of what they read and answer the questions based on the reading text. Reading is not only to understand the overall text, but also to understand the implicational meaning that existed in the text. It gives much contribution to the other skills. It means other skills will go together if the students are able to read and comprehend text well.

The basic competence about reading stated in the syllabus of this school is that the students have to be able to get meaning contextually about social function, structure of the text and language features of texts. In teaching reading activity, teacher asked students to pay attention when he/she read text in front of the class. In turn, students were asked to read the text and discussed it together. Students were taught to understand the text; social function, generic structure and language features. At the end of the lesson students were asked to rewrite the story about text that had been read before.

Methodology

The method of the study used descriptive qualitative research. It was conducted on SMP Al Azhar 53 Baturaja. The sample of the research consisted of eighth grade students from VIII A and VIII B, totaling 31 students. The researchers delivered try out to non sample which include 30 questions in multiple choice. After the tryout, 25 questions were valid and they were used for gathering the data.

Results and Discussion

The table shows that the students' ability in reading comprehension have a total test score of 1.952 with an average score of 62,9. The maximum test score is 100 and the minimum is 24. To check the score intervals, the researcher used a frequency test with the help of the SPSS program. This was calculated by entering the test scores and processing them with the frequency test. The results are presented in the graph below:

Chart 1

Based on the data above, shows the distribution of student VIII A based on the latest data 9 students (29,03%%) have Very Good grades, 7 students (22.58%) have Good grades, 3 student (9,67%) has a Fair grade, 4 students (11.76%) have Poor grades, and 8 students (25.80%) have Fail grades. From this data, it is evident that the "Very Good" category has the highest number of students, indicating that most students fall into the highest grade category, while the "Fair" category has the fewest number of students.

Handayani (2016) Language assessment in reading skills involves evaluating an individual's proficiency and comprehension abilities in reading a particular language. It serves several purposes, including gauging language learners' progress, diagnosing areas needing improvement, and informing instructional decisions. Assessments typically measure various aspects of reading proficiency, such as: comprehensive understanding. The following criteria, as mentioned, are explained in Main Ideas, Expressions, Inferences, and Vocabulary in Context. These questions are designed to test students' abilities in reading comprehension, especially in analyzing the structure that allows the development of characters and story lines, thus leading to climax and resolution. . The results of data analysis were obtained from tests aimed at assessing students' reading abilities. The test was successfully answered by 25 respondents. All of them came from students in class eight A, and class eight B at SMP Al-Azhar 53 Baturaja.

Based on the research findings above, researchers found that students' ability in reading comprehension received very poor marks. The average value of the number of students (62,9). The score classification is 9 respondents got a very good score (80- 100%), 7 respondents got a good score (66-79%),3 respondents got a fair score (55-65%), 4 respondents got a poor score (41-54) .8 respondents got a failing score (00-40). This means that the average score (62,9) of students' ability in reading comprehension is classified as fair. This may be caused by several things, namely it may be caused by several reasons, which may be caused by several things, such as students' lack of vocabulary mastery and also students' difficulties in analyzing various things in reading texts, and regardless of the method used the teachers are quite good and meet the needs of pupils and pupils it is easier to understand the material explained by the teacher himself. It is in line with the finding from Sartika et.al , 2020.

Conclusions

The researcher concluded that students in grades , two A, and two B at SMP Al-Azhar 53 Baturaja had the ability to read narrative texts in the sufficient category. This is proven by the average student score where the test result is 62,9 (fair category). Based on the explanation above, it can be concluded that some students demonstrate a sufficient understanding of recount texts in determining character orientation and reorientation within the story. However, there are also a number of students who have not fully grasped the indicators in recount texts. Overall, the teaching approach by the teacher towards this material is considered effective, although there are still some students who need additional assistance to better comprehend recount texts.

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