



## The Analysis of Second Semester Students' Ability in Comprehending Reading Text

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Article Info	Abstract
<b>Article History</b> Received: 2023-03-12 Revised: 2023-04-10 Published: 2023-05-04  <b>Keywords:</b> <i>Analysis;</i> <i>Ability;</i> <i>Comprehending;</i> <i>Reading Text.</i>	This study deals with an analysis of second semester students ability in comprehending reading text. The objective of the study is to investigate the influences of students ability in comprehending text. It used qualitative research. The population of this research is the 2021/2022 second semester students of Indonesia Prima University, Medan. The sample is 32 students. The data of this study are collected by using a test. The test is consisted of 30 questions. The type of the test is an objective test. After collecting the data, then the writer analyzed students' score. It is found that most of the students unable to comprehend reading text. There are 19 students (59.3%) get score under 65. It makes they really need more attention from the teacher to help them increasing their ability in comprehending the text.
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2023-03-12 Direvisi: 2023-04-10 Dipublikasi: 2023-05-04  <b>Kata kunci:</b> <i>Analisa;</i> <i>Kemampuan;</i> <i>Pemahaman;</i> <i>Teks Bacaan.</i>	Penelitian ini dilakukan dengan judul Analisa kemampuan siswa semester kedua dalam memahami teks bacaan. Objektif dari penelitian ini adalah bermaksud untuk melihat kemampuan siswa dalam memahami teks. Penelitian ini menggunakan cara kualitatif. Populasi yang digunakan adalah siswa semester kedua Universitas Prima Indonesia, Medan tahun ajaran 2021/2022. Sampel yang diambil adalah 32 orang. Data penelitian dikumpulkan dari teks yang diberikan. Pada saat tes berlangsung ada 30 soal yang diberikan. Jenis tes yang diberikan adalah objektif tes. Setelah pengumpulan data, kemudian penulis menganalisa nilai siswa. Dari siswa tersebut ditemukan hampir semua siswa tidak dapat memahami teks. Ada 19 siswa (59,37%) yang mendapat skor dibawah 65 dan itu yang membuat mereka masih membutuhkan perhatian lebih dari dosen untuk membantu mereka dalam meningkatkan kemampuan mereka dalam memahami teks.

### I. INTRODUCTION

English has four skills, namely: listening, speaking, reading, and writing. One of the skills is reading. 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. It makes some of them do not know how to incorporates the raeding 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.

In teaching reading, not all students know how to face reading comprehension well and know the trick to get something from the text. 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, William (1984:90) 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. Grabe in Nunan (2003) 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. 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 successfully 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.

## II. METHOD

The location of the research is in Universitas Prima Indonesia, Jalan Sampul, Ayahanda, Medan. The population of the study is from second semester of English Department, Academic Year 2022, Universitas Prima Indonesia. 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 (2006:134) *berpendapat bahwa random sampling adalah salah satu cara untuk mendapatkan sample, tetapi kemungkinan yang ada adalah tingkat prosedurnya lebih tinggi dari prosedur yang lainnya dari tehnik lain. Dapat dilihat bahwa random sampling adalah teknik terbaik dalam pengambilan sampel.* (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:

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

SD = Standard Deviation

N = Number of samples

x = Interval Score

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

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

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 (2006:276) 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. Haris (1969:14) 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

Arikunto (2006:276) 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.”

### III. RESULT 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
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.

$$\begin{aligned} \text{Mean} &= \frac{\text{The total score}}{\text{Total of the students}} \\ &= \frac{1789.9}{32} \\ &= 55.93 \end{aligned}$$

**Table 2.** Distribution of Students' Score

No.	Score Interval	F	X	FX	X <sup>2</sup>	FX <sup>2</sup>
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	Σ=371.26		Σ=22642.39	

F = Number of students

X = Interval Score

SD = Standard Deviation

N = Number of Sample

$$\begin{aligned} SD &= \sqrt{\frac{\sum X^2 - \left(\frac{\sum X}{N}\right)^2}{N}} \\ SD &= \sqrt{\frac{22642.39 - \left(\frac{371.26}{32}\right)^2}{32}} \\ SD &= \sqrt{\frac{22642.39 - 13783.98/1024}{32}} \end{aligned}$$

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

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

$$SD = \sqrt{703.36}$$

$$SD = 26.52$$

**Table 3.** Tabulation of the Students' Achievement

No.	Initial Name	Compre- hension	Vocabu- lary	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.

### 1. 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.

## 2. 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

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

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

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

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

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

$$= 1.09$$

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

## 3. 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.

## IV. CONCLUSION AND SUGGESTION

### A. Conclusion

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.

## B. Suggestion

Some of suggestions may be revealed as the following:

1. 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.
2. 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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