An Analysis of Students' Achievement in Reading Comprehension at the Tenth Grade of SMKN 1 Rejotangan

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ABSTRACT

To read something especially long text in foreign language, students usually have problems, for example lazy and bored. If this problem still continues, it will give affect for students' achievement. This research aims to find out how is the tenth grade students' achievement in reading comprehension at SMK 1 Rejotangan in the academic year 2018/2019. The researcher used qualitative methods to obtain valid data from 37 tenth grade student participants in X-AP2 class. The researcher obtained data of reading comprehension test scores from teachers with an average grade of 55, with minimum criteria score of 75. To test the validity, researchers conducted interviews with teachers and students, questionnaires that answered by students, and observations of teaching and learning activities on reading comprehension. After re-analyzed, it can be concluded that the learning of reading comprehension in the recount text, students get low achievement. They have problems caused by themselves, they have difficulty in understanding the contents of the text, limited of vocabulary, and they lack motivation to learn.

Key Words: Analysis, Reading Comprehension, Students' achievement

INTRODUCTION

Reading is one of important aspect that has to be mastered, because it is believed that acquisition of reading in foreign language is priority important aspect. Reading is an activity to get information, knowledge or entertain from a text. According to Nacer (Nacer Bouhedjam, 2015), reading is one of the most important ways of learning, as it is connected with literacy and civilization development as well. Reading is the most critical [skill] for future success in school as well as throughout life (Healy, 2002). Based statements above, it can be concluded that, reading is the most important tool and an activity in study for academic success, because it is important in the individual development. Reading is one of important and essential component that language learners need to learn not only for their academic practice but also for their professional life in the future. So, reading is very needed by learners who want to progress and improve themselves.

Sometimes, students have problem in learning reading. They well feel lazy and bored if must to reading a long text. If this problem still continues it will give affect for students' achievement in learning reading comprehension. In this research, the researcher

focuses to analyze the students' achievement in reading comprehension at the tenth grade of SMK Negeri 1 Rejotangan in the academic year 2018/2019. In reading, to be master students need to have reading comprehension. Reading comprehension is the accurate decoding of print, a process of meaning construction through which inferences and information not available from the print are incorporated into the meaning representation, and active, motivated engagement from the reader (Snow, 2010). It means that, reading comprehension is an active process which the reader actively to reading a text to construct meaning. Students can be said to have comprehension in reading if they understand with content of reading and all of information by using knowledge and reasoning to understand the idea of the writer. But, most of students still have problem in understanding and construct a meaning from a text. This problem makes the researcher interested in analyzing the students' achievement.

In this case the achievements of students will be a very important factor, where achievement is used to measure the ability and success of students in followed and understood the lessons that given by the teacher. In achievement there are two kinds, namely success and failure. If it is successful, students will become more confident in their abilities. And if they fail, students will have a problem and they must improve this achievement. So to solve this problem, students must be able to change their mindsets and ways of learning to get better achievement. It can be in their terms of preparing a test, their strategy to learning, or the strategy that used by their teacher.

Based on PLP Program (pre teaching), in the school which the researcher wants to researched, the student felt bored if the teacher gave command the students to reading a text. They became sleepy. Many students say that reading is very difficult and they do not like reading. Maybe this problem came from students self or from the teacher technique. The students do not know about what they read, and low of motivation to read. As a researcher, the researcher must analyze the achievement and identified their problem that student face because reading comprehension is very important to increase their knowledge and to get information for preparing their future.

There is a previous study which has been conducted similar to this study. Aisyah (Aisyah, 2015) did a research about evaluating students' achievement test in reading for interpretation in Swadaya Gunung Jati University Cirebon in the Academic Year 2014/2015, which focuses on students' reading comprehension achievements. The finding is the writer concluded that the teaching learning process in that semester was successful, all learning objectives were achieved by the students and the students had already mastered all material in that semester.

Based on the previous research above, the researcher concluded that this research was almost the same with the previous studies. This research focuses on analyzing student achievement in reading lessons. On the other hand, the difference comes from the type of instrument that used and the subject of the research.

REVIEW OF RELATED LITERATURE

Definitions of reading appear in various perspectives. According to (Healy, 2002), reading is the most critical [skill] for future success in school as well as throughout life. It means that reading is very important for doing the task, to get knowledge, and also to get information. Reading is a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning (Wells, 2008). It means that, the readers must try to find the message from what they have read. Moreover, reading is an active process. Active means while the readers are reading,

they try to actively interact with the text with meaning. The meaning of message is the idea of the writer. Then, process means that the readers must understand written language about the messages intended by the writer. In the process, the readers try to recreate the meaning intended by the writer.

From the definitions above, it can be said that reading is a process of perceiving a written text in order to understand contents as an active process of getting meaning.

Reading comprehension is the accurate decoding of print, a process of meaning construction through which inferences and information not available from the print are incorporated into the meaning representation, and active, motivated engagement from the reader (Snow, 2010). It means that, reading comprehension is an activity to understand a written text and transferred information between the writer and the reader.

Strategies for Reading Comprehension

According to (Terrell & Brown, 2006), there are some strategies for reading comprehension, it stand for as follows:

a. Identifying the purpose in reading

Clearly identify the purpose in reading something so you will know what you are looking for and can weed out potential distracting information.

b. Using graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).

In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They may need hints and explanations about certain English orthographic rules and peculiarities.

c. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of the limited vocabulary and grammatical patterns.

d. Skim the text for main ideas

Skimming consists of quickly running one's eyes across whole text for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage.

e. Scan the text for specific information

Scanning consists of quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.

f. Use semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos.

g. Guess when you aren't certain

Learners can use guessing to their advantage to guess a meaning of a word, guess a grammatical relationship, guess a discourse relationship, infer implied meaning, guess about a cultural reference and guess content messages.

h. Analyze vocabulary

Several techniques are useful here: look for prefixes, look for suffixes, and look for roots that are familiar, look for grammatical contexts that may signal information, look at semantic context for clues.

    i. Distinguishing between literal and implied meanings

        This requires the application of sophisticated top-down processing skills.

    j. Capitalizing on discourse markers to process relationships

        Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.

Based on the statement above, there are many reading strategies that should be done by the students in reading, such as scanning, skimming, detecting discourse markers, paraphrasing, summarizing, guessing meaning from context, analyze vocabulary etc.

In most cases to measure a person's success, an achievement is needed. Achievement is the competence of a person. According to (Algarabel & Dasí, 2001) state that, achievement is the word preferred in the educational or psychometrics fields, being sometimes characterized by the degree of inference required on the part of the student to give a response, and by the type of reference to a cognitive process made explicit in the measurement tool.

An achievement is a process of developing skills or knowledge and the most common type of achievement is standardized progress in developing the measurable skill and knowledge learner in give grade level, usually through planned instructions, such as training or classroom instruction (Brown, 2004).

Based on the statement above, it can be concluded that achievement is referred to as result of process to achieving something from experiences or knowledge.

RESEARCH METHOD

In order to gain the purpose of the research, this research used qualitative descriptive. In this research, the participants were tenth grade students of AP-2 SMK Negeri 1 Rejotangan in academic year 2018/2019. The total numbers of the participants were 37 students.

The researcher uses four instruments to obtain the data on how students' achievement in reading comprehension subjects in this research. Those were documents of students' score of recount text test, questionnaire sheet, interview sheet and observation sheet.

In this research, the researcher used steps to analyzing the data according to John W. Creswell (Creswell, 2014). First, documents of students' score of recount text test will be classified into five levels, excellent, very good, good, fair, and poor. Second, the validity of the data of documents was checked by going the calculated of questionnaire. Third, to find out the clarity of student achievement data, the researcher also conducted classroom observations and interviews with all of the students and the teacher as data to get the facts to validate the findings.

FINDINGS AND DISCUSSIONS
Findings
A. Documents

The researcher got the students' reading comprehension score by the tenth grade students of SMK Negeri 1Rejotangan of AP-2 class, as seen in the table below:

Table 1. Students' Reading Comprehension Score

No	Name	M/F	Score	No	Name	M/F	Score
1	DSR	F	50	21	FLL	F	45
2	EPF	F	60	22	FISM	F	55
3	EN	F	60	23	FDL	F	50
4	EAA	F	60	24	FMAL	F	60
5	EPND	F	60	25	FH	F	70
6	EA	F	50	26	HB	F	60
7	ECM	F	55	27	HGP	F	45
8	EA	F	75	28	IDV	F	55
9	EOP	F	55	29	IKW	F	50
10	EK	F	50	30	IBAL	F	45
11	EN	F	50	31	IPM	F	60
12	EP	F	40	32	IY	F	70
13	ED	F	60	33	IBA	M	60
14	FZA	F	60	34	IDKS	F	60
15	FPQA	F	45	35	IQB	M	50
16	FI	F	50	36	IH	F	55
17	FNF	F	55	37	INA	F	45
18	FFA	F	60				
19	FM	F	60				
20	FEW	F	55				

After got the students' score, the researcher divided the five levels into table scoring scale, as seen in the table below:

Table 2. Students' Scoring Scale

Score	Category	Frequency
95-100	Excellent	-
85-94	Very Good	-
75-84	Good	1
65-74	Fair	2
64-less	Poor	34
Total Subject		**37**

From the data above, the researcher counted the mean of the students score by using the pattern below:

$$\mathbf{M} = \frac{\sum \mathbf{Fx}}{\mathbf{N}} = \frac{2.045}{37} = 55.27 = 55$$

By seeing the calculation above, the category of that score is **poor**. From the data above, it could be seen that the most of the students got the under minimum criteria score in their school which was 75. In generally the researcher could be concluded that the most of the students had bad achievement in reading comprehension, so the students had problem in reading because the *most of the tenth grade of the SMKN 1 Rejotangan in academic year 2018/2019 had poor achievement in reading comprehension of recount text (X-AP2).*

B. Questionnaire

From questionnaire that has given to the students, the researcher found that almost all of the students said that they do not like English. According to them, English lesson is difficult to understood, difficult to memorized, and they are limited of vocabulary. There are only six students answers that they like English lesson. They like English because learning English is interesting, they like to read, and want to deepen the English language. Then, 100% of them have problem in learning reading comprehension. It means that their problem gave affect in their achievement.

C. Interview

In this interview, researcher interviewed one teacher and 37 students. The researcher found that, according to the teacher, in general the achievement in reading comprehension of the students on each class is same. But, in X-AP2 only a few students were got good achievement in reading comprehension. Many students are less active on teaching and learning process. According to the students, most of them answered that their achievement in reading comprehension is lees good. A few of them answer that their achievement is standard, good, and quite. It means that most of them do not understand well about what the teacher deliver during English lesson. Most of them said that they have problem in learning reading comprehension. They explained that their problem is they do not know the meaning, their vocabulary is limited, they not understand about grammar, and their pronouncing not well.

D. Observation

From observation in X-AP2 at SNKN 1 Rejotangan, the researcher found out that the situation in teaching learning process in this class is complicated. Many students never completed their assignments on time. In teaching learning process, students just focus on teachers' explanation in the beginning of learning process, then they always busy with themselves. The teacher always motivated to students to focus in teaching learning process. In the end of teaching learning process, students can't express their opinion about the text, whereas in the middle of teacher explanation, the students always asked if the teachers' explanation is less clear. And if teacher give questions, students can't give the correct answer. Besides, the teacher always gives motivation to diligently read so that students can easy to do exercise of reading test. Teacher always ready if the students need help to explain again the material. But their achievement is still low, and the main problem is they lazy to read. So, it makes their achievement not good.

Discussions

From the findings above, the researcher find some of students' difficulties. Here, the researcher wants to discuss about data from the researcher instruments;

The first is documentation of students' score in reading comprehension test. Based on the score they got poor category in the test of reading comprehension of recount text.

The second is questionnaire. From the questionnaire that has given, the researcher found many students do not like the English lesson, because they are still have difficulties in learning English and less of motivation. But, not all of students don't like to learn English, because there are some of students who interested to learn English, like to read English, and want to deepen English language. Based on students' answered, their difficulties are in mastering grammar, vocabulary, lazy to read, pronunciation, and do not know the meaning that they read, so they cannot doing the question about reading comprehension.

The third is interview. The researcher also conducted the interview related to the aspects of reading in order to make a cross-check of students' problems in aspects of recount text, then got the answer of the research problem. The teacher said that just a few of students can get good achievement in this class. When interviewed, most of them said that their achievement is bad. Students did not use English as the first language or mother tongue and their vocabularies are limited, so they could not cover some problems in translating the words of recount text. So this problem made their achievement is less good in reading comprehension test.

The fourth is observation. From the observation, the researcher can found that the main problem in get good achievement is from students, because the way of they learn in class less good. They have to pay attention to the teacher well and obey a command teacher to more enterprising reading. Here they lack of motivation to read in English, so they always lazy if teacher had them to read recount text, especially if it should be doing the exercise about question based on that text. This can makes negative impact on their achievement in a test of reading comprehension.

CONCLUSIONS

The researcher provides the data of total achievement in reading recount text to seen the result of this analysis. From the mean of students' achievement, the researcher concluded that most of the tenth grade students of SMKN 1 Rejotangan in academic year 2018/2019, especially in X-AP2 had poor achievement in reading comprehension recount text.

The main cause of them get poor achievement in reading comprehension of recount text is problems from themselves. The main problem that the highest of problem encountered by the students in reading comprehension recount text, in term of understanding a text. The next trouble came out was in the matter of meaning, and the next was limited of vocabulary, while last difficulties were in memorizing and pronunciations. So it is can give effect to understanding the text, then they can't gave answer of the question of reading comprehension test in recount text.

Based on the explanation above, the researcher would like to offer suggestions for the students, teacher and next researcher. First, the students should be more active in learning reading with train themselves to read, so they will be accustomed to reading. By doing so, the students' reading skill will be better. Second, the teacher should increase and make innovation in teaching reading. The teacher can guide the students to read better by giving feedbacks in all task, and make sure that the students understand well about the task. Third, the next other researchers can analyze more deeply in the same topic on different focuses or different methodology such as by using quantitative to explore the fact.

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