

**AN ANALYSIS OF STUDENTS' COMPREHENSION IN READING AN
ANNOUNCEMENT TEXT AT THE FIRST GRADE STUDENTS AT
SMKN 2 TANJUNGPINANG**

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ABSTRACT

This study discusses about students' comprehension in reading an announcement text. This research is intended to find out how students' ability to comprehend the announcement text. The population and sample of this study were students of class X PH 2 at SMKN 2 Tanjungpinang. Samples are taken from one class to collect data. The researcher used a short-answer test and used 4 announcement texts.

Based on the results, the students' comprehension in reading an announcement text was in the good level. It can be seen from the average score of students in the value of 79.65 out of 20 students. There were 3 students in the very good category, 9 students in the good category, 7 students in the moderate category, 1 student in the low category, and none of the students were in the failure category. In conclusion, most of the students are in the good category. Unfortunately, there are some students who still have weakness in some aspects such as in identifying main idea, in making inference, and in understanding vocabulary.

Keywords : Reading comprehension, announcement text

INTRODUCTION

Reading is one of the most common and often compulsory activities that EFL students have to do all the time, all around the world. They are required to read many kinds of texts for various types of purposes based on their syllabus in many educational stage. Moreover, reading is also one of English skills that EFL students need to master because it can make them able to understand what a text tells about. By reading we can gain some knowledge and opportunities. It enables students to gain information, to get some enjoyment, and do many things that are part of modern life, such as, reading newspapers, magazines, maps, announcement and so on (Dewi, 2017). Based on the curriculum 2013, the objective of teaching reading for the first grade student at senior high school is to enable the students to identify the main idea of the whole text, vocabularies and some information on the reading text. According to Grabe (2002) as cited in (Sekarini, 2017) reading is a complex ability to extract, build meaning from the text. In short, reading is generally defined as a process of identifying a written or printed text to understand the meaning.

However, one of the most frequent topics in EFL students is the issue about reading comprehension. Reading comprehension is a problems that often occur in EFL teaching and learning process. Numerous studies have shown that most EFL students often have difficulties in comprehending English texts. According to Stauffer (1969) as cited in (Kasim & Raisha, 2017) says that the necessity to comprehend texts by stating that reading means comprehending. In this case, few would deny that the ability to comprehend English texts is probably one of the aspects which are most required by EFL students. However, in reality,

many EFL students are still struggling to overcome their reading comprehension problems.

Furthermore, based on pre-observation at vocational high school, in teaching and learning process EFL students often interpret the English text by thinking about the structure of the Indonesian language which it will produce the wrong meaning. If you want to read well in English, you must think in English as you read. If you think in another language and translate into English, you will usually have difficulty with comprehension. Understanding the words and the grammar is not enough while reading. The learner needs to make logical connections between the ideas and information in reading. This means using the information the learner already knows to reach a conclusion.

The researcher also found that the students were still confused to comprehend English passages. In this case, the passage is an announcement text that includes in their syllabus. They found it difficult in getting the information in the text. It is hard for them to deduce meaning, inferring, and detect relation such as main idea, supporting idea, news, and information. The researcher assumes that it is because of the lack of vocabulary and understanding of reading skill such as: understanding vocabulary, making inferences, finding information detail, and finding main idea.

Therefore, by considering the problem that students faced in reading comprehension, the researcher conduct the study about to find out students' comprehension in reading announcement text and which part their weakness is.

RESEARCH METHODOLOGY

The researcher used the qualitative method. It aimed at knowing students' comprehension in reading announcement text of the first grade students at SMKN 2 Tanjungpinang. Cresswell (2014) states that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis are building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The researcher got the data from the result of the test that researcher gave to students.

The subject of this research was the first grade students in SMKN 2 Tanjungpinang in the academic year of 2018/2019. The researcher chose this school because the researcher did the Praktik Pengalaman Lapangan (PPL) there.

The sample of this research is taken by using Purposive sampling. The purposive sampling is determined the subject based on specific purpose. It was used because the researcher could reach a targeted sample quickly. It was easy to get a sample of subjects with specific characteristics. There were three classes of first grade students in SMKN 2 Tanjungpinang, and the researcher chose one class, that was X PH 2 class. This class was chosen because their average score of class was higher than the other classes and had studied announcement text.

The researcher gave reading test to the students to measure students' comprehension in reading. By giving the reading test, the researcher tried to find out whether the students were able to answer the questions well or not. The right or the wrong answers from the students were used as an indicator of students'

comprehension in reading the announcement text. The test can be in question, spreadsheet, etc which can be used to measure knowledge, skill, aptitude, and ability (Aedi, 2010).

In this research, the researcher used the short answer test. According to Chan (2009), short-answer questions are open-ended questions that require students to create an answer. They are commonly used in examinations to assess the basic knowledge and understanding (low cognitive levels) of a topic before more in-depth assessment questions are asked on the topic. The researcher used five aspects of reading comprehension in this test. The five aspects of reading comprehension were used to determine main idea, make inference, identify reference, find specific information, and the understand meaning of words or vocabulary.

The scores will be classified in accordance with the level proficiency (Harris, 1974).

Table 1. The Classification of Level Proficiency

No.	Classification	Score
1.	Very Good	90 – 100
2.	Good	80 – 89
3,	Moderate	60 – 79
4.	Low	40 - 59
5.	Failure	0 - 39

RESEARCH FINDINGS

The students' reading comprehension was described into several points based on the result of the reading test. In this research, the researcher chose short answer test type as a research instrument. The total of the items was 20 items consisting of 4 announcement text.

The result of the research instrument and students' comprehension in reading an announcement text can be seen through Table 1. as follow:

Table 1. Students Comprehension in Reading an Announcement Text

Reading Comprehension Aspects		Quality of Reading Comprehension				
		Very Good	Good	Moderate	Low	Failure
1.	Identifying of main idea	-	9 of 20 (45%)	7 of 20 (35%)	4 of 20 (20%)	-
2.	Identifying specific information	5 of 20 (25%)	13 of 20 (65%)	2 of 20 (10%)	-	-
3.	Determining reference	20 of 20 (100%)	-	-	-	-
4.	Making inference	-	2 of 20 (10%)	16 of 20 (80%)	2 of 20 (10%)	-
5.	Understanding Vocabulary	-	2 of 20 (10%)	-	18 of 20 (90%)	-

Based on table 1. the researcher discusses the result of this research as follows:

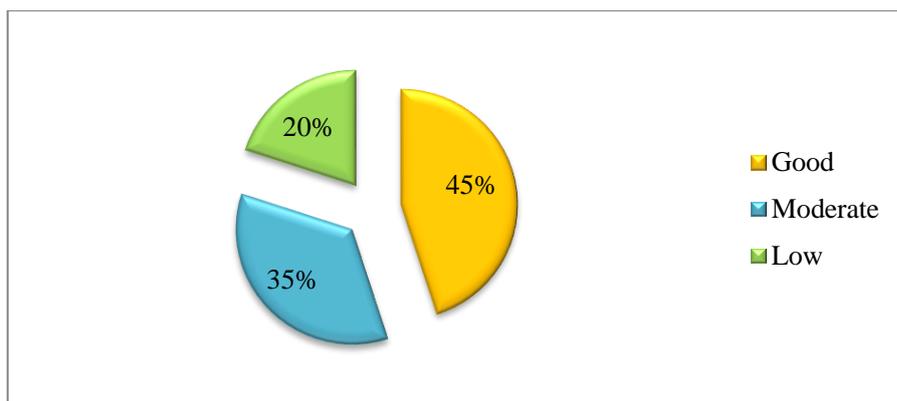


Figure 1. Student's Comprehension in Identifying Main Idea Aspect

For identifying main idea aspect in point 1, there was not a students in the very good category, 9 of 20 (45%) students in the good category, 7 of 20 (35%) students in the moderate category, 4 of 20 (20%) students in the low category, and there was not a student in the failure category.

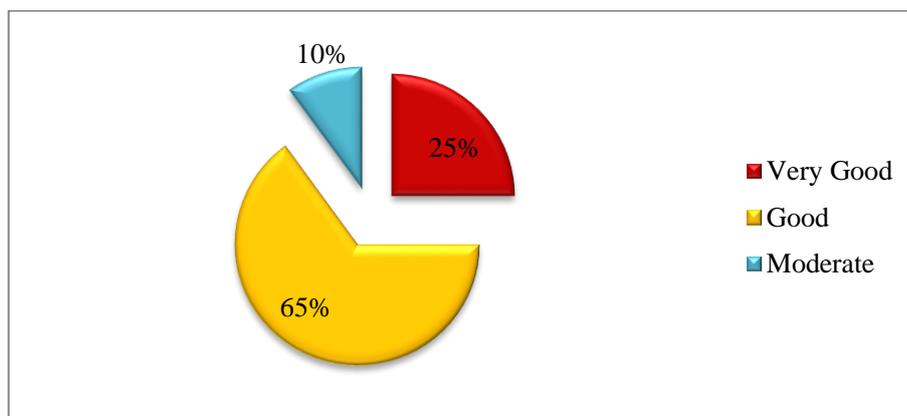


Figure 2. Students' Comprehension in Identifying Specific Information Aspect

For identifying specific information in point 2, there were 5 of 20 (25%) students in the very good category, 13 of 20 (65%) students in the good category, 2 of 20 (10%) students in the moderate category, and there was not a student in low and failure category.

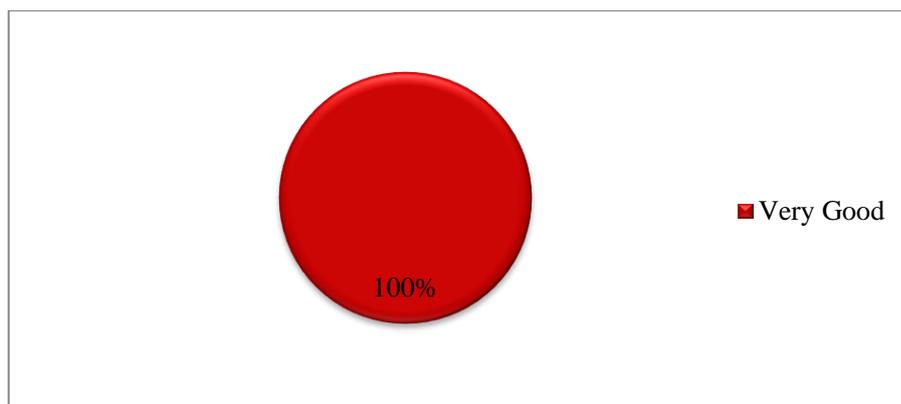


Figure 3. Students' Comprehension in Determining Reference Aspect

For determining reference aspect in point 3, there are 20 of 20 students (100%) in the very good category and there was not a student in good, moderate, low and failure category.

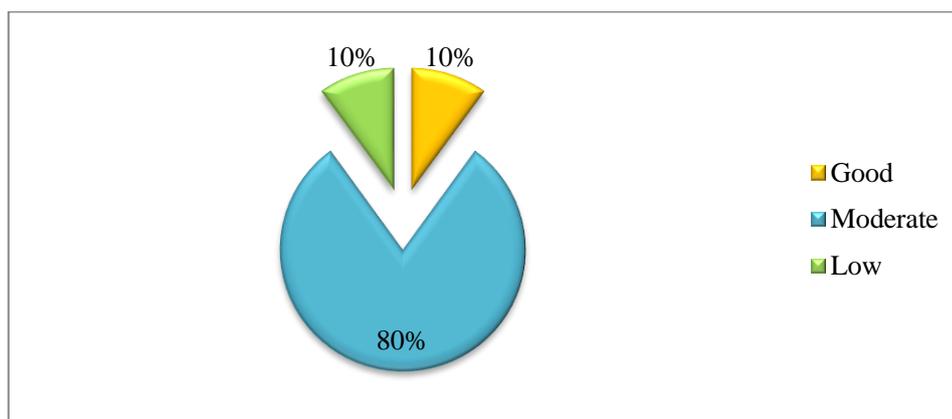


Figure 4. Students' Comprehension in Making Inference Aspect

For making inference aspect in point 4, there was not a student in the very good category, 2 of 20 students (10%) in the good category, 16 of 20 students (80%) in the moderate category, 2 of 20 students (10%) in the low category, and there was not a student in the failure category.

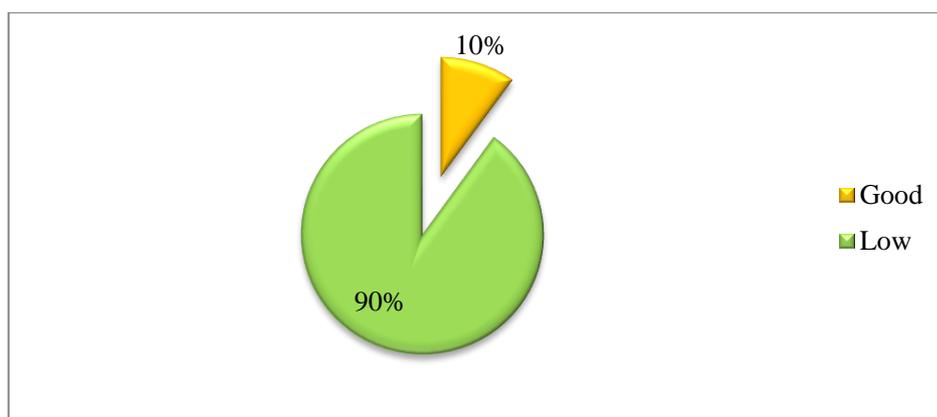


Figure 5. Students' Comprehension in Understanding Vocabulary Aspect

The last is for understanding vocabulary aspect in point 5, there was not a student in the very good category, 2 of 20 students (10%) in the good category, there was not a student in the moderate category, 18 of 20 students (90%) in the low category, and there was not a student in the failure category. The result of the students worksheet can be seen in table 2.

Table 2.

The Score of Students' Comprehension in Reading an Announcement Text.

No	Participants	Students score in comprehending announcement text	Level
1.	AA	80	Good
2.	AF	92	Very Good
3.	AC	86	Good
4.	BP	71	Moderate
5.	DD	84	Good
6.	DA	76	Moderate
7.	DH	80	Good
8.	DW	78	Moderate
9.	ER	81	Good
10.	HF	73	Moderate
11.	RM	78	Moderate
12.	SI	64	Low

13.	MI	78	Moderate
14.	MO	76	Moderate
15.	SN	81	Good
16.	MH	94	Very Good
17.	NS	78	Moderate
18.	PA	81	Good
19.	PP	80	Good
20.	WR	80	Good
Total		1593	
Average		79,65	

The table shows the scores of the students' comprehension in reading an announcement text. The highest score was obtained by one student i.e. 94, and the low score was obtained by one student i.e. 64. The mean score was calculated by using the following formula:

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

M = mean score

$\sum fx$ = total score of the students

N = number of the students

$M = \frac{1593}{20} = 79.65$

Based on the formula, the researcher got the mean score of the test was 79.65 which was rounded above to be 80 and it was categorized as good.

DISCUSSION

Based on the data that the researcher got from students' answer sheets, in identifying main idea aspect, most of students was in the good category and the other students was in moderate and low category. This is in agreement with a number of studies have indicated that many students lack proficiency in identifying these main ideas in their second language (L2) (Hudson, 2007).

Based on students' result in identifying specific information aspect, most of students is in good category and the other students was in very good and moderate category. This result was in line with Marsha and Flora (2009) who assumed that students did not have much difficulty with identifying specific information skill.

Furthermore, in determining reference aspect, all of students was in very good category. While in making inference aspect, most of students was in moderate category and the other students was in good and low category. This was not in line with Setiawan et al. (2014) who stated that most of students could not understand the text properly and the students were not capable to find ideas presented in reading, especially the ideas were not explicitly stated.

Last, in understanding vocabulary aspect, most of the students is in low category and the other students was in good category. This is in agreement with Coady (1993) and Lems, Miller & Soro (2011), who assume that the lack of word recognition skills is often a cause of difficulties in developing L2 reading comprehension and it also supported by Nagy (1988) who assume that lack of adequate vocabulary knowledge is already an obvious and serious obstacle for many students, and their numbers can be expected to rise as an increasing proportion of them fall into categories considered educationally at risk.

From the discussion above, the researcher conclude that there are some aspect that become students' weakness as the answer of the research question that was mentioned in chapter I. From the Table 1. and Figure 1, Figure 2, Figure 3, Figure 4 and Figure 5, we can see that students was in the low level in some aspects of reading comprehension, there are: in identifying main idea, in making

inference and in understanding vocabulary. In the other hand, in identifying specific information most of students was in good level and in determining reference all of the students was in the very good level

CONCLUSION

The objective of this research was to find out how is students' comprehension in reading an announcement text and which part their weakness is. In relation to the result of the study, the writer concludes that students' comprehension in reading an announcement text is in the good level. Unfortunately, there are some students who still have weakness in some aspects such as in identifying main idea, in making inference, and in understanding vocabulary. It also reveal that they still have some problems to comprehend a text because of their low vocabulary mastery. Therefore, it is necessary for them to enrich on their vocabulary. One of efforts which can be done by them to improve their vocabulary is by increasing their frequency to read, because the more they read the more vocabulary they will obtain.

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