

## STUDENTS' ABILITY OF READING COMPREHENSION IN THE ON-LINE LEARNING AT TENTH GRADE OF SMK NEGERI 3 TANJUNGPINANG

Sadariah<sup>1</sup>, Muhammad Candra<sup>2</sup>, Dewi Murni<sup>3</sup>  
sadariahria2@gmail.com

English Language Study Program, Faculty of Teacher Training and Education, Universitas Maritim  
Raja Ali Haji

### Abstract

The purpose of this research was to know how students' ability of reading comprehension in the on-line learning is. According to Nuttal (1982), there are five aspects of reading comprehension. They are determining main idea, finding specific information, getting a conclusion, determining reference, and understanding vocabulary. This research used qualitative descriptive. In this research, the researcher chose TO2 class as a sample that consists of 30 students which was selected by using purposive sampling. The location of this research was at SMK Negeri 3 Tanjungpinang. The instrument of this research was multiple choices test by WhatsApp and Google Form. The result showed that the students of TO2 class gets a score of 50.4. Based on the result, it can be concluded that the students' ability of reading comprehension at tenth grade of smk negeri 3 tanjungpinang is in "poor" category.

Keywords: Ability, Reading Comprehension, On-line Learning

### I. Introduction

Learning English is not the new things this in this Era. English is one of the subjects at school. Learning English well will make it easier for us to communicate with people around us. There are four skills that students must master in learning English. Which consists of listening skill, speaking skill, writing skill, and reading skill. It's a very important skill that students must learn. In this study the researcher only focus on one skill of English learning it is reading.

According to Ismail et al., (2017), reading is a tool of communication in written language through the text form. It is the most efficient way to gain information about many aspects of life, including science and technology. By reading people can absorb a number of information. Reading is an essential skill for learners of English as a foreign language. For most of learners it is the most important skill to master in order to ensure success not only in learning English, but also learning in any content class where reading in English is required.

According to Razali & Razali (2013), some readers use their background of knowledge and experience to compose meaning from the text to what they already know in order to get the comprehension of the text. Even most people can comprehend the material what they read after reading word-by-word and they are spending a lot of time repeating the difficult term of the text.

Reading comprehension is a process to understand the meaning of the text. Reading comprehension is the ability to understand information in the text and interpret it appropriately what is meant by the text (Grabe & Stoller, 2013). It means that reading comprehension is the ability to

read the text, process and understand its meaning. It's not easy for students, because most of students have different ability in reading. Ability is a potential that found in human being self.

Based on the researcher experience when taught the students at SMK Negeri 3 Tanjungpinang, the researcher found several problem faced by the students in reading comprehension. First, the students did not understand the questions well, they only read the questions without knowing the meaning of the questions because they still lack vocabulary. Second, the students thought that English is not important subject to learn. Also they bored in reading text.

In learning today, as we knows that the learning system has changed because of corona virus which is still around us. It causes the education system changed. Every school has to implementing the online learning. According to Medford (2004), online learning encompasses a range of technologies such as the world wide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. It can help the students to learn at their own pace, according to their own convenience. Based on the considerations stated above, the researcher is going to see students' ability of reading comprehension in the on-line learning at tenth grade of SMK Negeri 3 Tanjungpinang.

## II. Reserach Method

According to Creswell (2012), 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 inductively building from particular to general themes, and the researcher making interpretations of the meaning of the data. In completing this research, the researcher was conducted the data by using qualitative research method. The researcher used this method because want to know students ability of reading comprehension in the on-line learning at tenth grade of SMK Negeri 3 Tanjungpinang.

According to Creswell (2012), population is a group of individuals who have the same characteristic. The population refers to all the members of particular group. In this research the population that the researcher was taken from the tenth grade of SMK Negeri 3 Tanjungpinang in academic year of 2021. The total numbers of tenth grade students of SMK Negeri 3 Tanjungpinang are 342 students consist of 12 classes. A sample is a smaller group selected from a larger population (Spuck et al., 1975). The sample of this study was the tenth grade students of SMK Negeri 3 Tanjungpinang. In this research, the sample is chosen by using purposive sampling. The researcher chose TO2 class as a sample.

To find out the students ability of reading comprehension, the researcher scored the result of the test each student that was calculated by applying the formula below:

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

Where :

S = Score

R = Correct answer

N = Total questions (Arikunto, 1998)

To determine students' reading ability, researcher divided each question with different aspects of reading that using the following formula :

$$P = \frac{F}{N} \times 100$$

Where :

P = Reading ability score

F = Number of the students who answer correctly

N = The total number of the students (Sudjono, 2001)

After that, the mean score was calculated by using the following formula :

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

Where :

M = Mean score

$\sum fx$  = Total score of all question

N = Number of question (Rusydi & Fadhli, 2018)

After all were assessed, the researcher would assess the ability of reading comprehension in the on-line learning at tenth grade of SMKN 3 Tanjungpinang used formula below :

$$P = \frac{B}{JS}$$

Where :

P = Reading ability score

B = Total score of all aspect of reading comprehension

JS = Total reading aspect (Arikunto, 2008)

Based on the students' score percentage range and qualifications would use to see whether the students has very poor, poor, average, good, and very good.

### III. Findings and Discussion

#### a. The Analysis of the Test

The researcher have been conducted the research at SMKN 3 Tanjungpinang. The researcher ask the students to filled in the test by google form. The purpose of the test that has given by the researcher to the students is to knows how is students' ability of reading comprehension in the on-line learning. The researcher divided the test into three test, they are test A, test B, and test C with the same questions but randomly. The researcher randomized the questions of the test because to avoid cheating by the students. There are 20 questions with different reading aspects that have been explained in chapter III. Then, for the score of reading test the researcher adopted the formula Arikunto (1998). Where the correct answer divided by number of question on the test, and then multiplied by 100. Researcher also classified the number of students based on the correct answers and also divided into three table based on test A, test B and test C. It can be seen in the table below.

Table 4.1 Students Score on the Test A

No	Correct Answer	The Number of the Students	Score
1	6	1	30
2	8	2	40
3	9	2	45
4	11	1	55
5	14	3	70
6	16	1	80

Table 4.2 Students Score on the Test B

No	Correct Answer	The Number of the Students	Score
1	5	1	25
2	6	1	30
3	9	1	45
4	10	1	50
5	11	2	55
6	12	2	60
7	13	2	65

Table 4.3 Students Score on the test C

No	Correct Answer	The Number of the Students	Score
1	2	1	10
2	6	1	30
3	7	1	35
4	8	2	40
5	10	1	50
6	14	3	70
7	17	1	85

Based on the tables above, it's show that the students on the test A, B and C class X TO2 of SMKN 3 Tanjungpinang not answer all questions correctly. The researcher made the order of the number of students who got lowest to the highest score. In the test A the lowest score is 30 and the highest score is 80. Then, in the test B the lowest score is 25 and the highest score is 65. The last, in the test C the lowest score is 10 and the highest score is 85.

The results is not determining the ability of the students. To determining the students ability the researcher used the formula by Sudjono (2001). Formula namely, the number of the students who answered correctly divided by number of all participating students, then multiplied by 100. The score obtained in each question number are summed and average by the average measurement formula to determine the reading ability of each reading aspect. Then, the total score of all questions divided by number of questions.

After assessed all aspect of reading, the researcher got the results to answer the research questions, how is students' ability of reading comprehension in the online learning?. The students ability of reading comprehension in the on-line learning can be seen in the table below.

Table 4.4. Score of Students' Ability of Reading Comprehension

No	Reading Aspect	Score	Reading Ability Score
1	Determining main idea	60.5	50.4

2	Finding specific information	52
3	Getting a conclusion	40
4	Determining reference	59
5	Understanding vocabulary	40.5
<b>Total score of all aspect of reading comprehension</b>		252

In the table above shows that in reading aspect “main idea” gets a score of 60.5, in the reading aspect “specific information” gets a score of 52, in the reading aspect “conclusion” gets a score of 40, then in the reading aspect “determining reference” gets a score of 59 and the last one in the reading aspect “vocabulary” gets a score of 40.5. All of scores on each reading aspect of reading comprehension are totaled and get a score 252. The total score divided by 5, because the number of aspects of reading comprehension is 5 aspects. The results of the score after divided by 5 is 50.4. so, the score of the ability of reading comprehension is 50.4.

## b. Discussion

Based on the tables 4.1, 4.2 and 4.3 it can be seen that only one students gets a high score of 85 from 30 students. To determine the students score the researcher used the Arikunto (1998) formula that is the correct answer divided by the total question then multiplied by one hundred. The researcher also analyzed the reading ability based on each aspect of the reading comprehension. The reading aspects are include determining main idea, finding specific information, getting a conclusion, determining reference, and understanding vocabulary. For the result of each reading aspect can be seen in the table 4.4 to table 4.8. The researcher used formula from Sudjono (2001) to determining reading ability based on each question number on each reading aspect. After getting all the score of each questions, the researcher averaged the score to determine the reading ability of each reading aspect by using measurement of mean. To determine classifying students’ reading ability, the researcher used range adopted in Arikunto (2008). Where score of 86-100 are classified as very good, for score 71-85 are classified as good, for score 56-70 are classified as average, then for score 41-55 are classified as poor and for score 0-40 are classified as very poor.

The researcher have discussed about ability of “main idea” reading aspect. The results show that in test A, B, and C on number 1, 3 and 9 any twenty students answered correctly and got a score of 67 which showed that students ability of reading comprehension on number 1, 3 and 9 was in the “average” category. In question number 14, 12 and 19 any sixteen students answered correctly and got score of 54. It means the score in “poor” category. From all questions of reading aspect to main idea, after averaging reading ability students get a score 60,5. It means the students ability of reading comprehension in the on-line learning to main idea is got “average” category.

After finished analyzed the reading ability in the “main idea” reading aspect. The researcher continued to analyzed the reading ability in the “specific information” reading aspect. The result of analysis on this reading aspect can be seen in the table 4.5. in this aspect the researcher made 12 questions and put the same questions randomly to test A, B and C. after totaled all of the score on each aspect of reading ability, the researcher averaged and gets a score of 52 on this reading aspect. So, the students ability of reading comprehension on this aspect is in “poor” category.

Then the researcher also made a “conclusion” reading aspect question. The result of this aspect can be seen in the table 4.6. in this aspect the researcher made only two questions and also put them randomly in test A, B and C. in test A, B and C on numbers 5, 2 and 2 any ten students answered correctly and got a score of 33 which showed that the students ability of reading comprehension on number 5, 2 and 2 was in the “very poor” category. In question number 10, 8 and 3 any fourteen students answered correctly and got score of 47. It means the score in the “poor” category. From all

questions of reading aspect to conclusion, after averaging reading ability students get a score 40. It means the students ability of reading comprehension in the on-line learning to conclusion got “very poor” category.

For the next aspect the researcher made “reference” reading aspect question. The results of this aspect can be seen in table 4.7. In this aspect the researcher also made two questions and put them randomly to test A, B and C. In test A, B and C on number 6, 6 and 4 any sixteen students answered correctly and got a score of 54 which showed that the students ability of reading comprehension on number 6, 6 and 4 was in the “poor category”. Then in question number 18, 17 and 11 any nineteen students answered correctly and got score of 63. It means the score in the “average” category. So after averaging all the score of reading ability students get a score 59. It means the students ability of reading comprehension in the on-line learning to reference got “average” category.

The last aspect the researcher made “vocabulary” reading aspect question. The researcher put this aspect in test A, B and C on number 8, 10 and 6. On number 8, 10 and 6 any twenty students answered correctly and got a score of 67 which showed that the students ability of reading comprehension on number 8, 10 and 6 was in the “average” category. In question number 19, 15 and 14 any four students answered correctly and got a score of 14. It means the score in the “very poor category”. After averaging all the score of reading ability students get a score 40.5. It means the students ability of reading comprehension in the on-line learning to vocabulary got “very poor” category.

After all the reading aspects have been determined, the researcher also continued to determined the students ability of reading comprehension in the on-line learning by adopting the Arikunto (2008) formula, where the total score of all aspects of reading comprehension divided by the number of aspect of reading. The result have been determined in table 4.9. Then, the result of reading ability score are classified by adopting the Arikunto (2008) classification. Which scores 86 to 100 are “very good” category, 71 to 85 are classified as “good” category, 56 to 70 are classified as “average” category, then 41 to 55 are classified as “poor” category and the last one 0 to 40 are classified as “very poor” category.

From the results in table 4.9 can be seen that the reading aspect of the main idea gets a score of 60.5, the specific information gets a score of 52, then a conclusion gets a score of 40, reference gets a score of 59 and the vocabulary gets a score of 40.5. The totaled score of all reading aspect gets a score of 252. Then, the score divided by five, because the reading aspects of the test are five aspects. After divided by five get the final score which is 50.4. So from the final score it can be classified that the students’ ability of reading comprehension in the on-line learning at tenth grade of smk negeri 3 tanjungpinang is in “poor” category.

#### **IV. Conclusion**

Based on the result of data analysis that had finished by the researcher, the researcher found that the students ability of reading comprehension in the on-line learning is in “poor” category. It can be seen in table 4.9. The result show that in reading aspect main idea get a score of 60.5, specific information get a score of 52, a conclusion get a score of 40, reference get a score of 59 and vocabulary get a score of 50.4. The total all the scores of all aspects of reading is 252. Then after divided by five aspects the final score get a score of 50.4. From the result it’s can conclude that the score for students ability of reading comprehension in the on-line learning is in “poor” category. It means the students did not understand the text, they also have lack of vocabulary so they difficulty in answering the questions.

## V. References

- Arikunto, S. 1998. *Prosedur Penelitian*. Jakarta: PT. Renika Cipta.
- Arikunto, S. 2008. *Menejemen Penelitian*. Jakarta: PT. Renika Cipta.
- Creswell, J.W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4<sup>th</sup> Edition*. Boston: Pearson.
- Grabe, W., & Stoller, F. L. (2013). Teaching and researching reading, second edition. In *Teaching and Researching Reading, Second Edition*.
- Ismail, H., Syahrurah, J. K., & Basuki, B. (2017). Improving the Students' Reading Skill Through Translation Method. *Journal of English Education*, 2(2), 124–131.
- Medford, A. R. L. (2004). Online learning. *Quality in Primary Care*, 12(1), 87–89.
- Nuttal, C. (1982). *Teaching Reading Skil in a Foreign Language*. London: Heinermann Educational Books.
- Razali, K., & Razali, I. (2013). Strategies in Improving Reading Comprehension Through Vocabulary Acquisition. *Englisia Journal*, 1(1), 1–15.
- Rusydi, A., & Fadhli, M. (2018). STATISTIKA PENDIDIKAN : Teori dan Praktik Dalam Pendidikan. In *Journal of Visual Languages & Computing, CV. WIDYA PUSPITA* (Vol. 11, Issue 3).
- Spuck, D. W., Hubert, L. J., & Lufler, H. S. (1975). An Introduction to Educational Policy Research. In *Education and Urban Society* (Vol. 7, Issue 3).
- Sudjono, A. 2001. *Pengantar Statistik Pendidikan* . Jakarta: PT. Raja Grafindo Persada.