

AN ANALYSIS ON THE PROBLEMS FACED BY THE NINTH GRADE STUDENTS IN COMPRHENDING REPORT TEXT AT SMPN 27 PADANG

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Abstract

The purpose of this research was to find out the problems faced by the ninth grade students of SMPN 27 Padang in comprehending report text. This research was limited problems in comprehending general classification and description of report text to the students. The design of this research was descriptive. The number of sample was 34 students. The data were collected by giving a reading test. The result of data analysis revealed that the majority of the ninth grade students of SMPN 27 Padang had problems in comprehending the report text. It was indicated by the fact that there were 20 students (58.82%) who had problems in comprehending report text and there were 14 students (41.18 %) who had no problems in comprehending report text. Many students had problems in comprehending the general classification of report text. It can be shown by the data that there were 31 students (91.18%) who had problems in comprehending the general classification and 3 students (8.82%) had no problems. The result of data analysis also demonstrated that most students had problem in comprehending the description. It was indicated by the fact that there were 19 students (55.89%) who had problems and 15 students (44.11%) who had no problems in comprehending the description.

Keywords: Problems, Report Text, General Classification, Description

Introduction

Reading is one of the important language skills that should be possessed by someone who learns English as a foreign language. Having this skill provides someone with several advantages. First, it is to enhance knowledge. If someone can read, he will know information around his. Second, reading can reduce stress. It means that reading a book can distract his feeling when he had stressful day. Third, reading

can improve analytical thinking. Through reading, reader can improve his general knowledge, and more importantly he is able to spot patterns quicker. If we can read well we can know about the situation that happens in the world. For students reading is an important activity because they must read much. In a word, reading is very important for someone because through reading she can find new ideas and improve knowledge.

Nunan (2003:68) says that reading is a fluent process of combining information from a text and readers' own background knowledge to build meaning. It means that during reading process the students need to have background knowledge to get the meaning of the text.

Based on Ramos (2012 : 22) there are some factors that make the students have problems to comprehend a text. First they have limited vocabulary in their mind, second they lack knowledge, third they have low motivation to read, and the last they are unable to employ appropriate techniques of reading.

According to curriculum 2006 for English subject at junior high school, the skill of reading is taught through implementing genre based approach. By this approach the students are introduced to some genres or types of the text. In the teaching learning process, students are guided to comprehend each component of text; social function, generic structure, and language feature. By doing this, the students are expected to be able to comprehend the text and able to differentiate the types of text one to another.

Report text is a text which presents information about something. Report text is one kind of reading text taught at junior

high school. Report text is a text used in general to record or report information to another person in precise format (Davies, 2000: 42).

Based on the researcher's interview with Elvianti S.Pd, an English teacher at SMPN 27 Padang and his experience while doing teaching practice there, many students did not comprehend report text. They were still confused about how to comprehend simple essay of report text. They were unable to catch the basic message or content in generic structure of report text. Whereas, those facts are included as indicators and standard competency stipulated in the curriculum.

Based on the phenomena above, the researcher was interested in conducting a research entitled "An analysis on the problems faced by the ninth grade students at SMPN 27 Padang in comprehending report text "

Generally, the purpose of this research is to describe the problems faced by the ninth grade students of SMPN 27 Padang in comprehending a report text. Specifically, the purposes of this research were to find out whether the ninth grade students of SMPN 27 Padang have problems in comprehending general classification of report text and to find out whether the ninth

grade students of SMPN 27 Padang have problems in comprehending description of report text.

Theoretically, this research is addressed to explain the problems faced by the ninth grade students at SMPN 27 about report text, especially in comprehending general classification and description. Practically, this research has some significances for English teachers and students.

1. English teachers know the problems of their students in comprehending report text, and it is expected that such information can be put into consideration in teaching reading to the students.
2. The students could be aware of their problems in comprehending a report text, and by so doing they could improve their ability to comprehend report text.

Research Design

This research was designed to find out students' problems comprehending report text. Therefore, the researcher used descriptive method. The population of this research was the ninth grade students of SMPN 27 Padang because they had learned about report text. The population of member

in this study was 239 students and they were distributed into seven classes.

Because the population was quite large, the researcher took sample out of the population to conduct this study. According to Gay (1987:103), a good sample is one that is representative of the population from which it is selected. He also states that for descriptive study minimum sample size of population is 10%.

To select the sample, the researcher used cluster random sampling technique. He used random sampling because the population was homogeneous; they used same material, syllabus and have the same allocation time in learning English subject. Then he used cluster sampling because the members of population were distributed into some groups or classes. According to Gay (1987 : 110) cluster random sampling is sampling in which groups have similar characteristics.

In this research, the researcher used reading test to collect the data. He used reading test to know students' problems in comprehending report text. It was a kind of multiple – choice test consisting of 28 questions. The researcher asked the students to answer the questions in 60 minutes. The researcher gave one point for each correct answer and 0 for the wrong answer.

The criteria of good test are valid and reliable. Validity should be achieved in order to have a good test. To see the validity of the test, the researcher used the content validity. Gay (1987:129) states that content validity is the degree to which a test measures an intended content area. It means that the test is valid if it fixes with the materials given to the students. In this case, the material of the test was based on curriculum, syllabus and teaching materials used at SMPN 27 Padang, he consulted with English teacher at SMPN 27 Padang.

Before giving the test to the sample of this research, the researcher tried out the test to the students out of sample. The researcher gave the try out test to the students in order to make sure whether the students understood the instruction or not, and whether the time allocation was enough to do the test or not. The result of the try out test was used to find out the realibility index of the test, to analyze item difficulty and item discrimination.

Reliability is the degree to which a test consistenly measures whatever it measures (Gay, 1987:135). To have a reliable test, the researcher tried out the test to students out of sample. To find out the reliability of the test, the researcher used split half method . It means that the items of

the test were separated into odd item and even items. The researcher calculated the correlation coefficient between the odd item score and event item score. To do this he used Pearson Product Moment formula (Arikunto, 2009: 72)

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{(n\sum x^2) - (\sum x)^2\} \{(n\sum y^2) - (\sum y)^2\}}}$$

Where:

- r_{xy} : The coefficient correlation between variable X and Y (odd and event item)
- $\sum XY$: The total cross product of xy
- $\sum X$: The total of X score (odd item)
- $\sum Y$: The total of Y score (even item)
- $\sum X^2$: The sum square of X
- $\sum Y^2$: The sum square of Y
- n : The total number of sample

To find out the reliability of the whole test, the researcher used the “Spearman Brown’s formula” as follows (Gay, 1987:139).

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Where :

- r_{11} : The reliability coefficient

for total test.

r_{xy} : The coefficient correlation between odd and even items

According to Arikunto (2009:75) the degree of coefficient correlation of the test can be categorized as follows:

- .80 - 1.00 = very high
- .61 - .80 = high correlation
- .41 - .60 = enough
- .21 - .40 = low
- .00 - .20 = very low

The result of data analysis showed the reliability coefficient of the test was .87

a. Item Difficulty Analysis

A good test item is a test item which is not too easy and difficult. A test which is too easy for student can not make them motivate to find the answer. Otherwise, a test which is too difficult can make the students desperated. To do item difficulty analysis, the researcher used the following formula (Arikunto, 2009: 208) :

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

Where:

P : Item difficulty

B : Sum of students who answered correctly

JS : Sum of students who followed the test.

The result of difficulty index is classified into the followings (Arikunto, 2009: 210):

- P : .00 – .30 = difficult
- P : .31– .70 = moderate
- P : .71 – 1.00 = easy

Among this items, the researcher took all moderate items and 1 easy item. So, the total items used in the instrument was 24.

Based on the result of analysis of item difficulties, the researcher found that 23 items were moderate (1, 2, 4, 5, 6, 7, 9, 10, 11, 12, 14, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28), 3 items were difficult (8,13,15) and 2 items were easy (3, 21).

b. Item Discrimination Analysis

Item discrimination is a test item that can differentiate high group and low group. A test item that can or cannot be answered correctly by both high and low students was considered as a bad item because it does not have item discrimination. To do this analysis, the researcher divided the students into two groups (high and low group). According to Arikunto (2009 : 211) students who get score half above are

classified as high group and the students who get score half below are classified as lower group. To analyze item discrimination, the researcher used the following formula (Arikunto, 2009: 213):

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D = item discrimination

BA = sum of students in the high group who answered the item correctly

BB = sum of students in the low group who answered the item correctly

JA = sum of students in the high group

JB = sum of students in the low group

The classification of item discrimination is as follows : (Arikunto, 2009: 218):

- D : .00 – .20 = poor
- D : .21 – .40 = satisfactory
- D : .41 – .70 = good
- D : .71 – 1.00 = excellent

Arikunto (2009 : 218) states that a good item of test is an item that has discrimination index between .41 – .70.

Based on the result analysis of item discrimination, the researcher found that 24 items were good (1, 2, 3, 4, 5, 6, 7, 9, 10,

11, 12, 14, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28) and 4 items were poor (8, 13, 15, 21). Relating to both of analysis above, the accepted items were 24 items (1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 14, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28) and the discarded items were 4 (8, 13, 15, 21).

The researcher analyzed the data of this study by using the following technique :

1. The researcher calculated Mean (M) and standard deviation (SD) by using the following formula Arikunto (2009:264):

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

Where:

M = mean

x = sum of x

N = number of students

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

Where:

SD = standard deviation

x = total of X

x² = total of x²

N = number of students

2. The researcher classified the students into those who had problems and those who had no

problems. To do this, the researcher used formula as shown in Table 3.3

Table 1
Criteria For Classifying Students
Into Having Problems Or
Having No Problems

Category	Classification
$\geq M + .5 SD$	Have no problem
$< M + .5 SD$	Have problem

3. The researcher counted the percentage of the students who had no problems and had problems by using the following formula:

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

Where:

P= percentage of the students who had or have no problem

F= frequency of students who had or had no problem

N= total of students

Findings and Discussions

The highest score that was achieved by students in comprehending general classification of report text was 5 and the

a. Findings

Based on the result of data analysis, it was found that the highest score which was achieved by the students was 22 and the lowest score was 10. The mean was 16.82 and the standard deviation was 3.55. The result of analyzing data also showed that the students had problems in comprehending the report text. As a matter of fact, 14 students (41.18%) had no problem and 20 students (58.42%) had problem in comprehending report text. To make it clear, the frequencies of students who had problem and had no problems in comprehending report text is shown in Table 2.

Table 2
The Frequencies of Students Who Had
and Had No Problems in Comprehending
Report text

Categories	Number of Students	Percentage
Have no Problems	14	41.18%
Have problems	20	58.82%
Total	34	100

lowest score was 2. The mean was 3.79 and the standard deviation was .7. Based on the result of analyzing the data, the researcher

found that 3 students (8.82%) had no problem and 31 students (91.18%) had problem in comprehending the general classification of report text.

Table 3
The Frequencies of Students Who Had and Had no Problems in Comprehending the General Classification of Report text

Categories	Number of Students	Percentage
Have no Problems	3	8.82%
Have problems	31	91.18%
Total	34	100

The highest score that was achieved by students in comprehending description of report text was 18 and the lowest score was 6. The mean was 13.05 and the standard deviation was 3.2. Based on the result of analyzing the data, the researcher found that 15 students (44.12%) had no problem and 19 students (55.88%) had problem in comprehending the description of report text.

Table 4
The Frequencies of Students Who Had and Had no Problems in Comprehending the Description of Report text

Categories	Number of Students	Percentage
Have no Problems	15	44.11%
Have problems	19	55.89%
Total	34	100

Discussions

The result of data analysis demonstrated that most of the ninth grade students had problems in comprehending report text. As a matter of fact, there were 20 students (58.42%) who had problems in comprehending report text. It might be caused by the students' limited knowledge on what the report text tells about or what generic structure of report text is. That is why they got difficulties in identifying and comprehend each part of report text.

Another finding of the research was that many students (91.18%) had problems in comprehending the general classification of the report text. The finding of this research indicated that many students were still confused about the general classification of a report text. In fact, there were many students did not know what the general classification of report text is. It might be

caused by students' limited knowledge to understand the topic of report text such as : the class and sub class.

As already discussed before, the researcher also found that most students 55.88% had problem in comprehending the description of the report text. The finding of this research indicated that the students were still confused about description of report text. Some of them did not know what the text had described about. It was probably caused by the lack of knowledge and lack of practices in comprehending the report text. So, they still got difficulties in identify the description of report text.

Conclusions

Based on the findings of this research, in general the researcher concludes that the ninth grade students of SMPN 27 Padang had problems in comprehending the report text. It was supported by data that percentage of the students who had problems was 58.88% and who had no problems was 41.18%. The ninth grade students of SMPN 27 Padang had problems in comprehending the general classification of report text. It was proved by the fact that 91.18% students had problems and 8.82% students had no problems in comprehending

the general classification of the report text. The ninth grade students of SMPN 27 Padang had problems in comprehending the description of the report text. It was supported by the data showing that 55.88% students had problems and 44.12% had no problems in comprehending the description of the report text.

Based on the conclusions of this research as already discussed previously, the researcher derived several suggestions:

- (1) The researcher suggests the teacher to give the students more explanation or review about the general classification and description of a report text. In other words, the English teachers are expected to discuss in more detail about general classification of report text and give more exercises to the students to make them have more knowledge about it.
- (2) The students are suggested to learn more about report text and to do more exercises in order to improve their ability in comprehending report text.

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