

AN ANALYSIS OF THE ELEVENTH GRADE STUDENTS' ABILITY TO COMPREHEND A REPORT TEXT AT SMA N 7 PADANG

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Abstract

The purpose of this research was to find out the the ability of the eleventh grade students of SMAN 7 Padang to comprehend a report text. This research was limited to the students' ability in comprehending general classification and description of a report text. The design of this research was descriptive. The population of this research was the eleventh grade students of SMA N 7 Padang. The number of population was 274 students. The researcher took the sample by using stratified cluster random sampling technique. The researcher took two classes as sample; XI MIA 4 and X IIS 2. The number of sample was 65 students. The data were collected by giving a reading test. To know the reliability of the test, the researcher used split half method. The reliability index of this test was .89 and it was categorized into very high. The result of data analysis revealed that the eleventh grade students of SMA N 7 Padang had moderate ability in comprehending the report text. It was indicated by the fact that 47 students (72.30%) had moderate ability in comprehending report text. Specifically, the students' ability to comprehend the general classification of a report text was moderate. It was indicated by the fact that 41 students (63.08%) had moderate ability. The students' ability to comprehend the description of a report text was moderate. It was indicated by the fact that 46 students (70.77%) had moderate ability.

Keywords: Ability, Report Text, General Classification, Description

Introduction

Everybody knows that language cannot be apart from human life. People need language for communication with each other. Language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units (Richard and Schmidt, 2002:283). English is considered as a foreign language in Indonesia which requires four certain major language skills that should be targeted by a language learner. Those are listening, speaking, reading, and writing

skills. Reading is one of the English skills that is taught at senior high school. According to Seyler (2004:3) reading is the process of obtaining or constructing meaning from a word or cluster of words. Through reading activity, students can improve their own language and experience. They will get information and ideas which they need to know. Reading involves getting meaning from the words. It means that reading is a process to understand the text.

There are fourteen types of text. They are narrative, recount, descriptive,

report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, news item and invitation (persuasion). One of reading text types that the eleventh grade of senior high school students learn is report text.

Report text is a kind of text that gives factual information about specific subject like social phenomena (demonstration, demo), nature (earthquakes, floods, storm, animals, plants) , and man – made things (people). It is a result of systematic observation and analyses. It consists of general classification and description. Ideally, the eleventh grade students of SMA N 7 Padang are instructed to learn and to master report text in any language skill. It means students will learn and master report text in reading skill, writing skill, speaking skill and listening skill.

Based on the resaercher's informal interview with the English teacher of SMA N 7 Padang when she did practice teaching there, there are some problems that the students usually get in comprehending a report text. It can be identified through the lack of their ability to answer the questions related to report text and explore the information from the text. So, the researcher was interested in analyzing the ability of the eleventh grade students of

SMA N 7 Padang to comprehend a report text.

In general, the purpose of this research was to find out the eleventh grade students' ability to comprehend a report text at SMA N 7 Padang. Specifically, the purposes of this research were :

- a. To find out the ability of the eleventh grade students of SMA N 7 Padang to comprehend the general classification of a report text.
- b. To find out the ability of the eleventh grade students of SMA N 7 Padang to comprehend description of a report text.

The results of this research were expected to give significant contribution for, the English teachers, the students and the further researcher.

1. For English teachers

By having known students' ability to comprehend a report text, they can consider this research finding for their next teaching to arrange good planning for better improvement in teaching reading especially to improve students' ability to comprehend a report text.

2. For students

The result of this research is expected to motivate the students to improve their ability to comprehend a report text. Also, it can give more

information and knowledge about report text.

3. For further researcher

The result of this research may be useful for further researchers who are interested in doing research on students' ability to comprehend a report text or other texts.

Research Method

The design of the research was descriptive research. According to Gay (1987:189), descriptive method involves collecting data in order to answer question concerning the current status of subject of the study. The population of this research was the eleventh grade students of SMA N 7 Padang. The number of population was 274 students and they were already divided into nine classes. There were seven classes of exact science (MIA) and two classes of sosial sience (IIS).

To select the sample, the researcher used stratified cluster random sampling technique. Gay (1987:107) explains that stratified cluster random sampling is the process of selecting a sample in such a way that identified subgroups in the population are represented in the same proportion that they exist in the population. The researcher took 2 classes (22.2 %) as the sample. It means that the researcher chose one from exact science class and one from social class. The

researcher used stratified cluster random sampling technique because the population was divided into two strata, exact science (MIA) and social science (IIS). Here was the distribution of the population shown in the Table 1 below.

Table 1
The population of the eleventh grade students at SMA N 7 Padang

No	Class	Population
1	XI MIA 1	32 students
2	XI MIA 2	32 students
3	XI MIA 3	31 students
4	XI MIA 4	32 students
5	XI MIA 5	31 students
6	XI MIA 6	25 students
7	XI MIA 7	26 students
8	XI IIS 1	32 students
9	XI IIS 2	33 students
Total		274 students

Source : SMA N 7 Padang

To choose the sample the researcher wrote the name of each class (XI MIA 1, XI MIA 2, XI MIA 3, XI MIA 4, XI MIA 5, XI MIA 6, XI MIA 7. XI IIS 1, XI IIS 2) on nine small pieces of paper and put the pieces of paper in different boxes. One box was for exact science and the other box was for social science. After

that, the researcher shaked them. Then, the researcher took out one piece of paper from science class box and one piece of paper from social class box. Finally, all members of the selected classes became the sample of this research. The selected classes were XI MIA 4 and XI IIS 2, the total number of students were 65

In this research, the researcher used the reading test in the form of multiple choices to find out students' ability to comprehend a report text. Brown and Abeywikrama (2010:295) state that multiple choice is the most common and popular task for the test-takers and it is easy to administer and to give score. It became the researcher's reason to use this form of test. The test consisted of eight report texts. There were 30 items: 8 items for identifying the students' ability in comprehending general classification, and 22 items for identifying the students' ability in comprehending description and 24 items for real test. The students were given 90 minutes to do the try out test and 45 minutes to do the real test. Before giving the test to the sample of this research, the researcher gave try out to the students out of sample. The purpose was to know whether the students understood the instruction or not and whether the time allocation was enough or not and also to see the reliability of the test.

The criteria of good test are valid and reliable. Validity should be achieved in order to have a good test. To ensure the validity of the test, the researcher used content validity in which the test materials were constructed based on the syllabus and the teaching material given to the students.

Gay (1987:135) states that reliability is the degree to which a test consistently measures whatever it measures. To analyze the reliability of the test, the researcher used split-half method. It is a kind of method which divides the items of the test into odd items and even items.

To find out the correlation coefficient between the odd and even test items, the researcher used Pearson Product Moment formula as suggested by Arikunto (2012:87).

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

Where:

r_{xy} = The coefficient correlation between variable x and y

n = The total number of students who followed the test

$\sum x$ = The total number of x score (odd item)

$\sum y$ = The total number of y score (even item)

$\sum xy$ = The total cross product of x and y

$\sum x^2$ = The sum of x square

$\sum y^2$ = The sum of y square

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

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

Where:

r_{ii} = the reliability coefficient for total test.

r_{xy} = the coefficient correlation between odd and even items.

The result of data analysis showed the reliability coefficient of this test was .89. It was categorized into very high. It means that this test was reliable and could be used as the instrument of this research.

To find out whether the test was good or not, the researcher analyzed the item difficulties and item discrimination of the test.

a. Item Difficulty Analysis

To do item difficulty analysis, the researcher used the following formula (Arikunto, 2012: 223) :

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

Where:

- P : Item difficulty index
- B : Sum of students who answered correctly
- JS : Sum of students who followed the test.

The result of difficulty index is classified into the following (Arikunto, 2012:225) :

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

Based on the result of analysis of item difficulties, the researcher found that 11 items were moderate (4, 8, 10, 18, 19, 20, 21, 22, 26, 27, 30), and 19 items were easy (1, 2, 3, 5, 6, 7, 9, 11, 12, 13, 14, 15, 16, 17, 23, 24, 25, 28, 29).

b. Item Discrimination Analysis

Item discrimination is a test measurement which separates the students into high and low group. The researcher arranged the student's score from the high score into low score, and the researcher divided them into two groups : high group and low group (Arikunto, 2012: 227). To analyze item discrimination, the researcher used the following formula (Arikunto, 2012: 228):

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

Where:

- D : Item discrimination index
- 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, 2012:232) :

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

Based on the result of analysis of item discrimination, the researcher found that 17 items were good (2, 3, 4, 7, 8, 9, 10, 14, 15, 18, 19, 20, 21, 22, 26, 27, 28), 7 items were satisfactory (1, 5, 13, 16, 23, 24, 30) and 6 items were poor (6, 11, 12, 17, 25, 29). Relating to both of analysis above, the accepted items were 17 (2, 3, 4, 7, 8, 9, 10, 14, 15, 18, 19, 20, 21, 22, 26, 27, 28). The revised items were 7 (1, 5, 13, 16, 23, 24, 30). The researcher revised the options of the items only. The discarded items were 6 (6, 11, 12, 17, 25, 29).

To analyze the data the researcher used descriptive analysis. The researcher analyzed the data of this study by using the following steps:

1. The researcher presented the raw score
2. The researcher calculated Mean (M) and Standard Deviation (SD) by using the following formula (Arikunto, 2012:299) :

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

Where :

M = Mean

$\sum x$ = Total score of the students

N = Number of students

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

Where :

SD = Standard deviation

N = Number of students

$\sum x$ = Total score of the students

$\sum x^2$ = The total of x^2

3. The researcher classified the students' ability into high, moderate, and low ability based on the criteria below (Arikunto, 2012:299)

$> M + SD$ = High

$(M - SD) \rightarrow (M + SD)$ = Moderate

$< M - SD$ = Low

4. The researcher calculated the percentage of the students who got high, moderate, and low ability by using the formula:

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

Where :

P = Percentage of the students' ability

F = The sum of the students who had high, moderate, or low ability

N = The sum of the students

Finally, the researcher interpreted the result of data analysis.

Findings And Discussions

A. Findings

The Students' ability in Comprehending a Report Text

The highest score which was achieved by the students was 22 and the lowest score was 12. The mean was 19.92 and the standard deviation was 1.75.

Students' ability was categorized high if their scores were higher than 21.67. It was categorized moderate if their scores were in the range between 18.17 until 21.67. It was categorized low if their scores were lower than 18.17. To make it clear, the frequencies of students' ability in comprehending report text is shown in Table 2.

Table 2
The Classification of Students' Ability In Comprehending a Report Text

Classification of Ability	Frequency of Students	Percentage
High	6	9.23 %
Moderate	47	72.30 %
Low	12	18.47 %

The Students' Ability in Comprehending the General Classification of a Report Text

The highest score which was achieved by the students was 8 and the

lowest score was 2. The mean was 6.15 and the standard deviation was 1.09.

Students' ability was categorized high if their scores were higher than 7.24. It was categorized moderate if their scores were in the range between 5.06 until 7.24. It was categorized low if their scores were lower than 5.06. To make it clear, the frequencies of students' ability in comprehending report text is shown in Table 3.

Table 3
The Classification of Students' Ability In Comprehending General Classification of a Report Text

Classification of Ability	Frequency of Students	Percentage
High	4	6.15 %
Moderate	41	63.08 %
Low	20	30.77 %

The Students' Ability in Comprehending the Description of a Report Text

The highest score which was achieved by the students was 16 and the lowest score was 10. The mean was 13.76 and the standard deviation was 1.54.

Students' ability was categorized high if their scores were higher than 15.30. It was categorized moderate if their scores were in the range between 12.22 until 15.30. It was categorized low if their scores were lower than 12.22. To make it

clear, the frequencies of students' ability in comprehending report text is shown in Table 4.

Table 4
The Classification of Students' Ability In Comprehending Description of a Report Text

Classification of Ability	Frequency of Students	Percentage
High	8	12.31 %
Moderate	46	70.77 %
Low	11	16.92 %

B. Discussion

The Students' Ability in Comprehending a Report Text

The researcher found the eleventh grade students' ability of SMA N 7 Padang to comprehend the report text was in moderate category. Based on the result of data analysis it was indicated that the majority of the 47 students (72.30%) had moderate ability. It might be caused by the students' limited knowledge on what the report text tells about and also the generic structure of the report text.

The Students' Ability in Comprehending the General Classification of a Report Text

The researcher found the eleventh grade students' ability of SMA N 7 Padang to comprehend the general classification of a report text was in moderate category. Based on the result of data analysis it was indicated that the majority of the 41 students (63.08%) had moderate ability. It means that some students could not understand the general classification of a report text.

The researcher assumed that the problem may be caused by lack of students' knowledge about the general classification of report text and by lack of the students' vocabulary.

The Students' Ability in Comprehending the Description of a Report Text

the researcher found the eleventh grade students' ability of SMA N 7 Padang to comprehend the description of a report text was in moderate category. Based on the result of data analysis it was indicated that the majority of the 46 students (70.77%) had moderate ability. It means that some students had difficulties to comprehend the description of a report text.

The researcher assumed that it was probably caused by the lack of the students' knowledge of what the description tell about and lack of students' practices in comprehending the report text.

So, they still got difficulties in identifying the description of report text.

Conclusions

After interpreting the result of data analysis, it can be concluded as follows:

1. In general, the ability of the eleventh grade students of SMA N 7 Padang to comprehend a report text was moderate. It was proved by data collected using reading test that there were 47 students classified into moderate ability or in percentage was 72.30 %.
2. The ability of the eleventh grade students of SMA N 7 Padang to comprehend general classification of a report text was moderate. It was proved by data of result analysis that 41 students classified into moderate ability or in percentage was 63.08 %.
3. The ability of the eleventh grade students of SMA N 7 Padang to comprehend description of a report text was moderate. It was proved by the fact that there were 46 students classified into moderate ability or in percentage was 70.77 %.

Suggestions

Based on the conclusions of this research above, 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 addition, the English teachers are expected to give more exercises about vocabulary and knowledge of the text to the students to improve their ability to comprehend a report text.
2. The students are suggested to learn more about report text and to do more exercise to enlarge their vocabulary in order to comprehend their ability in reading report text.
3. For the futher researcher, the researcher suggests to the next researcher to find out and analyze the factors that influence the ability of the students in comprehending the report text

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