

**AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY TO MAKE
INFERENCES IN READING NEWS ITEM TEXT AT ENGLISH DEPARTMENT OF
BUNG HATTA UNIVERSITY**

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ABSTRACT

This research was aimed to find out the second year students' ability of English Department in Bung Hatta University to make inferences in Reading News Item Text, especially about the generic structure. The design of this research was descriptive. The total population members of this research were 57 students. The researcher used cluster random sampling technique in taking the sample, because there were two classes of the second year at English Department in Bung Hatta University. Each class consisted of 28 and 29 students, and the researcher took one class as the sample. In collecting the data, the researcher used reading test. The coefficient correlation of instrument was 0.47. The result of this research showed that in general the students' ability to make inferences at the second year of English Department, Bung Hatta University in reading news item text was moderate. For the lecturers are expected to improve students' ability to make inferences in reading news item text. For the students, they expected to learn more about text organization of news item text and to do more exercises about reading comprehension especially in news item text. And the last, it suggested to the next researchers to find out other relevant aspects to make inferences in reading news item text. It is important to investigate the problem faced by the students to make inferences in reading news item text.

Key words: Ability, Inferences, News Item Text.

A. Introduction

In learning English as a foreign language, there are four skills that should be mastered by the students: listening, speaking, reading, and writing skills. Reading is one of important skills in teaching a foreign language, Wong (2013)

said that reading is so important for you, so you can get a brand new desire to explore the world of reading. Learning to read is not easy because the readers are not often be able to answer the questions about whole of the text. If the readers understand about

what they read they can answer all of the questions. There are many reasons why people should read. People should read because it helps them to improve skill in English. It helps them to be a better reader and it helps people get better jobs. For these reasons people should read books or a text.

At Bung Hatta University especially for the second year students in English Department who register in 2014/2015 academic year, they have studied about reading III and in this subject they were discussed about all of kinds of text. Although the students did not studied more about news item text but they study that since they were at senior high school. In fact, many of students were confused about understanding a text that they read. I got the information based on my informal interview with the students who took reading III subject. They could not understand the text and lazy to study it with

good new strategies. Many of them got problems in comprehending the text in their subject of study.

The reading strategies include skimming, scanning, intensive, extensive, and inferences. So the writer chose one of them, that is Inference, because inference is the interested ways to solve the student problems in reading comprehension. News item text is a text which informs reader about events of the day. The students can find this text in everywhere in their daily life, such as in the magazine, newspaper, and online news. News item text includes with main event, elaboration, and recourse.

B. Research Method

This research used descriptive design which describes the ability of students in making inferences in reading news item text. Gay (1987:189) states that descriptive study involves collecting data in order to answer questions concerning to the status of the subject of the study. In addition, Gay

(1987:188) says that descriptive research is useful in investigating many kinds of educational problem. It also involves the description, recording, analysis, and interpretation of condition that exist. The data were collected through reading test.

Gay (1987:102) defines that population is the group to which the researcher would like the result of the study to be generalized. The population of this research was all of the second year students of English Department at Bung Hatta University in academic year 2014/2015. The population was distributed into two classes; that is A and B. The total numbers of population were 57 students.

The writer used cluster random sampling technique to select the sample because they were homogenous. Gay (1987:10) said that cluster random sampling is a sampling technique in which the sample in group and not individual is randomly selected and all member selected group have

similar characteristics. The second year students at Bung Hatta University had the same syllabus, materials, and teaching and learning process.

This research used reading test in the form of the texts as the instrumentation to collect the data. Reading test was to know the ability of the students in making inferences about the newsworthy, background of events (elaboration), and the resource of news item text and it was constructed in multiple choice forms with 24 items. The time allocation was about 60 minutes for the student to do the test.

In this research, a good test should be valid and reliable. According to Brown (2004: 22), a test is valid if it measures what is supposed to be measured. To see the validity of the test, the writer used content validity to see the validity of test. It meant that the test was valid if it fixed with materials that have been given to the students. The test was constructed based on syllabus and teaching materials.

To find out the reliability of this test, the researcher used split half method. According to Gay (1987,139), split-half method refers to a form of internal reliability in which the consistency of item responses is determined by dividing each student's score on the two halves, score for the odd items and score for the even items. To correlate the two sets of scores, the researcher used Pearson Product Moment formula (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 of two scorer
 N= the numbers of the students who follow the test

X= the score of the odd items

Y= the score of the even items

xy= the total score of cross product xy

After that, to know the coefficient correlation of the whole test, the result was

analyzed by using Spearman Brown formula (Gay, 1987, p.139) as follows:

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

Where:

r_{ii} = the reliability coefficient of total test

r_{xy} = the coefficient correlation between variables x and y.

C. Findings and Discussions

Findings

The researcher describes and discusses the result of the study on students' ability to make inferences in reading news item text. After checking the students' answers, the researcher analyzed them to find out the number of students who have high, moderate or low ability.

In measuring the students' ability to make inferences in reading news item text in general, the researcher counted the students' score. It was found that the lowest score was

6 and the highest score was 21 with mean 14.67 and standard deviation 4.08. Students' ability was categorized as high if their scores higher than 18.75. It was categorized as moderate if their scores were in the range of 10.59 to 18.75 and it was categorized as low if their scores were lower than 10.59.

The students' ability to make inferences in reading news item text which text organization are (main event, background of event and resources) was moderate. It can be supported by the fact that 4 students (16.6 %) had high ability, 15 students' (62.5%) had moderate ability and 5 students' (20.8%) had low ability.

Discussions

From the analysis, the researcher found that the students' ability to make inferences in reading (main event, elaboration, resources) of news item text was moderate. It can be supported by the fact that majority of students had moderate

ability; 62.5 % to make inferences news item text, 75 % to make inferences of main event in news item text, 58.33 % to make inferences of elaboration in news item text , and 62.5 % to make inferences of resources in news item text. That data indicated that students still had difficulties in make inferences of news item text. They had limited knowledge to understand the questions about main event, elaboration and resources. It can be seen from the student's mistakes when they answered the question.

D. Suggestions

The researcher proposed several suggestions as follows:

1. The lecturer is expected to improve students' ability to make inferences in reading news item text, though:
 - Giving some questions and explanation to the students about text organization of news item text.

- Encouraging the students to do various exercises about text organization of news item text.
 - To review the materials about text organization of news item text in reading comprehension. In other word, the lecturers are expected to discuss in more detail about the text organization of news item text.
 - Giving a high motivation to the students to read more news item text in order to enrich their knowledge.
2. For the students, they expected to learn more about text organization of news item text and to do more exercises about reading comprehension especially in news item text.
 3. For further researcher, the researcher suggest to the next researcher to find out the difficulties of students to make inferences text organization of

news item text. A finding the way or alternative to solve the student's problem to make inferences in reading text especially in news item text.

E. References

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