



The Students' Difficulties in Understanding Reading Ability of Text at Eighth Grade Students of Mts Darussalamah Muda Sentosa Buay Madang Timur Kab. OKU Timur

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Abstract

This thesis is entitled "The Students' Difficulties in Understanding Reading Skill of Text at Eighth Grade Students of MTs Darussalamah Muda Sentosa Buay Madang Timur Kab OKU Timur". The problem of this study as follows: "What are the difficulties made by the students in understanding reading skill of text at eighth grade students of MTs Darussalamah Muda Sentosa Buay Madang Timur OKU Timur?" The objective of this thesis was to find out the difficulties made by the students in understanding reading skill of text at eighth grade students of MTs Darussalamah Muda Sentosa Buay Madang Timur OKU Timur. In this study, descriptive method was used. The population was all at the Eighth Grade Students of MTs Darussalamah Muda Sentosa Buay Madang Timur Kab OKU Timur, with the total number of the Students 68 Students. The sample was 32 Students taken through simple random sampling technique. The result of research showed that the students still got the difficulties in used present perfect tense. The means score was gotten by the students only 67.96 in categorized of moderate criteria. Although there was means of score was 95 reached by one student. And the lowest score was 50 was gotten by five students. The result of the tests at the eighth Grade Students of MTs Darussalamah Muda Sentosa Buay Madang Timur Kab OKU Timur. It shows that Based of calculation above, from students' difficulties used narrative text and descriptive on text was 67.96%. It described that in using the "narrative text and descriptive text" the students have not understood yet, their mastery in using narrative text and descriptive text were moderate.

Key words: *Difficulties, Understanding, and Reading Skill*

INTRODUCTION

Reading is one of the four skills, which is learned by the students. Kustaryo (1998:1) states that the teacher of English has to develop their techniques and method how to increase the students' ability in reading English texts. In the curriculum, reading skill is given a special stress to enable the students comprehend all the English written texts as the skills and the knowledge sources to improving their communicative ability.

Reading is considered as an important tool to open the world's knowledge. By reading the students get many advantages. Reading comprehension is a context in which students learn comprehension strategies in a variety of settings using multiple levels and types of text. It is a three-stage process focused on direct instruction, application, and reflection. The purpose of reading English texts for the Indonesian students in learning is to develop the knowledge of writing English texts since it could improve the Indonesian students' vocabulary mastery. Frequently, a person needs to learn a foreign language to satisfy educational requirement publisher in another language (Robin and Thomson, 1993:13).

To make the students like in reading, the teacher is hoped can modify every materials so that the students will not feel bored. The students will feel like or dislike the materials, depends on the teacher creativity. In this case, the material of reading, the teacher can modify this material. So that, the students can improves their reading ability. Based on the reasons above, the writer is interested to do a research related to the problem. In this case, the writer will choose the eighth grade students of MTs Darussalam Muda Sentosa. The writer will conduct this research entitled "The Students' Difficulties in Understanding Reading Skill of Text at Eighth Grade Students of MTs Darussalamah Muda Sentosa Buay Madang Timur Kab OKU Timur".

In relation to the problem above, the objectives of this study to find out the difficulties made by the students in understanding reading skill of text at eighth grade students of MTs Darussalamah Muda Sentosa Buay Madang Timur OKU Timur.

METHOD

Based on the objectiveness of this study, the writer described all facts, draw conclusion based on the data which are obtained, so the writer saw a descriptive method. According to Brown (2001:24) descriptive research is the one which tries to face out the problem based on the object, so it also shows the data analysis and interprets the data.

Descriptive method, according to Best (1997:116), A descriptive study describes and interprets what it is. It was concerned with the condition or relationship that exist opinions that are held process that are going on and effects that are evidence or trends that are developing. It is primarily concerned with present, although it often considers past events and influences as they elated to current condition.

Population

The population of this research in the eighth grade students of the MTs Darussalamah Muda Sentosa. Arikunto (1998:102) states that, population was the set of all individuals or under consideration. So, in this case the population of this research was all of the eighth grade students of the MTs Darussalamah Muda Sentosa Buay Madang Kab. OKU Timur. The distribution of the population can be seen in Table 1.

Table 1. Table of Population

No	Class	Students
1	VIII.A	34
2	VIII.B	34
Total		68

Source: MTs Darussalamah muda sentosa Buay Madang OKU Timur

Sample

A sample is a group in a research study on which information. In the term sample refers to specimen, one number, part of whole, taken to show that the rest is a like. The writer used the simple random sampling this study. Wonnacott (1997:144) states, simple random sampling technique is one in which each and every member of the population has an equal and independent chance of being selected. The technique in which the sample is taken out randomly and each individual has the same opportunity to be selected as sample. In choosing the sample, the researcher wrote the name of the students in piece of paper, and then rolled on, put into the glasses. After that the researcher shacked and the name of the students got out. Sample of the study presented on Table 2.

Table 2. Table of Sample

No	Class	Students
1	VIII.A	16
2	VIII.B	16
Total		32

Source: MTs Darussalamah muda sentosa Buay Madang OKU Timur

The Technique for Collecting Data

In this research, the technique for collecting the data uses questionnaire and test.

Questionnaire

The research used a ready-made questionnaire as one of the instrument to collect the data. A questionnaire is “a document containing questions and other types of items designed to solicit information appropriate to analysis. Questionnaire are primarily used in survey research other types of observations” (Sugiyono, 2000:139).

The questionnaire is taken from quantum teaching “Practice quantum learning in the class. It is written in Indonesia to make it easy for the students to fill out. The questionnaire given to the students consists of 20 items. There are three choices for every question, there are (1) often, (2) sometimes and (3) rare, each choice has a score, 5 for “often”, 3 for “sometimes” and 1 for “rare”.

Test

Test is the most important quality to consider on the preparation and means that test must be appropriate in term of the objective. To take the test have degree of content validity is confors the test items in accordance with the specification table of the test.

To collect the data, the writer used a test. Hornby (2000:342) states that a test is an examination of somebody’s knowledge or ability, consisting of questions for them to answer or activities for them to carry out. The test considered of 20 items. The test will be given in the form of multiple choices.

One of the characteristics of a good test is the test should be valid. According to Arikunto (2010:211), validity refers to whether the test measure what it was designed to measure. Validity information indicates the degree to which the test is capable of achieving certain aims. Validity is an indication of the extent to which a test measures what it is supposed to measure. In order to make the test has degree of content validity. Hatch and

Farhady (1992:251) say that the content validity is the extent in which a test measures a representative sample of the subject matter content. The writer devised the test items in accordance with the table of the test specifications. The Table of test specification is also based on the curriculum or syllabus which are taught by their teachers.

Table 3. The Table of Test Specification

Objectives	Material	Indicators	Number of the items	Kinds of test
To measure, the students' ability in reading.	Descriptive text and narrative text	Students are able to find out the main idea, synonym, vocabulary, general information in the text.	20	Multiple choice test
Total			20	

If the table of specification of the items is matched with the specific instructional objectives, the test considered valid.

Validity

Validity refers to the appropriateness, meaningfulness, and usefulness a researcher makes (Fraenkel and Wallen, 1993:127). Validity is the most important idea to consider when preparing or select an instrument for use. In this study, the correct validity is applied.

Richard et al (1995:61) says it is a form of a validity which is based on the degree to which a test adequately and sufficiently measures the particular skills or behavior it sets out to measure. To have better test items of content validity, the writer presents a table of the test specification. The writer sets the test materials that suit the reading comprehension for the eighth grade students of the MTs Darussalamah Muda Sentosa. The instrument consisted of multiple choice tests with 20 items.

Content validity refers to the adequacy of sampling of the content or objectives in a test (Murcia, 2001:526). The researcher validated the test by matching the test items with the objectives of the test, which specified in the specification table as presented below.

Reliability

Reliability refers to two consistencies of scores or answers from one administration of an instrument to another and from one set of items to another (Fraenkel and Wallen, 1993:177).

The reliability of the test material has been evaluated through the internal consistency reliability. It is a statistical formula use as one of the estimation of the reliability of the test which is based on the estimations of the reliability of the test which is based on the number of stems in the test, the means score and its standard deviation. Dealing with it, Fraenkel and Wallen (1993:149) write that for research purposes least 0.70 and preferably higher

Technique for Analyzing the Data

At this point, in analyzing the data, the questionnaire data, the writer analyzed each item in the questionnaire. The questionnaire had been distributed to the students in order to obtain any information of the students' motivation to speak English as a foreign language. The calculate each the students' responses into percentage of each item. to find out the percentage of each item in the item.

In Sugiyono (1994:75), calculate of like scale.

The high score of each item: $5 \times L = \text{Total High Score}$

The low Score of each item: $1 \times L = \text{Total Low Score}$

$$P = \frac{TA}{TH} \times 100\%$$

Where:

P = Percentage Score of Each

TH = Total High Score of Each Item

TA = Total High Score of Each Answer

L = The Number of the Students' Responses of the Option

Range of scores is a measure of the variability (spread) of a group of scores. It was computed by subtracting the lowest score from the highest one (and this is influenced by extreme values). Below is score categories and score range to use for this study

Table 4. The Classification of the students' achievement

Score Interval	Level of Achievement
>9.50	Excellent
8.00 – 9.49	Very Good
6.50 – 7.99	Good
5.00 – 6.40	Enough
3.50 – 4.99	Bad
< 3.50	Very Bad

RESULTS AND DISCUSSION

Before giving the result of the questionnaire, the writer gave the students questionnaire. It was proposed to get the students' opinion about their studying of reading and especially for narrative text. The writer described the result of the students' questionnaire because it was tught that it was important to get information and to support the result of the research.

The questionnaire was constructed consisted of twenty questions, and told about the students' activities and the students faced in studying reading and narrative text. After the questionnaire distributed to the students, the writer checked

After the questionnaire distributed and analyzed by the writer, it was gotten that for the item no 1 there were 18 students (56.25%) who said that English is one of the subjects which is they like, and there were 6 students (18.75%) who said that sometimes they like English, and there were also 8 students (25%) who said that they didn't like English. For item no 2, there were 13 students (40.62%) who said that English is one of the subjects which is they like, and 16 students (50%) who said that sometimes they difficult in studying English, and 3 students (9.37%) who said that there was no problem in studying English.

Talking about the homework which was placed for item no 3, there were 22 students (68.75%) who said that did the homework, and 4 students (12.25%) who said that sometimes they did homework, but 6 students (18.75%) who said that didn't do the homework. To get the information about were the students felt lazy for studying English, there were 21 students (65.62%) who said that they felt lazy for studying English, there were 5 students (15.62%) who said that felt sometimes were lazy, and only 6 students (18.74%) who said that they were not lazy for studying English.

In learning process, there were 25 students (78.12%) who said that they always focus on what the teacher explained, there were 5 student (15.62%) who said that sometimes were focus, and there were 2 students (6.25%) who said that they didn't focus when the teacher was explaining the materials. The teacher also ask the students about what they do in spare time, it was gotten 15 students (46.87%) who said that always studying English on their spare time, there were 10 students (31.25%) who said that they sometimes studed English on their spare time, and 7 students (21.87%) who said that they didn't do anything studed English at their house.

For item no 7 talking about "did the students do the exercise well" it was gotten that there were 10 students (31.25%) who said that the students always did the exercise well, there were also 10 students (31.25%) who said that they sometimes did the exercise well, and there were 12 students (37.5%) who said that they didn't do the exercise well. The researcher also gave the question about before going the test, "did the students study?" it was gotten that 25 students (78.12%) who said that the students answer that they study before going the test, there were 3 students (9.37%) who said answer sometimes they studied, and there were 4 students (12.25%) who said answer that they didn't study before going the test.

Related to the materials that was observed by the writer, talking about would they ask to their teacher if they didn't understand yet, it was gotten information that there were 10 students (31.25%) who said that they answer asked by their teacher, and 11 students (31.25%) who said that they didn't answer asked by their teacher, there were also 11 students (31.25%) said that they didn't answer asked by their teacher. And as the conclusion of the questionnaire, the writer asked that did they like reading, it was also gotten information that there were 13 student (40.62%) who said that they liked reading, there were 11 student (34.37%) who said that sometimes they liked reading, and there were also 8 students (25%) who said that they didn't like reading.

Besides the questionnaire which was the writer given to the students, the writer also gave the test. The test distributed of the students because the writer wanted to get the information of reading especially narrative text and descriptive text. It was contained twenty questions related to the materials that taught at that level.

After the test given to the student, the writer test to analyze to find the result of the test. The result of the test presented in Table 5.

Table 5. The Result of Reading Test

Subject Number	The Total of Answer		Score
	TRUE	FALSE	
1	15	5	75
2	14	6	70
3	19	1	95
4	18	2	90
5	16	4	80
6	14	6	70
7	16	4	80
8	11	9	55
9	13	7	65
10	10	10	50
11	10	10	50
12	12	8	60
13	13	7	65
14	10	10	50
15	11	9	55
16	18	2	90
17	17	3	85
18	17	3	85
19	17	3	85

Subject Number	The Total of Answer		Score
	TRUE	FALSE	
20	10	10	50
21	14	6	70
22	11	9	55
23	11	9	55
24	10	10	50
25	11	9	55
26	12	8	60
27	13	7	65
28	12	8	60
29	12	8	60
30	17	3	85
31	16	4	80
32	15	5	75
Total Score	435		2175
Mean			67.96
Median			70
Modus			50
Max			95
Min			50

The Table 5 described that it was gottent the score, there was only one students who got the highest correct answer (19), the score was 95, and for the lowest correct answe (10) the score was 50. The highest score was 95 reached by one students and the lowest score was 50 reached by 5 students. The result of the test was called as mean score was 67.92, the median was 70, and the modus was 50. And the range of the score was 45.

Based on the data result on the reading test above the range and variance score were:

Range

$$R = X_t - X_r$$

Where:

R = Range

X_t = The Highest score

X_r = The Lowest Score

$$R = 95 - 50$$

$$R = 45$$

Variance

$$S^2 = \frac{\text{Total score}}{(n-1)}$$

$$S^2 = \frac{2175}{32-1}$$

$$S^2 = \frac{2175}{31}$$

$$S^2 = 70.16$$

Based on the result above, it showed in the distribution of the students' level difficulties.

Table 6. The Students' Distribution Scores

Scores Interval	Criteria	Scores	
		Frequency	Percentage
91 – 100	Excellent	1	3.12%
81 – 90	Very good	6	18.75%
71 – 80	Good	5	15.62%
61 – 70	Moderate	6	18.75%
51 – 60	Enough	9	28.12%
41 – 50	Low	5	15.62%
31 – 40	Poor	0	0%
0 – 30	Very poor	0	0%
Total		32	100%

Based on the Table 6 above, the result of the students' scores were found that there was one students (3.12%) who got excellent score, there were 6 students (18.75%) who got very good score, there were 5 students (15.62%) who got good score, there were 6 students (18.75%) who got moderate score, there were 9 students (28.12%) who got enough score, there were 5 students (15.62%) who got low score, there no student (0%) who got poor score, and there was no student who got the score in category very poor.

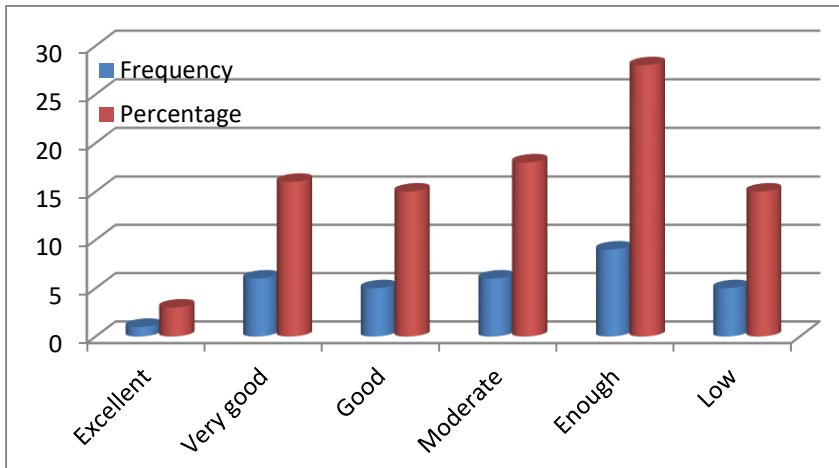


Figure 1. The Chart Frequency and Percentage Scores

To find out the students’ ability in using “narrative text and descriptive text”, the writer used the following formula.

$$X = \frac{R}{T \times N} \times 100\%$$

Where:

X = Percentage of students’ correct answer.

R = Total number of students’ correct answer.

N = Total number of test.

T = Number of students.

Based on the result of the test above, the writer calculated based on the formula above as follows:

$$X = \frac{R}{T \times N} \times 100\%$$

$$X = \frac{435}{32 \times 20} \times 100\%$$

$$X = \frac{435}{640} \times 100\%$$

$$X = 67.96\%$$

Based on calculation above, the students’ difficulties in using narrative text and descriptive text was 67.96%.

DISCUSSION

After the researcher counted and the score was found, the researcher test to describe the result of the students’ test, based on the result of the tests at eighth grade students of MTs Darusalamah Muda Sentosa Buay Madang Timur OKU Timur. The result of the test about the students’ difficulties in using narrative text and descriptive text, the researcher analyzed and presented the data as shown in Table 7.

In those Tables, showed that the students still got the difficultiess in facing reading especially for narrative text and descriptive text. The means score was gotten by the students only 67.96 in categorized of moderate criteria. Although there was means of score was 95 reached by one studenst. And the lowest score was 50 was gotten by five students.

Based on the result of the tests at the eighth grade students of MTs Darusalamah Muda Sentosa Buay Madang Timur OKU Timur. It shows that result from students’ difficulties used narrative text and descriptive text was 67.96%. It described that in using the “narrative text and descriptive text” the students have not understood yet, their mastery in using narrative text and descriptive text were moderate.

CONCLUSION

From the result of the study that was presented on chapter four, the researcher conclusion that the means score result from students’ difficulties used narrative text and descriptive text was 67.96% was moderate criteria score. This result of showed that the students still faced the difficulties when they were studying reading especially for narrative text and descriptive text. It was could be concluded by the researcher after they got the test was in difficulty problem. The result of the calculation of the test showed that 67.96 of the mean score. Although the highest score was reached 95 but it was only got by one studenst, the mainly of the scores of moderate criteria.

The moderate criteria indicated that the students' ability in doing the narrative text and descriptive text test was in difficulties problem. The eighth grade students of MTs Darusalamah Muda Sentosa Buay Madang Timur OKU Timur was not capable to do the narrative text and descriptive text test. Besides the result of test, the researcher also concluded the result of the test through questionnaire.

The result of the questionnaire, it was to far from the result of the narrative text and descriptive text test to the students, the result of the questionnaire showed that the students was not in progrees in facing reading especcially for narrative text and descriptive text.

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