

THE STUDENTS' PROFILE IN READING COMPREHENSION OF THE NINTH GRADE IN FIVE JUNIOR HIGH SCHOOLS IN SINGARAJA IN THE ACADEMIC YEAR 2012/2013

Mariana, I Putu¹, Nitiasih, P.K², Budasi, I Gede³.

English Education Department, Postgraduate Program
Ganesha University of Education
Singaraja, Indonesia

e-mail: putu.mariana@pasca.undiksha.ac.id¹, kerti.nitiasih@pasca.undiksha.ac.id²,
gede.budasi@pasca.undiksha.ac.id³

Abstract

This study aimed at describing the students' profile in reading comprehension of the ninth grade in five junior high schools in Singaraja which is described from five dimensions, namely; 1) general or main idea, 2) certain information or details or implied information, 3) word reference, 4) word meaning, and 5) communicative purpose used in the text. The obtained data were analyzed using descriptive method. Based on the findings of this study, it could be concluded that the students' profile in determining the general or main idea of the text was categorized as instructional level because they got average score of 50. The students got average score 50.47 in determining certain or details or implied information of the text which was categorized as instructional level. In determining word reference, the students' profile was categorized as independent level because they got average score of 60. The students got average score determining word meaning 40. It was categorized as instructional level. In determining communicative purpose, the students' profile was categorized as independent level because they got average score of 40.

Key words: students' profile, reading comprehension

Introduction

Indonesia's curriculum today has an objective for students of high school both SMP and SMA to develop their intelligence, knowledge, personality, good behavior, and skills in order to be able to live independently and to continue to the higher level of education. This curriculum which is named Kurikulum Tingkat Satuan Pendidikan (KTSP) is the revision of the previous one, Competence Based Curriculum which actually still emphasizes the achievement of the competencies by the students both classically and individually. Furthermore, one special characteristic of this curriculum is that it

has to be developed along with the socio-cultural characteristics of local community and also support the variety of the culture itself (Muslich, 2007).

In order to achieve the competencies, especially in the English subject, students must be able to master all the four skills (reading, writing, listening, and speaking) with other linguistic elements such as vocabulary, pronunciation, and grammar. All of those language aspects should be taught integratively in daily life. School Based Curriculum expects students to be more active in teaching and learning process

since this curriculum is student oriented (Muslich, 2007).

One of the important skills to master in learning English is reading. The standard competency of reading for junior high school students is to understand meaning of short simple essay or text and to interact with the environment, while the basic competency is to respond to meaning and the rhetorical development of text accurately, fluently, and contextually.

Reading an English text is an important skill to have for SMP students. There are many advantages to get if the students become an effective English text reader. First, the students will be able to get general, specific and detailed information. Second, they will be able to enjoy any literary texts like poetry or poem to enrich their life through extensive reading.

School Based Curriculum of English is oriented towards providing real life reading skills, such as identifying particular information contained in a text. In this orientation, reading is not separated from the other skills. When we read a text, for example, we sometimes share what we have read with other people by discussing or summarizing the content of the reading. This practice leads to the possibility of integrating reading with writing. In this context, it is very beneficial for us to develop learning and teaching strategies that help our students possess and develop strategic reading as well as develop integration among language skills. However, many teachers still implement the conventional reading method, that is, to emphasize on the product and not on the process. Students are only asked to read the text on the book individually then to do the tasks given. These activities limit the students' activity to explore relevant things, which are not presented in the text such as connecting the reading with their real life and even produce a similar text or story based on their creativities and experience in real life. In other words, the result of students' reading comprehension is far from what is expected.

There are many studies in the form of improving the students reading ability, testing teaching reading strategy, and developing reading material. However, none of those researchers interested in identifying the students' profile in reading comprehension in Singaraja as the starting point to student's mastery in reading skill.

In teaching reading comprehension, teachers should know in which part of the test that the students find it difficult to do. To overcome the students' problem in reading comprehension, it is important to find out the appropriate teaching strategy. Before the teacher set some teaching strategies for the students, it is good to know the students profile in reading comprehension, as well as finding out the source of the students problem (Sudema, 2011).

For the above reason, finding out the students' reading profile is necessary to determine the student's ability in five junior high schools in Singaraja. This study is only conducted in five schools because only five school's principal was giving permission to the researchers from seven government schools in Singaraja. It is caused by due to the policy in each school that does not allowed researchers to do a research in the ninth grade students. In general, the present research attempt to identify is the profile of the students reading comprehension of the ninth grade in five junior high schools in Singaraja. In addition, this research is conducted at the ninth grade students because the researcher should prepare the students to be able to follow the national examination related to reading comprehension test.

The discussion of any topics could be undertaken through many aspects, so the limitation is very important to make the discussion about something more specific. Furthermore, to avoid a broad discussion, the scope of the study would be limited on the ninth grade students in five junior high schools in Singaraja in academic year 2012/2013 on reading comprehension ability, namely: SMP N 2 Singaraja, SMP

N 3 Singaraja, SMP N 5 Singaraja, SMP N 6 Singaraja, and SMP N 7 Singaraja

The test given to the ninth grade students based on the blueprint that has been designed previously. Moreover, the obtained data was used as the students' profile in term of reading comprehension.

In relation to the above introduction, This study aimed at describing the students' profile in reading comprehension of the ninth grade junior high schools in Singaraja which is described from five dimensions, namely; 1) general or main idea, 2) certain information or details or implied information, 3) word reference, 4) word meaning, and 5) communicative purpose used in the text.

The findings of the present study are expected to have both theoretical and practical importance to the teaching and learning process in English and institution. Theoretically, this study was expected to give contribution to the researchers and English teachers in increasing the students' achievement in learning English which focused on reading comprehension. Moreover, it is expected to be able to give the additional information toward the English teaching in general and teaching of reading comprehension in particular. Besides that, the results of this study are also expected to give motivation to the other researcher to do better research. Practically, this present study is expected to have a significant effect on students' reading comprehension. By identifying the problem, it will help the students to know their problem in reading comprehension that should be improved.

The result of the study is expected to give references for the teachers about students' problem in reading comprehension of junior high school students. So that, it can give a guiding line in designing the teaching strategies or technique and which part of the reading comprehension needs to be improved.

The result of this study is expected to be used as a reference for researchers

to give recommendation to the government or the teacher in designing test and doing research who do the similar research in terms of reading comprehension.

Research Method

This research was Descriptive research in terms of observational study. This design was selected because the researcher wants to make the description and analysis of the score achieved by the ninth grade students of junior high school in Singaraja on reading comprehension test in order to make students' profile. In this research, the data were collected by giving the reading comprehension test to the subject of the research without carrying out any classroom interaction. Besides that, questionnaire and interview were given to the students and their teacher in order to explain more clearly and accurately the research findings. The subject of this study was the ninth grade students in five junior high schools in Singaraja. There was only one class in every school which selected to give balanced research data. The distribution of students in each class can be seen in table below.

Table 1.: Number of Subject of the Study of Junior High School in Singaraja Class Number of students

Junior High School in Singaraja	Class	Number of students
SMP N 2 Singaraja	IX 11	25
SMP N 3 Singaraja	IX B	20
SMP N 5 Singaraja	IX B	30
SMP N 6 Singaraja	IX B7	29
SMP N 7 Singaraja	IX A	25
Total		129

Based on the table above, the researcher was chosen five schools in

Singaraja because they were the government schools in Singaraja. Besides that, all of those representing the schools in all area of Singaraja, with details as follows; northern area was represented by SMP 3 Singaraja, the eastern area was represented by SMP 5 Singaraja, the southern area was represented by SMP 7 Singaraja, the western area was represented by SMP 2 Singaraja, while the central area was represented by junior 6 Singaraja. So that, each area in Singaraja was represented in this study. Besides that, the object of the study was the students' profile in reading comprehension in academic year 2012/2013.

In this study, the researcher was applied the research *methodological triangulation*, in order to explain more clearly and accurately the research findings. There was three research instruments were used in this study such as: multiple choice test, questionnaire, and interview guide. The questionnaire was given at the end of the test. The questionnaire was given to all of the students who present on the test. The questionnaire was composed of only 20 items to be honestly answered by the students. It was intended to know the students motivation, attitude, feelings and interests after the reading comprehension test was done. The analysis of questionnaires results were increased the accuracy of the data before. In general, the questionnaire component on this research was only about reading comprehension without any specific elaboration. The interview was given to the students and English teachers as additional data to reinforce the previous data from multiple choice test and questionnaires. In general, the questions on the process of interview were only about students reading comprehension ability. This interview was given directly in informal situation to make it more natural and the results of the interview were more accurate.

The content validity was examined through observing the test items whether they were appropriate to the domains or

not. The match between the items and the indicators was also evaluated. The reading comprehension test was conducted in class IX in junior High School in Singaraja as sample of the research. In this research, then evaluation of the test was done by two expert judges. The criteria of expert judges are as follows. They were experts in language education, evaluation and have done some researcher on evaluation. Validity is the extent to which the test measures what it is expected to measure (Frankel and Wallen, 1993). In this study, the researcher employed three ways to show the validity of the test, namely: content validity, facilities values, and index of discrimination.

To know the content validity, the evaluation was done by 2 expert judges. The result of the evaluation was inserted into a cross tabulation table 2x2, and distributed into cells A, B, C, D. Cell D shows that the two experts have different insight about the test items. Cell A shows that the two experts do not see that the test items are relevant. The content validity was measured by using the following formula;

$$r = \frac{D}{A + B + C + D} \text{ (Gregory, 2000)}$$

The coefficient of content validity (Vc) ranges between 1-10. It is valid if Vc > 0.70. The expert validity examination shows that the content validity of the reading comprehension test was relevant, so the test was categorized as valid.

The following were the chart which is used by the experts to judge the instrument.

No.	Expert Judgment		Comment & suggestion
	Relevant	Not relevant	
1			
...			
50			

Table 1: *Content Validation Judgments (Candiasa,2010)*

The judges compared the test with the blueprint and put ($\sqrt{\quad}$) on the column relevant or not relevant. Then, the judgment from the two experts was compared and analyzed by using Gregory formula above. The following were the chart of the comparison of the expert judgment result.

C	D
NR-NR	R-R
B	A
R-NR	NR-R

Table 2: *Expert Judgment Comparison for the Reading test.*

Notes: R= Relevant
 NR= Not Relevant

The data which was in the form of students' score in Reading Comprehension test were analyzed using Descriptive method. Descriptive statistics was employed to analyze the quantitative data sets. The data was the score of the students on reading comprehension test that the researcher wrote on the table. Then the researcher analyzed them descriptively based on research problems. Moreover, the researcher need to divided students' score into three classifications. The student who achieved 60% and above were classified into independent level, those who achieved 40%-60% were classified at instructional level, and the achievement of below 40% and below was classified as frustration level.

Finding and Discussion

As mentioned above, the major data about the profile of the students reading comprehension of the ninth grade junior high schools in Singaraja in academic year 2012/2013 were analyzed using Descriptive method

The subject of this research was the ninth grade students on the second semester in Singaraja. The researcher

conducted the reading comprehension test to the ninth grade students on the second semester in five schools in Singaraja, namely:

1. SMP N 2 Singaraja
2. SMP N 3 Singaraja
3. SMP N 5 Singaraja
4. SMP N 6 Singaraja
5. SMP N 7 Singaraja

The following are the research findings on the students reading comprehension test.

a. The Profile in Reading Comprehension of the Ninth Grade Students in Five Junior High Schools in Singaraja

From the obtained data have been mentioned above in finding, it can be said that the average score obtained by the students in five junior high schools in Singaraja indicated that the students' ability in reading comprehension was 48.09 which was categorized as instructional level. It means that the students in five junior high schools in Singaraja need to be given more time and exercise on their reading comprehension by giving them practicing reading on teaching and learning process. They were requiring a more in-depth teaching from their teachers to improve their ability in reading comprehension. If seen from the research review which was done by Sudema (2011) about students reading profile in Klungkung regency, this study have the same problem in vocabulary mastery which caused their ability was categorized as instructional level. It can be seen from students' and teachers' questionnaire, the researcher found that the students often find difficulties to determine the five dimensions in reading comprehension that have been described previously. The ability in mastering vocabulary was still low as the most of students' problem in Singaraja. Moreover, most of the students claim too lazy to learn English vocabulary because it was considered a difficult lesson. However, vocabulary mastery as the starting point in

constructing the meaning from the passage or text which concerns the general knowledge, linguistics knowledge (words and grammar), and the interpretation of the text.

b. The Students' Profile in Determining General or Main Idea of the Text.

In general, from the research finding above, it can be said that the students' ability in determining a general or main idea of the text was categorized as instructional level. It means that they need to be given more time and exercise on their reading comprehension by giving them practicing reading on teaching and learning process. If seen from reading comprehension theory about determining a general or main idea of the text. It can be suggested to their teachers to give more tasks for the students to improve their ability in reading comprehension especially in determining a general or main idea of the test. Based on the result of questionnaires, this also happens when their teachers teach reading. The students often find difficulties in determining the main idea. Source of the main problems of students' ability in determining the general or main idea of the text was students' vocabulary mastery which was still low. Based on the reading comprehension theory given by Maria (1990) reading comprehension is a process of constructing meaning from written text which covers word knowledge and the reader's interpretation. It means that the students' profile in determining general or main idea was still need to be improved. Since their low ability in determining main idea was affected by their lack of vocabulary. Then, reading comprehension should be supposed by adequate word knowledge.

c. The Students' Profile in Determining Certain or Details or Implied Information of Texts.

Based on the research finding above, it can be said that the students' ability in determining certain or implied or details information of the text was

categorized as instructional level. It means that they need to give more time and exercise on their reading comprehension by giving them practicing reading on teaching and learning process. It can be suggested to their teachers to give more tasks for the students to improve their ability in reading comprehension especially in determining certain or implied or details information of the text. The same problem was found on the research which done by Sudema (2011) which is found the students in Klungkung regency failed on the test about finding detail and specific information. It means that, the students were lack in vocabularies and they have lack understanding of the text. This problem happened because some of the students have never read it before, and they do not like to read what should practice on the reading comprehension.

d. The Students' Profile in Determining Word Reference from the Text.

In general, from the research finding above, it can be said that the students' ability in determining word reference of the text was categorized as independent level. It means that they have already been competent on their reading comprehension but need to improve their ability, while the average score obtained by the students as the lower score in independent level. Moreover, it can be suggested to their teachers to give more tasks for the students to improve their ability in reading comprehension especially in determining word reference of the text. However, if seen from the students' ability in general description about vocabulary mastery, their ability was still does not meet the requirements of the theory of reading comprehension when viewed from three levels in reading comprehension that has been mentioned previously. Same to students profile in determining certain or details or implied information of texts the students were lack in vocabularies and they have lack understanding of the text. This problem happened because some of the students have never read it before,

and they do not like to read what should practice on the reading comprehension.

e. The Students' Profile in Determining Word Meaning from the Text.

Based on the research finding above, it can be said that the students' ability in determining word meaning of the text was categorized as independent level. It means that they have already been competent on their reading comprehension. Moreover, it can be suggested to their teachers to give more tasks for the students to improve their ability in reading comprehension especially in determining word meaning of the text. The students' ability in determining word meaning was very decisive the students' ability to determine other dimensions in reading comprehension. As describe previously about reading comprehension theory by Maria (1990) defined reading comprehension as a process of constructing meaning from written text which covers word knowledge and the reader's interpretation. It means that the students' profile in determining a general or main idea was still does not meet the requirements of the theory of reading comprehension when viewed from three levels in reading comprehension.

f. The Students' Profile in Determining the Communicative Purpose from the Text.

In general, from the research finding above, it can be said that the students' ability in determining communicative purpose of the text was categorized as instructional level. It means that they need to give more time and exercise on their reading comprehension by giving them practicing reading on teaching and learning process. Moreover, it can be suggested to their teachers to give more tasks for the students to improve their ability in reading

comprehension especially in determining word meaning of the text.

Moreover, when the students can solve the problem in determining the four dimensions above properly, then it would automatically increase the students ability in determining purpose of the text. This is because the understanding of the communicative purpose of the text can be controlled by students if they have the ability in the interpretation of the text. With their good ability in constructing the meaning from the passage or text which concerns the general knowledge, and linguistics knowledge interpretation skills, the students can found a communicative purpose of the text properly.

Conclusion and Suggestion

Shortly based on the research summary above, the conclusion can be formulated as follows:

- a. From the obtained data have been mentioned above in finding, it can be said that the average score obtained by the students in five junior high schools in Singaraja indicated that the students' ability in reading comprehension was 48.09 which was categorized as instructional level. It means that the students in five junior high schools in Singaraja need to be given more time and exercise on their reading comprehension by giving them practicing reading on teaching and learning process. They were requiring a more in-depth teaching from their teachers to improve their ability in reading comprehension. If seen from the research review which was done by Sudema (2011) about students reading profile in Klungkung regency, this study have the same problem in vocabulary mastery which caused their ability was categorized as instructional level. It can be seen from students' and teachers' questionnaire, the researcher found that the students often find difficulties to determine the five dimensions in reading comprehension that have

- been described previously. The ability in mastering vocabulary was still low as the most of students' problem in Singaraja. Moreover, most of the students claim too lazy to learn English vocabulary because it was considered a difficult lesson. However, vocabulary mastery as the starting point in constructing the meaning from the passage or text which concerns the general knowledge, linguistics knowledge (words and grammar), and the interpretation of the text.
- b. From the research summary above, it can be said that the students' In general, from the research finding above, it can be said that the students' ability in determining a general or main idea of the text was categorized as instructional level. It means that they need to be given more time and exercise on their reading comprehension by giving them practicing reading on teaching and learning process. If seen from reading comprehension theory about determining a general or main idea of the text. The students often find difficulties in determining the main idea. Source of the main problems of students' ability in determining the general or main idea of the text was students' vocabulary mastery which was still low. It means that the students' profile in determining general or main idea was still need to be improved. Since their low ability in determining main idea was affected by their lack of vocabulary. Then, reading comprehension should be supposed by adequate word knowledge.
- c. Based on the summary above, it can be said that the students' ability in determining certain or implied or details information of the text was categorized as instructional level. It is means that they need to give more time and exercise on their reading comprehension by giving them practicing reading on teaching and learning process. The students were lack in vocabularies and they have lack understanding of the text. This problem happened because some of the students have never read it before, and they do not like to read what should practice on the reading comprehension.
- d. In general, from the research finding above, it can be said that the students' ability in determining word reference of the text was categorized as independent level. It is means that they have already been competent on their reading comprehension but need to improve their ability, while the average score obtained by the students as the lower score in independent level. However, if seen from the students' ability in general description about vocabulary mastery, their ability was still does not meet the requirements of the theory of reading comprehension when viewed from three levels in reading comprehension that has been mentioned previously. Same to students profile in determining certain or details or implied information of texts the students were lack in vocabularies and they have lack understanding of the text. This problem happened because some of the students have never read it before, and they do not like to read what should practice on the reading comprehension.
- e. Based on the research finding above, it can be said that the students' ability in determining word meaning of the text was categorized as independent level. It is means that they have already been competent on their reading comprehension. The students' ability in determining word meaning was very decisive the students' ability to determine other dimensions in reading comprehension. It means that the students' profile in determining word was still need to be improved. Since their low ability in determining main idea was affected by their lack of

vocabulary. Then, reading comprehension should be supposed by adequate word knowledge.

- f. In general, from the research finding above, it can be said that the students' ability in determining communicative purpose of the text was categorized as instructional level. It means that they need to give more time and exercise on their reading comprehension by giving them practicing reading on teaching and learning process. Moreover, it can be suggested to their teachers to give more tasks for the students to improve their ability in reading comprehension especially in determining word meaning of the text. Moreover, when the students can solve the problem in determining the four dimensions above properly, then it would automatically increase the students ability in determining purpose of the text. This is because the understanding of the communicative purpose of the text can be controlled by students if they have the ability in the interpretation of the text. With their good ability in constructing the meaning from the passage or text which concerns the general knowledge, and linguistics knowledge interpretation skills, the students can found a communicative purpose of the text properly

References

- Bryman, Alan. _____. Triangulation. Loughborough University. United Kingdom. Available at: <http://www.referenceworld.com/sage/socialscience/triangulation.pdf>. Download on 1st June 2013.
- Candiasa, I Md. 2010. Pengujian Instrument Penelitian Disertasi ITEMAN dan BIGSTEPS. Singaraja. Unit Penerbitan Undiksha
- Gregory, R.J. 2000. Psycholinguistic Testing: History, Principles, and Applications. Boston: Allyn and Bacon.
- Muslich, M. 2007. *KTSP. Dasar Pemahaman dan Pengembangan*. Jakarta: PT Bumi Aksara
- Nyeneng, L. 2011. *The Effect of Jigsaw Reading and Gender Difference on Students' Reading Comprehension in Grade Nine of SMPN 2 Mendoyo, Jemberana*. In Academic Year of 2010/2011 Thesis). Post Graduate Program UNDIKSHA Singaraja (Unpublished)
- Sanchez, C.C, Para, D.C.V. _____. *English Strategies for Reading Comprehension, Used by Ninth Graders from Colegio Guillermo Leon Valencia. Universidad Pedagógica y Tecnológica de Colombia in Tunja*. Available at: http://www.upbmonteria.edu.co/revis_tapalabra/articulos2/ENGLISH%20STRATEGIES%20FOR%20READING%20COMPREHENSION,%20%20USED%20BY%20NINTH%20GRADERS%20FROM%20COLEGIO%20GUILLERMO%20LE%3%93N%20VALENCIA.pdf. Download on 31st October 2012
- Sudema, I.N. 2011. *The Profile of the Students Reading Comprehension of The Second Year Senior High School in Klungkung Regency in The Year 2009/2010 (Thesis)*. Post Graduate Program UNDIKSHA Singaraja (Unpublished)

