# AN ANALYSIS OF STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SECOND SEMESTER STUDENTS OF BHINNEKA PGRI UNIVERSITY IN THE ACADEMIC YEAR 2020/2021

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*Abstract*

*To reading comprehension, especially long texts in foreign languages, some students have problems, such as being lazy and bored. If this problem persists, it will affect student achievement. This study was conducted with the aim of (1) to find how is the students' reading comprehension achievement at second semester of Bhinneka PGRI University in the academic year 2020/2021. (2) to find what are the factors that affect the students' reading comprehension achievement at second semester students of Bhinneka PGRI University in the academic year 2020/2021. The study used qualitative research to obtain valid data from 25 participants in class A at second semester in English Depatment. Researchers obtained data on reading comprehension test scores from the results of the TOEFL test questions given by researchers with an average value of 62. To test the truth, the researchers conducted interviews and questionnaire data. The results of the analysis are also through interviews with teachers and students, as well as questionnaires answered by students. It was concluded that learning reading skills in the second semester TOEFL test in English Depatment at the University of Bhinneka PGRI in the 2020/2021 academic year got poor achievements. Because they experience several problems in learning, namely difficulty in accessing the internet, lack of vocabulary that students have, and the material obtained are difficult to capture.*

**Keywords:** *Analysis, Reading Comprehension, Student Achievement*

**Abstrak**

Untuk memahami bacaan khususnya teks panjang pada bahasa asing, beberapa memiliki masalah, seperti malas dan bosan. Jika masalah ini tetap berlanjut, maka akan memengaruhi prestasi. Penelitian ini bertujuan (1) untuk mengetahui prestasi pemahaman membaca siswa pada mahasiswa semester II Universitas Bhinneka PGRI tahun ajaran 2020/2021 (2) untuk mengetahui faktor-faktor yang mempengaruhi prestasi belajar membaca pemahaman mahasiswa semester dua Universitas Bhinneka PGRI tahun ajaran 2020/2021. Penelitian merupakan penelitian kualitatif dengan partisipan dari 25 peserta di kelas A semester II jurusan Pendidikan Bahasa Inggris. Peneliti memperoleh data nilai tes pemahaman membaca dari hasil soal tes toefl yang di berikan oleh peneliti dengan nilai rata-rata 62. Untuk menguji kebenaran peneliti melakukan wawancara dan data angket. Hasil analisis juga melalui wawancara dengan guru dan siswa, serta angket yang dijawab oleh siswa. Disimpulkan bahwa pembelajaran kemampuan membaca pada tes toefl semester dua jurusan Pendidikan Bahasa Inggris di Universitas Bhinneka PGRI pada tahun ajaran 2020/2021 mendapatkan katagori buruk. Mereka mengalami beberapa masalah dalam pembelajaran, yaitu sulit dalam mengakses internet, kurangnya kosakata yang dimiliki siswa, dan materi yang didapatkan sulit ditangkap.

**Kata Kunci:** Analisa, Pemahaman Membaca, Prestasi Siswa

## INTRODUCTION

A language is a tool used by people in various environments, regions, and various interests as a means of communication. Each region has a variety of languages. In overcoming this problem, an international language is made, one of which is English. The international language used in the world is English. We can learn English through novels, movies, etc. Even in this millennium, we can learn through today's technology. English is considered as, one of the most important subjects in schools. Learning languages is very important, especially in listening, speaking, reading and writing because you have to pay attention to vocabulary.

Reading is the ability to drag of the meaning from the text and interpret this information appropriately (Grabe & Stoller, 2011). Reading is a process where someone tries to look for some information from one text or other. Reading ability gives many advantages. In reading activity, readers can get some knowledge and some important information. Reading is the best activity that should be done for the students to enlarge their knowledge, information, and science(Rupley et al., 2009) Therefore students will have a wide perspective and they will have critical thinking. Students who are accustomed to reading will easier to understand the meaning of the text. Reading is a process in which someone understanding the meaning of the piece that was written in the form of text, paragraph, or book.

From the sentence above, that reading is a process or activity to find out information and the contents of the text in writing by reading aloud or reading silently. This reading activity is carried out so that students can understand the contents of the text and information correctly.

The are several types of reading including :

According to (Brown, 2007) intensive reading is reading that focuses on the core or linguistic or semantic details of the reading. Students in intensive reading are focused on the detailed structure of the reading which aims to understand literal meanings, implications, and story relationships. So, intensive reading is reading with full appreciation to understand the contents of the reading. In addition, readers are expected to be careful in understanding the contents of a paragraph reading.

According to (Brown, 2007) extensive reading is reading about science or long reading and for more data understanding. Students outside class hours prefer to do extensive reading activities. Extensive reading is used to understand a scientific work or other major books.

Reading is done aloud so that all can be heard. According to (Brown, 2007) states that elementary level teachers must have a loud voice in pronouncing words. That the initial stage is profitable and if it is done at a higher stage it will become a luxury in learning a language. So, reading aloud is reading aloud and according to the pronunciation which aims to make it easier for the listener to understand the reading.

According to (Brown, 2007) in the type of reading in advanced learning students prefer the quiet type of reading in a quiet situation. In reading as comfortable as used to get more information. The teacher trains students to read silently and read without difficulty. So, this is a technique students use to read silently so as not to be heard. And also students should not move their lips evenly.

Reading comprehension is very important because to increase the knowledge and information obtained besides that, there are also some students do not get anything from the text because they have difficulty in understanding the text (Vitria, 2020). To reading comprehension, especially long texts in foreign languages, some students have problems, such as being lazy and bored. If this problem persists, it will affect student achievement. This study was conducted with the aim of (1) to find how is the students' reading comprehension achievement at second semester of Bhinneka PGRI University in the

academic year 2020/2021. (2) to find what are the factors that affect the students' reading comprehension achievement at second semester students of Bhinneka PGRI University in the academic year 2020/2021. Reading comprehension is the way or process of understanding a passage that we have read. Understanding the reading is very important for students to know more deeply about the content of the text or reading. Reading comprehension is a process by which readers can understand the meaning of the reading content and can infer the information they read (Schmitt et al., 2011). In understanding reading, we must know the strategy in reading to make it easier to learn to understand the content of the reading.

Relationship of reading comprehension and achievement in Indonesian students' level of comprehension This significance has made reading education an important issue in educational policy and practice for English language learners (Slavin & Cheung, 2005). Achievement is a process of developing knowledge. Achievement, in general, is the progress of students in achieving learning objectives through a strategy that is planned to determine the level of ability of students (Brown, 2004). So, achievement is the result obtained by students during learning. Achievements is the word preferred in the educational or psychometrics fields, is sometimes characterized by the degree of inference required on the part of the student to give a response, and by the type of reference to a cognitive process made explicit in the measurement tool (Andriani, 2017). Student abilities can be seen from time to time always changing, therefore to measure the ability of students, teachers can do tests, or other learning strategies used to determine student achievement.

To achieve students 'reading comprehension achievement, it can be seen in the students' abilities. Not all students have the same achievement. Therefore, the researcher also wrote down what factors influenced student achievement in reading comprehension. According to (Muliawati, 2017) the factors that influence students' reading comprehension can come from the teacher or the students themselves because there are some students who still do not get enough achievement in the test even though the teacher has used several techniques to make it easier to understand.

At this time, the researcher wanted to examine students who felt bored when instructed to read text. The students of English Depatment is in the second semester of Bhinneka PGRI University. Apart from being bored, students also feel sleepy when asked to understand a reading. Some students find it difficult or do not like to understand the text. This problem usually comes from the students themselves and the teacher's techniques that make students bored. Students feel bored when reading, it could be because the teacher makes too long a text. So, when students are bored, students can not understand the content of the reading. So, researchers want to analyze the achievement and factors faced by students because with this reading comprehension is very important to increase knowledge. Researcher got the information from observation in some students in that group whatsapp class.

## RESEARCH METHOD

In order to gain the purpose of the research, this research used qualitative descriptive. In this research, the participants were second semester of English Department at Universitas Bhinneka PGRI. The total numbers of the participants were 25 participants.
Researchers used five instruments to obtain data on how students' achievement in reading comprehension subjects in this study. Those are documents, tests, questionnaire sheets, interview sheets and observation sheets.

In this research, the researcher used steps to analyzing the data according to John W. Creswell (Creswell, 2014). First, documents of students' score of recount text test will be classified into five levels,

excellent, very good, good, fair, and poor. Second, the validity of the data of documents was checked by going the calculated of questionnaire. Third, to find out the clarity of student achievement data, the researcher also conducted classroom observations and interviews with all of the students and the teacher as data to get the facts to validate the findings.

**FINDINGS AND DISCUSSIONS**

Findings

Documents

The researcher got the students' reading comprehension score by second semester in English Department students of Bhinneka PGRI University in the academic year 2020/2021.
as seen in the table below:

**Table 4.1 Students' Reading Comprehension Score**

| NO | Name | Score |
|----|------|-------|
| 1. | MHA | 80 |
| 2. | NPR | 70 |
| 3. | SWT | 56,6 |
| 4. | VTA | 70 |
| 5. | MYA | 63,3 |
| 6. | NFA | 43,3 |
| 7. | CHT | 66,6 |
| 8. | CFG | 63,3 |
| 9. | MMR | 66,6 |
| 10. | VAR | 76,6 |
| 11. | AWA | 30 |
| 12. | KA | 80 |
| 13. | DA | 80 |
| 14. | Name | Score |
| 15. | SK | 70 |
| 16. | SDN | 83,3 |
| 17. | DALK | 46,6 |
| 18. | EKW | 60 |
| 19. | JRV | 63,5 |

| 20. | MAH | 100 |
|---|---|---|
| 21. | DAMS | 33,3 |
| 22. | OAP | 60 |
| 23. | VAN | 63,3 |
| 24. | MAF | 30 |
| 25. | RWS | 23,3 |

The first is the documentation of student scores based on the results of the tests that the researcher conducted. Based on this score, students get a poor category in the reading comprehension test on the TOEFL test.

**Test**

After the researcher got the total score of all students, the researcher wanted to know the student achievement by dividing the five levels into a rating scale. The student rating scale is stated in the table below:

Table 4.1.2 Student's Scoring Scale

| NO | Score | Category | Frequency |
|---|---|---|---|
| 1. | 95-100 | Excellent | 1 |
| 2. | 85-94 | Very good | - |
| 3. | 75-84 | Good | 5 |
| 4. | 65-74 | Fair | 5 |
| 5. | 64-less | Poor | 14 |
| | **Total Subject** | | **25** |

From the data above, the researchers calculated the average student score using the formula:

$$M = \frac{\sum Fx}{N} = \frac{1542.7}{25} = 61,70 = 62$$

The researcher concluded from the results of the test that the average student score was obtained by dividing the total score obtained by the number of students. The average score is 61.70 rounded to 62, with a poor score category. Researcher can conclude in general that some students have poor achievement in reading comprehension, so students have any problems in vocabulary masery and understanding of explained by teacher, because most of the second semester students in the English department at Bhinneka PGRI University for the academic year 2020/2021 have poor achievements in reading comprehension on toefl questions.

**Questionnaire**

From that has given to the questionnaire given to students, that all students said they liked English because learning English was fun, enjoy, interesting, it's a challenge. In addition, more students like to learn in reading comprehension, and to reduce their boredom, they are interspersed with reading

articles or comics, watching videos, and listening to music. And there are some students that learning to understand reading is boring if the reading text is too long it makes them feel bored.

### Interview

In this interview, researcher interviewed one teacher and 25 students. The researcher found that, according to the teacher, in general, the students' reading comprehension achievement in each class was the same. However, only a few students have good reading comprehension achievements. In every meeting, the teacher always provides material that dances and motivates students. According to the students, most of them answered that their achievement in reading comprehension was not good. Most of them answered that they had difficulty understanding the text. They explained that their problem was that they did not know the meaning, their vocabulary was limited, the sentences were difficult to understand so that they were lazy and bored to read.

### Discussions

From the findings above, the researcher find some of students' difficulties. Here, the researcher wants to discuss about data from the researcher instruments;

The first is the documentation of student scores based on the results of the tests that the researcher conducted. Based on this score, students get a poor category in the reading comprehension test on the TOEFL test.

The second is a test. The test is in the form of a TOEFL test which consists of 30 multiple-choice questions. Based on this score, the average score of students is 62. Because students are less focused on understanding the reading. students are too hasty in doing the test so that students get an unsatisfactory score. So, there were some students who scored in the good category and most of the students got a poor category.

The third is a questionnaire. From the questionnaire given, the researcher got the results that all students like English, because English lessons are fun, cool, and interesting so that they make students interested in English lessons. And students prefer to read articles, comics, magazines than English lessons. Because students feel bored if the material being studied is too long to understand the reading. Some students have difficulty in the method given by the teacher because students do not understand the material given by the teacher. In addition, the teacher must make the method interesting and not boring the students.

The fourth is the interview. From the results of interviews conducted by researcher related to aspects of reading comprehension to find out students' problems in the toefl aspect, then researcher got answers to research problems. The teacher said that at this time in the pandemic season, it was difficult for teachers to know students' abilities directly because learning was only done online. The teacher, in general, the students' reading comprehension achievement in each class was the same. However, only a few students have good reading comprehension achievements. In every meeting, the teacher always provides material that dances and motivates students. In addition, it must make the material interesting so that students do not get bored in learning. When students were interviewed, most of the students already knew about reading comprehension. Not all students when interviewed answered using English, but some used Indonesian. The difficulties experienced by students in the method given by, because students find it difficult to catch the material given by the teacher, lack of vocabulary that students

The fifth is observation. Researcher experience several obstacles in conducting observations in the current pandemic season. The obstacle that researcher experienced was not being able to make direct observations in the classroom. So that researchers do research online. In this online research, researcher find it difficult to establish communication with students. Some students have difficulty accessing the internet. So, in this pandemic season, the obstacle in the learning process is the limitation in accessing the internet in certain areas.

The difference from the researchers from the previous one is that students' reading comprehension is in the poor category because the average score in school is 75 and the average score obtained by students is 55. It can be concluded that the ability to read story texts at SMKN in 2018/2019 in the low category. Some students have deficiencies in learning and lack of motivation that students have.

## CONCLUSIONS AND SUGGESTIONS

Researchers provide total achievement data in the TOEFL test to see the results of the analysis. From the average student learning achievement, the researcher concluded that most of class A in the second semester in English Department at Bhinneka PGRI Universita for the 2020/2021 academic year had poor achievements in reading comprehension.

The main factor that is a problem faced by students in reading comprehension is the difficulty of students in capturing the material given by the teacher, the lack of vocabulary that students have. So that students feel bored and affect the achievement of students' reading comprehension skills. It was concluded that the achievement of understanding abilities of second semester students majoring in English at the University of Bhinneka PGRI. This has answered the formulation of the research problem. So, lack of vocabulary, difficulty in capturing material so that students can cause student achievement in the poor category. Finally, students feel bored in learning.

Based on the explanation above, the researcher would like to provide suggestions for teachers, students, and further researchers. First, teachers can improve students' reading comprehension competence which is interesting in teaching students. In addition, teachers can guide students to read better by providing feedback on all assignments, and ensuring that students understand well about the assignments. So that students are more active and interested in the teaching and learning process. Second, students can improve their knowledge of reading comprehension. It is expected that students can focus more on understanding reading on several texts and questions. Third, the next researcher can analyze more deeply on the same topic at different focus or different methodologies such as by using quantitative to explore facts. Hope this method can be a reference material for further research. This research provides more motivation in research.

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