

**AN ANALYSIS STUDENTS' ABILITY IN READING COMPREHENSION
AT THE SECOND SEMESTER AT EDUCATION PROGRAM OF
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

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Abstract

The research was aim to describe about students' ability levels in reading comprehension at the second semester Muhammadiyah University of Bengkulu. This method of this study was descriptive qualitative. The research instrument was a reading comprehension test to show the students' reading ability based on the theory of (Roe, 2011). There were; main idea, specific information, reference, inference, and vocabulary. The results of the study, it was only analysis reading ability in vocabulary got very high score with the percentage 90.90%. And the four rest abilities got very low score. To be considered, reading is an important part for English language students. It is obvious that we have to be good reading ability in reading comprehension because reading is each part four language skills. The researcher are hoped to teach the students about strategy in reading subject, specially to improve reading ability in main idea, specific information, reference, inference.

Keywords: Reading Ability, Levels, Comprehension

INTRODUCTION

In English education study program at Muhammadiyah University of Bengkulu students must master 4 skills, one of them is reading skills. Reading is a skill to understand the message from the text. Reading is the activity to obtain information. It could be reading the books, newspaper, magazines, and blogs. According to (Grabe, 2012) "Reading is the ability to draw meaning from the printed page and interpret this information appropriately." In the line with this, (Fitriana, 2018) said that reading is building up the meaning from a printed or written text, so the reader know the content of the text in detail. Reading is very useful for students' language achievement, they can know many information and important knowledge from what they read.

Reading is understanding the text and it needs the readers' understanding. Reading is useful and rewarding experience that can provide the students with wealth of interesting information in a pleasant way. Reading may enrich the students knowledge from written texts. Reading may enable the students to comprehend and to understand what they read and to find out the main idea of the texts. Through Reading, it may enable the student to be active during their learning activities as well. Reading can also help the students to improve their English Mastery. It can be said that reading is one of the bridge to the students in mastering English.

According to (Yenwen Desriana, 2020) Comprehension of reading is the reader needs background knowledge, vocabulary, predictions and connecting the meaning of words to get texts information. The goal of reading is comprehension. Comprehension is the process of making sense of words, sentences, and connects to the text. According to (Pourhosein Gilakjani & Sabouri, 2016), argue that comprehension is the process of eliciting and making-meaning through interaction and involvement with written language. So, the students must have a good ability how to reading comprehension well. Therefore reading comprehension can make students gain reading skills.

Students' reading skills can develop if they are abilities to understanding the text by identifying aspects question of reading comprehension. According to (Roe, 2011) There are five types of questions used in a set of comprehension question in reading. The components of reading comprehension are main idea, specific information, reference, inferences, vocabulary. (1) Main Idea, main idea is the most important thing should be written in a paragraph or text. The reader are supposed to define and understand the main idea or the topic from the reading text. The difference between main idea and topic is the main idea is in the form of sentence while topic is usually in form of phrase. (2) Specific Information, specific information is Finding detail information is reading selectively to achieve very specific reading goals, e.g finding a name, place, number, date. (3) Reference, reference is the words or phrase that are used either before or after te reference in the reading text. (4) Inference, inference is an idea which is implied or not directly stated in the text. It sis the way for the readers to draw conclusions about the content of the text. (5) Vocabulary, vocabulary meaning requires the readers to guess certain word or phrase from the context. In reading text, the students will meet some words or phrases in the sentences.

There are several researchers who have conducted research using reading comprehension used multimodal text. The first, (Khattamimma & Pekalongan, 2021) "*The student' ability in reading comprehension of recount text*" the researcher revealed that by using the recount text, students will become more active and will get significant changes. Then (Hasanah et al., 2013) "*The use of question answer relationship strategy to teach reading comprehension of narrative texts*" in his research revealed a significant difference after using question answer strategy in reading comprehension. Furthermore (Meylana, 2019) "*Students' reading comprehension ability and problems in an advanced reading comprehension class*" the researcher revealed the effect of question answer relationship strategy in reading comprehension. All of the above research shows how to improve students' abilities in play a role in class. Previous research has doing treatment students by using reading comprehension to improve students ability.

Based on the explanation above, the researcher interested in doing a research with the title "**An Analysis Students' Ability in Reading Comprehension at The Second Semester at English Education Program of Muhammadiyah University of Bengkulu**". This research is very important to know the abilities of students in reading. This research has never been carried out at the University of Muhammadiyah Bengkulu. To conclude it is interesting to be known how is students' aspect of reading comprehension in reading English text. In this aspect, researcher only analysis the skill of second semester students about reading comprehension; are they still in low-level or in high-level in comprehend the text.

RESEARCH METHODOLOGY

Design

This research is a kind of an descriptive qualitative research. According to (Sugiyono, 2013) descriptive research is the research that focused on specific situation or people, and its emphasis on words rather than numbers.

Subject

The subject of the research was all of second semester students in English study program at Muhammadiyah University of Bengkulu, the total of students were 22 students.

Instrumentation

The instrument that had been used test. The test is reading comprehension activity where the students answer the question to know ability in reading comprehension used by students second semester. The test was taken from intermediate reading book.

Source of The Data

The sources of the data was from the students' English Language Education at the second semester of Muhammadiyah University of Bengkulu question test.

Technique of Data Collection

The data was analyzed through several steps, name:

1. The researcher prepared the test.
2. The researcher explained the way how the students do the test.
3. The researcher allotted paper.
4. The researcher gave the limited time about 60 minutes to answer the question.
5. The students collected their answer to the researcher.

Technique of Data Analysis

This research used technique of data analysis from Marual Gillaco (2014) and Hezberg (1983) are data collection, data analysis, data display, and conclusion.

FINDING AND DISCUSSION

This research describes the result of English students' in aspect reading comprehension, and the discussion about level of reading ability in reading comprehension of second semester Students of English Language Education Study Program Muhammadiyah University of Bengkulu.

Result

To know students' Levels Reading Ability in Reading Comprehension of Second Semester Students of English Education Study Program at Muhammadiyah

University of Bengkulu. The researcher had taken the data from reading test used Intermediate Reading book. Total second semester students are 22 students. There are 22 reading test about comprehending reading abilities that have filled out by students. The researcher classify and analyze data using theory (Roe, 2011). About the type of some aspects of the questions in comprehension that is used by students, namely: Main Idea, Specific Information, Reference, Inference, Vocabulary.

In collecting the data, the researcher explained the way how the students do the test and gave explanation about level aspects on reading comprehension to test. After that, the researcher allotted paper. The students must read and understand texts by themselves. At the first time students read as comprehension text. For the second time, the students may write down the answers, the researcher gave time about 60 minutes to answer. The last, the students collected their answer to the researcher.

After gotten the data, the researcher analyzed it. The researcher checked and scored the students' answer. There were 25 items of the test, 5 items of main idea, 5 items of specific information, 5 items of reference, 5 items of inference, and 5 items of vocabulary. All items have the same point that was twenty point for one item. The researcher used the formula in order to score the students' answer easier so that if all of their answer were correct, then they got one hundred point.

The result of students' levels reading ability in reading comprehension at the Second Semester Students of English Language Education Study Program at Muhammadiyah University of Bengkulu can be seen on table distribution of the scores for each students in every class of second semester. The result is as follows.

4.1.1 The Distribution of Students' Level Ability in Reading at the Second Semester
Table 1. Reading Comprehension Ability of the Students in Main Idea ability

Class/semester	Analysis of main idea				Total of students
	Very high	High	Low	Very low	
II A	5	-	-	17	22
Percentage	22.72 %	-	-	77.27%	100%

As showed, 17 students majority got very low score with the percentage was 77.27% achieved in main idea of reading comprehension ability. This result implies that the students ability reading comprehension in their main idea as question in this level got very low score.

Table 2. Reading Comprehension Ability of the Students in Specific Information ability

Class/semester	Analysis of specific information				Total of students
	Very high	High	Low	Very low	
II A	4	-	4	14	22
Percentage	18.18 %	-	18.18%	63.63%	100%

As depicted in table 2, majority answer of the students achieved very low in their specific information ability as relected in a high percentage of 63.63%. This result show that students' ability reading comprehension of specific information got very low score.

Table 3. Reading Comprehension Ability of the Students in Reference ability

Class/semester	Analysis of reference				Total of students
	Very high	High	Low	Very low	
II A	6	-	-	16	22
Percentage	27.27 %	-	-	72.72%	100%

As depicted in table 3, the students achieved very low in their reference ability as reflected in a high percentage of 72.72%. This result shows that students' ability reading in their reference ability as question in this level got very low score.

Table 4. Reading Comprehension Ability of the Students in Inference ability

Class/semester	Analysis of inference				Total of students
	Very high	High	Low	Very low	
II A	5	-	2	15	22
Percentage	22.72%	-	18.18%	68.18%	100%

As depicted in table 4, the students achieved very low in their inference ability as reflected in a high percentage of 68.18%. This result shows that students' ability reading in their inference ability as question in this level got very low score.

Table 5. Reading Comprehension Ability of the Students in Vocabulary ability

Class/semester	Analysis of Vocabulary				Total of students
	Very high	High	Low	Very low	
II A	20	-	2	-	22
Percentage	90.90%	-	9.09%	-	100%

As depicted in table 5, 20 students got very high score with the percentage was 90.90% achieved in vocabulary ability of comprehension. This result implies that the students really do well in their vocabulary ability as question in this level got very high score.

Table 6. Summary of Levels Reading Ability in Reading Comprehension of the Students

Achievement levels	Main idea		Specific information		Reference		Inference		Vocabulary	
	f	(%)	F	(%)	f	(%)	f	(%)	f	(%)
Very high	5	22.72%	4	18.18%	6	27.27%	5	22.72%	20	90.90%

High	-	0%	-	0%	-	0%	-	0%	-	0%
Low	-	0%	4	18.18%	-	0%	2	9.09%	2	9.09%
Very low	17	77.27%	14	63.63%	16	72.72%	15	68.18%	-	0%
Totals	22	100%	22	100%	22	100%	22	100%	22	100%

Based on the table above, it can be seen students' ability in reading comprehension at the second semester education program Muhammadiyah University of Bengkulu. There were 17 students got very low score of main idea ability with the percentage was 77.27% and there were in reference ability 16 students got very low score with the percentage was 72.72% and inference ability there were 15 students got very low score with the percentage was 68.18%. However, 14 students got very low score of specific information ability, the percentage was 63.63%.

The low specific information ability of the students ranked the first with the percentage of 18.18%. and the second ranked is low inference ability and low vocabulary ability got same score with the percentage of 9.09%. However, main idea and reference abilities were no students got low score with the percentage of 0%.

Very high score specific information ability got score with the percentage of 18.18%. Main idea ability and inference ability got same very high score with percentage of 22.72% and reference ability got very high score with the percentage of 27.27% and the last vocabulary ability got very high score the greatest percentage of 90.90%.

Discussion

The discussion of this research explained Students' Reading Ability in Reading Comprehension used by English students in the second semester at the Education Program at the University of Muhammadiyah Bengkulu". There is one research question in this study, the research question is what is the ability of the students' reading comprehension at the second semester at education program of Muhammadiyah University of Bengkulu.

Meanwhile, there are five reading abilities; the main idea, specific information, reference, inference, and vocabulary. Acquiring reading skills is dependent upon the mastery of a wide variety of reading skills such as the following levels or dimensions of comprehension. Based on the result of students' ability at the

second semester in the tables above, the researcher would like to discuss about the finding of this research.

Main idea ability got very low score. It can be said, students' main idea ability was negative. According to (Aderibigbe, 2018) The main idea is the main key to understanding a reading text. The main idea is usually stated in the first sentence and can be in the middle or in the last sentence. The main idea is the essence of a paragraph more precisely the author wants to convey a message to the reader. So, the main idea is the most important thing in a paragraph that the writer develops as the main idea

Meanwhile, in specific information ability there were 14 students got very low score. This meant that the students have difficulty to comprehend ideas or meanings which are embedded between or among lines. According to (Nuttal, 2018) Specific information, students are required to look for detailed information or ideas contained in a reading text.

There were 16 students got low score of reference ability. This result showed that the students' reference ability was low, students have lack ability in reference or phrase that are used either before or after the reference in reading text. According to (Rainbolt and Dwyer, 2011). Reference is the relationship between a grammatical unit usually a pronoun that refers to (or stands in for) another grammatical unit usually a noun or noun phrase.

There were 15 students got very low score of inference ability. This inference require readers to evaluate adds information that he or she already knows what is stated, the reader is making an inference. According to (Babu, 2020) In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text.

There were 20 students got very high score in vocabulary ability. It can be said, students' vocabulary ability was a positive. This implies that the students have developed students' higher vocabulary, students perform well in answering the questions elicited by judgment and statement. Students have much skill in giving judgment and could generate ideas implicitly stated in the selections. According to (Indrayani, 2018) The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Contexts helps students making a general prediction about the meaning.

The finding of this research also confirmed the finding of previous study. It was study by (Meylana, 2019) entitled "Student Reading Ability and Problems in Advanced Reading Comprehension Class". In that research, researcher compared the reading scores of students who had high levels of comprehension ability and those of students who had low levels of comprehension ability. The researcher compared the (high level) and (low level) tests to determine students' ability in reading comprehension, but in this study five abilities were analyzed to determine students' abilities in each main idea, specific information, references, inference, and vocabulary. The result of this study is the level of students' reading comprehension ability, there are several differences from students and only students' ability in vocabulary has a high level of interest in reading comprehension ability while the other four aspects students get low scores.

Meanwhile, The finding of this research also confirmed the finding of previous study. It was study by (Eva Lestary, 2018) entitled "An Analysis of Reading

Comprehension Abilities of Sixth Semester Students at English Education Study Program of Muhammadiyah University of Bengkulu” In this research, the researcher compared the reading scores of students who had high levels of reading comprehension ability. The researcher compared the (high level) and (low level) tests to show the students’ reading ability. The result of this study is the level of students reading comprehension. There are several differences from students and only students’ ability in vocabulary has a high level of interest in reading comprehension ability while the other four aspects students get low scores.

The discussion above showed that, the students’ level in reading ability comprehension at the second semester was main idea, specific information, reference, and inference got very low score. Related to statement above, the factors that influenced students’ level in reading ability in reading comprehension were used by students could not be able in understanding the five reading abilities; main idea, specific information, reference, inference, and vocabulary although the reading material for the test was taken from their reading material subject as English Study Program at Muhammadiyah University of Bengkulu. Another factor was the student were seldom practice their reading ability, so they have difficulties in comprehending to get the meaning from the text.

Conclusion and Suggestion

Conclusion

Based on the result and discussion of this research. The students ability of reading comprehension at the second semester of English Education Program of Muhammadiyah University of Bengkulu in the Academic Year of 2023. The researcher can conclude the namely for the *vocabulary* was very high score. Meanwhile, other abilities: *main idea, specific information, reference, and inference* were very low score.

Suggestion

Based on the conclusion of this research, the researcher would like to give suggestions as follows.

1. For students: based on the research results, the researcher suggests students to learn more about reading comprehension, because reading comprehension often used in daily reading and they have to improve their reading ability especially main idea, specific information, reference, inference.
2. For further research: based on the research results, this study can be used as a reference for those who will conduct further research on the levels ability used by students in the reading class.

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