

**AN ANALYSIS OF THE THIRD YEAR STUDENTS' READING ABILITY
TO COMPREHEND REPORT TEXTS AT SMPN 29 PADANG**

THESIS



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THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
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The Researcher

ABSTRACT

Ciputra, Dea Amanda (2016): *An Analysis of the Third Year Students' Reading Ability to Comprehend Report Texts at SMPN 29 Padang*

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2. Drs. Khairul, M.Sc.

The purpose of this research was to find out the ability of the third year students at SMP N 29 Padang to comprehend report texts. This research was limited to the students' ability in level of literal comprehension on the generic structure of report texts.

The design of this research was descriptive. The population of this research was the third year students at SMP N 29 Padang. The number of population members was 263 students. To select the sample, the researcher used convenience sampling technique, and the number of sample was 32 students. The data were collected by giving a reading test in the form of multiple choices. To know reliability of the test, the researcher used split half method. The reliability index of this test was 0.88 and it was categorized into very high.

In general, the result of the data analysis revealed that 59% of the third year students at SMP N 29 Padang had high ability in comprehending report texts and 41% others had low ability in comprehending report texts. Specifically, 88% of them had high ability and 12% of them had low ability in comprehending the general classification of report texts. Moreover, 41% of them had high ability and 59% had low ability in comprehending the description of report texts.

Finally, based on the findings only 59% students got high ability. It could be concluded that many students of the third year students at SMP N 29 Padang still had problem in comprehending report text. Consequently, it is suggested to English teachers who teach reading to give students more explanation and exercises about report texts to improve their skills. The students are suggested to learn more and to do more exercises in order to improve their ability to comprehend report texts.

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CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research question, the purposes of the research, the significance of the research, and the definition of key terms.

1.1 Background of the Problem

In studying English, there are four basic language skills that should be learned by the students. They are listening, speaking, reading, and writing. Listening, speaking, reading and writing play crucial roles in school. The students have to learn about all of skills to master English well. In addition, the students should have knowledge of language components. They are vocabulary, pronunciation, and grammar.

Among those four skills, reading is one of important skills to be mastered by the students in order to get information, knowledge, pleasure, etc. According to Zare and Othman (2013: 188), reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. Comprehension is the essence of reading and the active process of constructing meaning.

The majority of students have difficulties in understanding a text and they are not interested in reading comprehension lessons. According to Blanton in Jafre and Raman (2012), students have not developed proficiency because they lack background in comprehending texts and dwell outside of the world of texts.

Furthermore students' comprehension input is not maintained and reading is seen as a passive activity by the majority of them.

Report text is one kind of the texts that should be known by the students. Report text is a kind of text that gives factual information about specific subject like social phenomena and nature. It consists of general classification and description. In reading report text students must be able to understand all of the elements of report text to get the idea. Report text has similarities with descriptive text. I chose report text because the students in the third year of Junior High School do not study about descriptive text, but they study about report text.

Based on the syllabus of Junior High School at SMP N 29 Padang, report text is one of the topics in reading skills that should be taught to the students. In many cases of teaching and learning process, students often do not understand the text and it makes reading not interesting to the students. Based on my experience in teaching practice at SMPN 29 Padang, students had difficulties in understanding the meaning of report text. They did not understand about the text and they were so lazy to read the text.

Based on the explanation above, the researcher was interested in conducting a research about the third year student's ability to comprehend a report text at SMP N 29 Padang.

1.2 The Identification of the Problem

Reading is a process to understand the content of the reading passage. The text types taught to third year students of SMP N 29 Padang are procedure and report text. Report text is a text which presents information about something.

Report text is formed through the use of generic structure and language features. The first deals with general classification and discussion. The second deals with language features.

Reading comprehension is a complex process, involving many different skills and sources of knowledge (Wood and Connelly: 2009, 60). Reading comprehension is viewed as a process of comprehending a text which integrates decoding ability, vocabulary cognition, prior knowledge of the topic and appropriate strategies (Kintsch & Kintsch in Jafre and Raman : 2012).

In reading comprehension there are some levels of comprehension, they are literal comprehension, inferential comprehension, critical comprehension and creative comprehension. Literal comprehension is when the reader understands the basic facts. At inferential comprehension level, the reader needs to go beyond what has been written in the passage and needs to add meaning or draw conclusion. The critical level is where the reader is involved in assessing and working out the good sense of what is being read in the passage. The creative level is where the reader takes information and the ideas and then creates new ideas from them.

1.3 The Limitation of the Problem

Based on the identification of the problem above, the researcher limited her study to the third year students' ability at SMP N 29 Padang in level of literal comprehension of a report text. Literal comprehension is when the reader understands the basic fact. This level is equal with the students' ability in Junior High School. The researcher focused on the generic structure of report text:

general classification and description. The researcher does not focus on language feature because it is the reading skill and the language feature is important in writing and grammar skill.

1.4 The Formulation of the Problem

Relating to the limitation of the problem, the formulation of this problem is: “How is the ability of the third year students at SMP N 29 Padang in comprehending a report text?”

1.5 Research Question

1. How is the third year students’ ability in comprehending the general classification of report text at SMP N 29 Padang?
2. How is the third year students’ ability in comprehending the description of report text at SMP N 29 Padang?

1.6 The Purpose of the Research

The purpose in this research was to find out the ability of the third year students at SMP N 29 Padang in comprehending a report text. And the specific purposes of this research are as follows:

1. To find out the third year students’ ability in comprehending the general classification of report text at SMP N 29 Padang.
2. To find out the third year students’ ability in comprehending the description of report text at SMP N 29 Padang.

1.7 The Significance of the Research

The result of the study is expected to be very useful for teacher and students. First, the teacher will know about ability of the students in comprehending report text. By knowing the students' ability teacher could consider to find the better way in teaching. Second, the students will also know their own ability in comprehending report text and can help students to improve their ability in comprehending report text.

1.8 Definition of Key Term

To avoid misunderstanding on conceptual terms, the researcher defines the key terms as follows:

1. Reading is an activity in order to construct or derive meaning.
2. Ability is the students' skill to use knowledge competence to comprehend report text.
3. Comprehending is the ability of the students to know clearly about report text.
4. Report text is a text that tells story about subjects, nature, and social phenomena in our environment.
5. General classification is a general statement about the subject discussed or addressed.
6. Description is the part that gives details about the description of the subject discussed in general.