

**AN ANALYSIS OF THE ELEVENTH-GRADE STUDENTS' ABILITY TO
READ REPORT TEXTS AT SMKN 5 PADANG**

THESIS



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THE FACULTY OF TEACHER TRAINING AND EDUCATION

BUNG HATTA UNIVERSITY

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UNIVERSITAS BUNG HATTA

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*Submitted to Fulfill a Partial Requirement for Getting (S-1) Degree at English
Department of the Faculty of Teacher Training and Education
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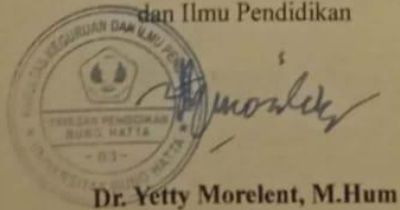
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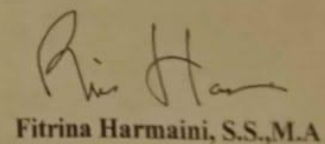
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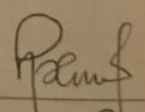
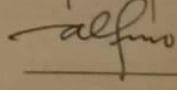
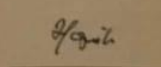
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The Researcher

ABSTRACT

Khairunnisa, Muthia (2024): *An Analysis of the Eleventh Grade Students' Ability to Read Report Texts at SMKN 5 Padang*

Advisor: Dr. Lely Refnita, M.Pd.

The purpose of this research was to describe the eleventh grade students' ability to read report text at SMKN 5 Padang. This research focused on students' ability to read report texts in the level of reading comprehension namely literal comprehension.

The design of this research was descriptive. The population of this research was the eleventh grade students at SMKN 5 Padang. The number of population members was 380 students. To select the sample, the researcher used purposive sampling technique, and the number of sample was 25 students. The data were collected by giving a reading test in the form of multiple choices. To know the reliability of the test, the researcher used split half method. The reliability index of this test was 0.93 and it was categorized into very high.

In general, the result of the data analysis revealed that 48% of the eleventh grade students at SMKN 5 Padang had high ability in reading report texts and 52% others had low ability in reading report texts. Specifically, 76% of the students had high ability and 24% of them had low ability to find the main idea of report texts. Moreover, 40% of the students had high ability and 60% had low ability to understand the detailed information of report texts.

Finally, based on the result, it can be concluded that the eleventh-grade students' ability to read report texts was low. It showed that there were 12 (48%) students who had high abilities and 13 (52%) students who had low abilities. Consequently, the students are suggested to study harder, do more reading exercises, and learn more about the report text, particularly in understanding the detailed information of report texts.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF DIAGRAMS	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	1
1.1 The Background of the Problem.....	1
1.2 The Identification of the Problems	4
1.3 The Limitation of the Problem	6
1.4 The Formulation of the Problem	6
1.5 Research Questions	6
1.6 The Purposes of the Study	7
1.7 Significance of the Study.....	7
1.8 The Definition of Key Terms	8
CHAPTER II REVIEW OF RELATED LITERATURE	9
2.1 The Definition of Reading.....	9
2.2 The Purposes of Reading.....	11
2.3 The Types of Reading	15
2.4 The Strategies of Reading	17
2.5 The Components of Reading	24
2.6 The Models of Reading Comprehension.....	28
2.7 The Levels of Reading Comprehension	31

2.8	Report Text.....	34
2.9	Review of Related Studies.....	39
2.10	Theoretical Framework	41
CHAPTER III RESEARCH METHOD		42
3.1	Research Design	42
3.2	Population and Sample	42
3.3	Instrumentation.....	44
3.4	Techniques of Collecting Data	50
3.5	Techniques of Analyzing the Data	50
CHAPTER IV FINDINGS AND DISCUSSION		52
4.1.	Findings	52
4.2	Discussions	57
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....		60
5. 1	Conclusions	60
5. 2	Suggestions.....	61
BIBLIOGRAPHY		62
APPENDICES		70

LIST OF TABLES

Table 3. 1 The Distribution of Population	43
Table 3. 2 The Specification of the Instrument.....	45
Table 4. 1 The Classification of Students' Ability to Read Report Texts.....	53
Table 4. 2 The Classification of Students' Ability to Find the Main Idea of Report Texts	54
Table 4. 3 The Classification of Students' Ability to Understand the Detailed Information of Report Texts.....	56

LIST OF DIAGRAMS

Diagram 4. 1 The Classification of Students' Ability to Read Report Texts.....	53
Diagram 4. 2 The Classification of Students' Ability to Find the Main Idea of Report Texts	55
Diagram 4. 3 The Classification of Students' Ability to Understand the Detailed Information of Report Texts	56

LIST OF APPENDICES

Appendix 1 Try Out Reading Test.....	70
Appendix 2 Key Answer to Try Out Reading Test.....	83
Appendix 3 Score Distribution of Try Out Reading Test	84
Appendix 4 The Calculation of Reliability of Try Out Reading Test.....	85
Appendix 5 Item Analysis of Try Out Reading Test	87
Appendix 6 The Results of Item Analysis of Try Out Reading Test.....	94
Appendix 7 The Revised Reading Test.....	96
Appendix 8 Key Answer to the Revised Reading Test.....	106
Appendix 9 Students' Score on the Revised Reading Test.....	107
Appendix 10 Students' Converted Score Based on Research Questions.....	108
Appendix 11 Classifying the Students' Ability to Read Report Text Based on the Minimum Mastery Level (KKM) of SMKN 5 Padang	109
Appendix 12 Percentage of Students who Got High and Low Ability in Reading Report Texts	110
Appendix 13 Students' Converted Scores on Research Question One.	111
Appendix 14 Classifying the Students' Ability to Find Main Idea of Report Texts Based on the Minimum Mastery Level (KKM) of SMKN 5 Padang	112
Appendix 15 Percentage of Students who Got High and Low Ability to Find Main Idea of Report Texts.....	113
Appendix 16 Students' Converted Scores on Research Question Two.....	114

Appendix 17	Classifying the Students' Ability to Understand the Detailed Information of Report Texts Based on the Minimum Mastery Level (KKM) of SMKN 5 Padang	115
Appendix 18	Percentage of Students who Got High and Low Ability to Understand the Detailed Information of Report Texts	116
Appendix 19	Summary of Research Findings	117

CHAPTER I

INTRODUCTION

Chapter one presents the introduction of the study. This chapter consists of the background of the problem, the identification of the problem, the limitations of the problem, the formulation of the problem, research questions, the purposes of the study, the significance of the study, and the definition of key terms.

1.1 The Background of the Problem

Language is one of the most important aspects of human life, especially as a communication tool that everyone uses daily to express information and arguments to others. According to Rabiah (2020), language serves as a tool for interaction and communication, acting as a means of expressing ideas, feelings, and even thinking. Through language, communication between individuals becomes accessible and effective, both orally and in writing. Nowadays, there are a lot of languages spoken throughout the world. With the diversity of existing languages, people often find it difficult to communicate across countries and grasp the topic of the discussion when communicating. Hence, English is utilized as an international language for helping communication among people all over the world.

English is the fastest-growing language in the modern world, and it serves as a language of commerce by connecting the East and the West, as well as the North and the South (Rao, 2019). English is also the language most commonly used in a wide range of sectors, including economics, business, science,

technology, social studies, education, and culture. The wide spread of English requires us to learn it in the education field. Marzulina et al (2018) argue that English is one of the compulsory subjects in Indonesia's school system. At schools, students ideally study English subjects in four basic skills: listening, speaking, reading, and writing. English is a foreign language that must be studied in schools, particularly at the high school level.

Reading is one of the four skills that students have to develop while studying English. Reading is an inseparable part of every person's life. Students can quickly discover the information, knowledge, and messages conveyed through reading. However, many people especially students find it difficult to master their reading skills. It is supported by Nurmalasari and Haryudin (2021), who explain that the students feel trouble when they want to interpret a text because they have less knowledge of translating every word, finding the main idea of the text they read, and they cannot conclude and answer the questions. Hanifah (2014) explains that reading skills include not only the capacity to pronounce words but also the ability to comprehend the meaning and obtain information from the text. In other words, learning reading will improve students' pronunciation and reading comprehension.

Reading comprehension is the process of comprehending or the person's ability to read the content of an existing text in the type of messages, ideas, and information. Reading comprehension is a fundamental skill that all students must have in order to succeed academically. According to Hijazi (2018), reading texts

with comprehension implies that students will understand the text's purpose and function, be aware of the major topic and how it evolves from one paragraph to the next, and understand the meaning of phrases as well as the relationship between them. It means that students' English reading comprehension refers to how well they are able to understand the contents expressed in words, implicitly, and explicitly stated in the texts. However, English reading comprehension remains relatively low in Indonesia.

According to the Merdeka Curriculum, students have to participate more actively or independently in their learning, and teachers are only required to facilitate and encourage learning. Teachers also have a role in selecting learning materials based on the necessities of their students. According to Ramadhoni (2023), there is freedom to acquire knowledge and different methods of learning for both teachers and students. Therefore, the eleventh-grade students of SMKN 5 Padang have studied various kinds of text to assist them in developing their English reading comprehension skills. One of the texts used as teaching material for English in the eleventh grade at SMKN 5 Padang is the report text.

Based on a previous study conducted by Iskandar et al (2017), the main reason for low comprehension of the report text material is the student's lack of ability to understand complex vocabulary and references. The eleventh-grade students at SMKN 5 Padang practically had the same issue. This is supported by the author's three-month teaching experience. The writer discovered several difficulties in their comprehension of the report text. It impacts their ability for

reading comprehension. The majority of students think that reading a report text is quite challenging in terms of vocabulary, sentence structure, detail or factual information, the main idea, and language features of the report text.

Therefore, to find out the extent of students' ability in reading comprehension, the researcher wanted to know or was interested in doing research about students' reading comprehension in the report text entitled "*An Analysis of the Eleventh-Grade Students' Ability to Read Report Texts at SMKN 5 Padang*".

1.2 The Identification of the Problems

Based on the researcher's observation at SMKN 5 Padang as a student-teacher for three months and the background of the study above, there were problems that students had in terms of reading comprehension of the report text.

First, some students' ability to read report texts was low. Reading English is not easy for students in Indonesia. They should not only read all the paragraphs in a text but also should have the ability to comprehend a text. Reading without comprehension is an exhausting and meaningless activity for students in learning English. Hijazi (2018) explains that when students read text with comprehension, they will be able to identify the main idea, the purpose, and function of the text, notice how the text progresses from one paragraph to paragraph, and comprehend the meaning of every sentence as well as how they relate to another. Unfortunately, most students do not have sufficient abilities to read a text.

Second, students' reading ability to answer questions in certain levels of reading comprehension of report texts was poor. According to Olviyanti et al (2011), four levels of complexity are considered to be required for reading comprehension. These levels are the literal, inferential, critical, and creative levels. Reading requires communication with the message and comprehension at various levels, beginning with the lowest level and progressing to the highest level, or from literal comprehension to creative comprehension of reading. In the process of learning, the literal level is the foundation that students build to the higher-level comprehension growth. Therefore, it is important to start from the literal level of comprehension for students in the eleventh grade.

Third, in report texts, some students were unable to identify the main idea, detailed information, sentence structure, and language features of the texts. These features are very urgent for students to comprehend a text. As one of the English materials taught in schools, report text is a text that is difficult for students to understand and read.

According to Gilakjani and Sabouri (2016), one of the aspects that affect students' reading comprehension is the complexity of the texts. Complexity refers to the state of being intricate, complicated, or composed of many interconnected parts. In the context of reading comprehension, the complexity of the text refers to how difficult or intricate a piece of writing text is to understand. The complexity depends on various factors, including the reader's vocabulary and comprehension through different meanings and their application.

1.3 The Limitation of the Problem

After identifying the problems above, the researcher limited the research. The writer focused on students' ability to read report texts. In the level of reading comprehension, the writer focused on the level of reading comprehension namely literal comprehension. The students in the eleventh grade at SMKN 5 Padang had been given exercises and examinations on report text material that are based on the reading comprehension levels.

1.4 The Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as follows: “How is the students’ ability to read report texts at SMKN 5 Padang?”

1.5 Research Questions

Based on the formulation of the problem above, this study has the following research questions:

1. How is the students’ ability to find the main idea of report texts in the eleventh grade of SMKN 5 Padang?
2. How is the students’ ability to understand the detailed information of report texts in the eleventh grade of SMKN 5 Padang?

1.6 The Purposes of the Study

The main purpose of this research was to describe the eleventh grade students' ability to read report texts at SMKN 5 Padang. The specific purposes are as follows:

1. To describe the student's ability to the find main idea of report texts in the eleventh grade of SMKN 5 Padang.
2. To describe the student's ability to understand the detailed information of report texts in the eleventh grade of SMKN 5 Padang.

1.7 Significance of the Study

Based on the purpose of the study, this research is expected to be significant for teachers and students in SMKN 5 Padang. The significance of the research is as follows:

1. For English teacher, this research can be used as a theory to understand or explain students' ability to read report texts. It allows teachers to find new strategies to improve students' ability to read report texts.
2. For students, this research can be practically used as an exercise to help students improve their ability to read report texts. The students can improve their reading ability or learn more about how to comprehend the reading text. Therefore, this research will impact students' academic success.

1.8 The Definition of Key Terms

To avoid misunderstanding and misinterpretation, the researcher defines the definition of key terms as follows:

1. Ability

In the context of this research, ability refers to the performance of the eleventh-grade students' ability to read report texts at SMKN 5 Padang. This includes their capability to understand the detailed information, the main idea, and the sentence structure of the text.

2. Reading comprehension

Reading comprehension is a process of recognizing, interpreting, and understanding written or printed material. Related to this research, reading comprehension refers to the student's understanding of the texts that have been read and catching the meaning, information, and message given by the author of the text. Reading comprehension in this research specifically focuses on students' ability to read the report texts.

3. Report text

In this research, report text is the text that presents factual information about phenomena in general such as natural phenomena in our environment. Report text refers to one read and understood by the eleventh-grade of students in SMKN 5 Padang.