

## ENGLISH TEXTS READING COMPREHENSION OF GRADE 11 STUDENTS OF SMA NEGERI 4 KUPANG IN ACADEMIC YEAR 2024/2025

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KEYWORDS	ABSTRACT
<i>English, Reading Comprehension</i>	This thesis entitled: <b>English Texts Reading Comprehension of Grade Eleventh Students of SMA Negeri 4 Kupang in Academic Year 2024/2025</b> ". Reading comprehension is a process of understanding a text, namely to take the ideas, the information, and then interpret the meaning. It is mental process in which the readers try to understand the meaning in the text by interpreting what have been read in order to find the idea given by the writers. Nunan, defines reading comprehension is the process to get a, to understand, and to catch the content of the reading. It means that reading comprehension is a process of the readers in getting and understanding the meaning of the text. This research used descriptive quantitative method and qualitative method. This research was conducted for one month in SMA Negeri 4 Kupang. The researcher chose class 11/E students as the subject of this research. There were be 210 students as the population which were distributed in 6 classes, and each class consists of 24 students. For the purpose of this study, the sample taken was 10% of the population (210) = 21 students. The instruments used in this research were a test and interview. The test was multiple choice. There were 20 numbers of test items and another instrument was interview. There were 1 out of 21 students got poor scores (0-59) and 12 students got fair scores (60-69). It means 57% of students were not able to comprehend English reading text (failure). Meanwhile, there were 5 students (24)% got good scores (70-79) and 3 students got excellent scores (14%) from 80-100. It means most of students were not able to comprehend English texts.

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### INTRODUCTION

Reading is one of the language skills that enable students to understand the information provide clearly. However, some people are not interested in reading because they do not have good topic for reading. Reading is one of the basic English skills. Stone (2013:39) states that reading is a fundamental goal that children must master in order to be successful in school and in life. According to Honingman in Koentjaraningrat (2015,150-151), culture consists of three forms, including 1) Ideas: a form of culture that refers to ideas, values, norms, regulations, and so on. 2) Activities: a form of culture related to human activities or actions in a society. 3) Artifacts: a form of culture that refers to objects of human work.

Reading comprehension is a process of understanding a text, namely to take the ideas, the information, and then interpret the meaning. It is mental process in which the readers try to understand the meaning in the text by interpreting what have been read in order to find the idea given by the writers (Eka,

2012). In reading comprehension, the readers should pay attention to some aspects, such as the words and the information try to understand the main ideas and details and be able to make conclusions.

The students seem to have problems in understanding text, such as they have less motivation and interest, and they do not have good reading strategies, they do not have appropriate reading habit. Students also have lack of vocabulary and lack of practice in using vocabulary. In facts, the students are still unable to practice reading strategies although they have enough ability in reading comprehension. Based on the above background, the researcher intends to conduct a study entitled: **“ENGLISH TEXTS READING COMPREHENSION OF GRADE 11 STUDENTS OF SMA NEGERI 4 KUPANG IN ACADEMIC YEAR 2024/2025”** and intend to find out (1) the level of reading comprehension ability of grade 11 students of SMA Negeri 4 Kupang in academic year 2024/2025; (2) the difficulties encountered by the students in comprehending English texts; and (3) the solutions to overcome the difficulties in reading.

## METHOD

In conducting this research, the writer used descriptive quantitative method and qualitative method. It was used to know whether eleventh grade students of SMA Negeri 4 Kupang in academic 2024/2025 were able to comprehend English reading text, and identify difficulties encountered by the students in comprehending English reading text, and to describe solutions to overcome those difficulties. This research was conducted for one month in SMA Negeri 4 Kupang.

The population were the seventh-grade students at SMA Negeri 4 Kupang in the academic year 2024/2025. Creswell (2012) stated that population is group of individuals that have one characteristic that distinguishes them of other groups. There were 210 students as the population which were distributed in 6 classes, and each class consists of 24 students. According to Arikunto (1987:57), if the subject of the population is less than 100 it was better to take all of the subjects as the sample, but if the population was more than 100 subjects the sample can be taken to 10%-15% and 20%-25%. For the purpose of this study, the sample taken was 10% of the population (210) = 21 students. Since there were 24 students in the class taken for this research that is class E. the researcher only took the data from 21 students of this class.

The instruments used in this research were a test and interview. The test was multiple choice with 20 numbers of test item. Another instrument was interview where the researcher interviewed the students in SMA Negeri 4 Kupang. The interview was conducted to find out data on problems encountered by students in comprehending reading text and the solutions to overcome those problems.

## FINDINGS AND DISCUSSION

In this part, the researcher presents students' scores (individual scores), students' ability level in comprehending English text, the mean of students grades achievement and identify difficulties encountered by the students in comprehending English reading as the result of interview.

### Students' Scores (Individual Scores)

Students' grades were presented in the following table.

**Table 1: Students Scores (Individual Scores) of Reading Comprehension**

No	N(Students)	Total of Tests Items	Correct Answers	Incorrect Answers	Scores
1	N 1	20	13	7	65
2	N 2	20	16	4	80
3	N 4	20	13	7	65
4	N 6	20	11	9	55
5	N 7	20	13	7	65
6	N 8	20	14	6	70
7	N 9	20	13	7	65
8	N 10	20	15	5	75
9	N 11	20	15	5	75
10	N 12	20	13	7	65
11	N 13	20	13	7	65
12	N 14	20	13	7	65

13	N 16	20	13	7	65
14	N 17	20	13	7	65
15	N 18	20	14	6	70
16	N 19	20	13	7	65
17	N 20	20	14	6	70
18	N 21	20	17	3	85
19	N 22	20	12	8	60
20	N 23	20	17	3	85
21	N 24	20	12	8	60

In table one above, the scores of students were obtained by using the following formula:

Formula:

$$G = \frac{n}{N} \times 100\%$$

Where:

G= Grade

n= Total Score of Correct Answer

N= Total Number of Items

(Dullay, 1982:138)

For example student no 1:

$$\frac{13}{20} \times 100\% = 65 \text{ so, the individual score of the student no 1 is 65}$$

Based on the table above, the number of students and their score ranges were elaborated, as follows:

1. There were 3 students got excellent scores (80-100), namely students' no. 2, 18, and 20.
2. There were 5 students got good scores (70-79), namely students' no. 6, 8, 9, 15 and 17.
3. There were 12 students got fair scores (60-69), namely students' no. 1, 3, 5, 7, 10, 11, 12, 13, 14, 16, 19, and 21.
4. There were 1 student got poor scores (0-59), namely students no. 4.

The researcher may state that 62% of 21 students got poor scores (not able to comprehend English text) and just 8 of the students (38%) were able to comprehend English reading text.

### Difficulties Encountered by the Students

The identification of the field problems was done after conducting interviews with both English teacher and some students of class XI-E of SMA Negeri 4 Kupang for one half hours on Monday December 08, 2024. The researcher interviewed some students and then had a discussion with an English teacher. Based on the interviews and discussion, the researcher and an English teacher identified some problems that occurred in the English teaching and learning process. The students' problems arising during the teaching and learning process could be seen in the list table below:

**Table 4: The students' problems in Reading English Text**

No	Problems
1	Students had difficulty in understanding the meaning
2	Most of the students were passive in the reading activity
3	Most of the students had low motivation in reading
4	Some students found difficulties to comprehend the text as whole
5	Some students did not pay attention to the lesson, especially regarding reading activity in the classroom
6	Some students encountered difficulties in understanding the meaning of some difficult words or new words used in the text
7	The English teacher could not control the students well when some students made noise
8	The English teacher did not use innovative technique in reading class
9	There was low interaction among students and the English teacher

10	The class was a teacher-centered practice
11	Students' difficulty in translating English phrases and sentences into Indonesian
12	Students' mastery of vocabulary was still poor.

## CONCLUSION

The eleventh grade students of SMA Negeri 4 Kupang in the academic year 2024/2025 were not able to comprehend English text because based on table 1 before, it shows that some of students got poor scores. There were 1 out of 21 students got poor scores (0-59) and 12 students got fair scores (60-69). It means 57% of students were not able to comprehend English reading text (failure). Meanwhile, there were 5 students (24%) got good scores (70-79) and 3 students got excellent scores (14%). Based on the explanation before, there were 13 students got poor scores and 8 students got good scores so that the level of ability was classified as poor level with the percentage was 38%. The poor level of students' ability was supported by the mean (average) of the students' score that is 38%.

There were some problems faced by students in comprehending English text after based on the result of interviews. The difficulties faced by students were as follows:

1. Students had difficulty in understanding the meaning
2. Most of the students were passive in the reading activity
3. Most of the students had low motivation in reading
4. Some students found difficulties to comprehend the text as whole
5. Some students did not pay attention to the lesson, especially regarding reading activity in the classroom
6. Some students encountered difficulties in understanding the meaning of some difficult words or new words used in the text
7. The English teacher could not control the students well when some students made noise
8. The English teacher did not use innovative technique in reading class
9. There was low interaction among students and the English teacher
10. The class was a teacher-centered practice
11. Students' difficulty in translating English phrases and sentences into Indonesian
12. Students' mastery of vocabulary was still poor.

Based on the problem above, there are some suggestions that can be given, including:

1. The teacher should educate the students how to improve their reading comprehension ability, particularly their skills in reading comprehension of any English text properly this can help students to overcome obstacles in reading comprehension of the English text.
2. Students should learn more about reading comprehension, such as reading skills, reading techniques, and reading test-taking tactics that might be effective when dealing with reading comprehension tests.
3. Students should learn more about vocabulary and grammar to support them to understand English text of any types
4. Students should pay more attention to the teacher's explanation of the lesson.

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