

A Study on the Students' Reading Comprehension at the First Semester of Management Program at Islamic University of Indragiri Tembilahan

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Abstract

The problem in this study was the students' reading comprehension on the first semester of Management Program at Islamic University of Indragiri Tembilahan. This research only used one variable was reading comprehension. The research method used in this study was a descriptive research. The purpose of this study was to know the students' reading comprehension on the first semester of Management program at Islamic University of Indragiri Tembilahan. The total of the population used in this study were 163 students, the technique was used to take the sample is random sampling, the sample of this study was 25% from the population were 41 students. In collecting the data, the researcher used a reading test. After the data has been collected, the result of test shows that the students' reading comprehension was categorized as *Average to Good* because 59,39 in range 51-75, it is mean that the students should be improve their reading comprehension to be better than it.

Key words: *Reading Comprehension, Descriptive Research*

INTRODUCTION

English is an important language in the world. It is used around the world as communication by most of people. English has been taught in elementary school until the university level. It can be concluded that English have become the important subject in education. The students of Management Program also must be aware the important of English subject. Because, the information that is circulated in this world is mostly published in English. Many books are published in English. No matter who publishes it, which is sure to acquire a wide market many publishers publish reading in English. Major magazines such as Newsweek, Time, Vogue, Bazaar, People, Life, National Geographic, Mac World, etc. are written and published in English. In order to face the global business competition the businessman must have the ability to speak and understand reading texts in English. So, the students must have the ability to comprehend the reading text about business to face the global business competition.

McKinlay in <https://www.ecsscotland.co.uk/news/why-is-it-important-to-learn-business-english/> stated that in the 21st century we live in a truly global society, where communication with almost every part of the world is possible. *The spread of English as the language of international business* has made it more

important than ever for people working with colleagues, clients and partners from other countries to understand each other, so that they can form effective and productive working relationships. In order to *meet the demands of modern employers*, everyone from university graduates to senior managers *must be able use English for work*.

Based on the preliminary observation done on November 2017 at the first students in Management Program in Islamic University of Indragiri Tembilahan was found that the students have the difficulties to comprehend a reading text even it is related to their vocation is business. They did not understand even the simple sentence. They felt so difficulty to connect one word to another word, one sentence to another sentence, and one paragraph to another paragraph.

Based on the explanation and problems mentioned above, it is necessary to conduct a research entitled "A Study on the Students' Reading Comprehension at the First Semester of Management Program at Islamic University of Indragiri Tembilahan".

Objective and Research Questions: The main objective of the research was to find out the students' reading difficulties o EFL Learners. The objective were as follows:

- To investigate the students' reading comprehension at the first Semester of Management Program at Islamic University of Indragiri Tembilahan

LITERATURE REVIEW

The Nature of Reading

Westwood (2008:32) states reading comprehension can be defined as an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

Moreover, Woolley (2011:15) defines reading comprehension as the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In addition, Snow (2002: xiii) defines reading as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.

In conclusion, reading comprehension is ability to read the text, process it, and understand its meaning. It means when one reads a text they should interpret the meaning of words and find the information from the text.

The Component of Reading Comprehension

King and Stanley (2004:8) explain that there are five aspects in processing reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary context, identifying reference, and making reference

The theory above can be described as follows:

1. Finding factual information

Factual information requires readers to scan specific details. there are many types of question of factual information such as question type reason, purpose, result, comparison, means, identify, time and amount in which most of the answer can be found in the text.

2. Finding main idea

Recognition of the main idea of a paragraph is very important because it is not only to understand the paragraph on the first reading, but also helps students remember the content later. The main idea of paragraph is what the paragraph develops.

3. Finding the meaning of vocabulary in context

Vocabulary is more than list of target language words. Vocabulary includes the right and appropriate use of the word. It means that the larger vocabulary the smaller misunderstanding. So, by knowing the meaning of the vocabulary the readers can achieve reading comprehension well.

4. Identifying references

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reader passage. Students of English might learn many rules for the sentence. Reference words are usually short and are very frequently pronouns, such as; it, she, he, they, this etc.

5. Making inference

Inference is a skill where the readers have to be able to read between lines, King and Stanley divide into two main attentions, draw logical inference and make accurate prediction.

RESEARCH METHOD

This research is descriptive research. Gay (2000:275) stated that “descriptive study determines and describes the way things are. The total population used in this study were 163 students, the technique was used to take the sample is random sampling, the sample of this study was 25% from the population were 41 students of the first semester of Management Program at Islamic University of Indragiri Tembilahan. The technique used to collect the data was a reading test. It consists of 20 questions was made based on the reading comprehension indicators were 1) Finding Main Idea, 2) Finding Factual Information, 3) Guessing meaning of vocabulary in text., 4) Identifying Reference, and 5) Making Inference. The data were analyzed using SPSS (Statistical Package for the Social Sciences).

Table 1. The Classification of Students' Reading Comprehension

The classification	Categories score
76 – 100	Good to excellent
51 – 75	Average to good
26 – 50	Poor to average
0 – 25	Poor

FINDINGS AND DISCUSSION

Table 2 shows that the mean of the students' reading comprehension was 59,39, it was categorized as *Average to Good* because 59,39 in range 51-75. The descriptions of the data are as follows:

Table 2. The Results of Students' Reading Comprehension Scores

No.	Students	Score
1	Student 1	75
2	Student 2	70
3	Student 3	85
4	Student 4	65
5	Student 5	55
6	Student 6	75
7	Student 7	70
8	Student 8	70
9	Student 9	70
10	Student 10	80
11	Student 11	80
12	Student 12	75
13	Student 13	25
14	Student 14	35
15	Student 15	45
16	Student 16	85

17	Student 17	50
18	Student 18	75
19	Student 19	55
20	Student 20	45
21	Student 21	50
22	Student 22	75
23	Student 23	80
24	Student 24	25
25	Student 25	75
26	Student 26	25
27	Student 27	60
28	Student 28	50
29	Student 29	30
30	Student 30	60
31	Student 31	45
32	Student 32	50
33	Student 33	30
34	Student 34	60
35	Student 35	60
36	Student 36	60
37	Student 37	55
38	Student 38	65
39	Student 39	65
40	Student 40	60
41	Student 41	70
Total		2435
Mean		59,39

Table 3 clear that the frequency of interval 25.00 is 3 students (7.3%), the frequency of interval 30.00 is 2 students (4.9%), the frequency of interval 35.00 is 1 student (2.4%), the frequency of interval 45.00 is 3 students (7.3%), the frequency of interval 50.00 is 4 students (9.8%), the frequency of interval 55.00 is 3 students (7.3%), the frequency of interval 60.00 is 6 students (14.6%), the frequency of interval 65.00 is 3 students (7.3%), the frequency of interval 70.00 is 5 students (12.2%), the frequency of interval 75.00 is 6 students (14.6%), the frequency of interval 80.00 is 3 students (7.3%), the frequency of interval 85.00 is 2 students (4.9%).

Table 3.
The Frequency Distribution of Students' Reading Comprehension

No.	Score	Frequency	Percentage	Valid Percentage	Cumulative Percentage
1.	25,00	3	6,8	7,3	7,3
2.	30,00	2	4,5	4,9	12,2
3.	35,00	1	2,3	2,4	14,6
4.	45,00	3	6,8	7,3	22,0
5.	50,00	4	9,1	9,8	31,7
6.	55,00	3	6,8	7,3	39,0
7.	60,00	6	13,6	14,6	53,7
8.	65,00	3	6,8	7,3	61,0
9.	70,00	5	11,4	12,2	73,2
10.	75,00	6	13,6	14,6	87,8
11.	80,00	3	6,8	7,3	95,1
12.	85,00	2	4,5	4,9	100,0
	Total	41	93,2	100,0	
	Missing System	3	6,8		
	Total	44	100,0		

More detailed information about the students' reading comprehension is presented in the following histogram:

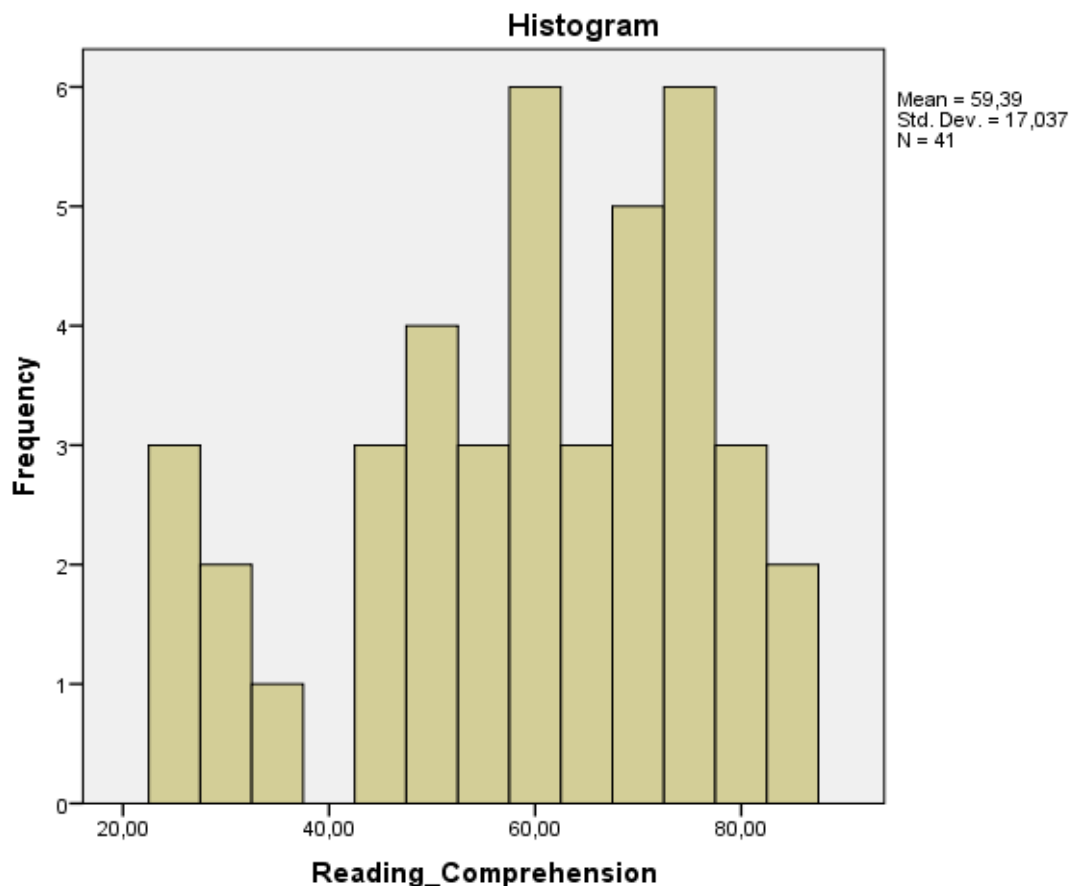


Table 4 demonstrates that there are 4 categories of the students' reading comprehension. The frequency of *Good to Excellent* category is 5 students (12.19%), the frequency of *Average to Good* is 23 students (56.10%), the frequency of *Poor to Average* category is 10 students (24.39%), the frequency of *Poor* category is 3 students (7.32%). Thus, the majority of the students' reading comprehension was classified into *Average to Good* category.

Table 4.
The Classification of Students' Reading Comprehension

No	Category	Score	Frequency	Percentage (%)
1.	Good to excellent	76 – 100	5	12.19
2.	Average to good	51 – 75	23	56.10
3.	Poor to average	26 – 50	10	24.39
4.	Poor	0 – 25	3	7.32
Total			41	100

DISCUSSION

The main objective of this research was to find out the students' reading comprehension at the first semester of Management Program at Islamic University of Indragiri Tembilahan. In this research the researcher gave a reading test to collect the data of students' reading comprehension. The result of test shows that the students' reading comprehension was categorized as *Average to Good* because 59,39 in range 51-75, it is mean that the students should be improve their reading comprehension to be better than it.

As a result the students still have enough reading comprehension, it can be better. As the solution for their problem to improve their reading comprehension is they must have good reading strategy, improve the vocabulary, and read a reading text as many as possible. The students of management faculty should have the ability to read and understand the text of English because it will be used in their carrier in the future to face the globalization era.

CONCLUSION

Based on the finding and discussion, it could be concluded that the students' reading comprehension must be improve to be better than now. The students must practice more to read an English text especially text about business, moreover they must memorize vocabulary at least one word one day.

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